Bradford County School District

Lawtey Elementary School

2021-22 Schoolwide Improvement Plan

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Lawtey Elementary School

22703 N PARK ST, Lawtey, FL 32058

bradfordschools.org/lawtey

Demographics

Principal: Terri O'quinn

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (49%) 2017-18: B (56%) 2016-17: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Bradford County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](http://www.floridacims.org)

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-6	Yes	95%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	19%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission in partnership with the entire community, is dedicated to providing a quality education in a safe learning environment so that all students can excel academically and socially in order to become productive citizens.

Provide the school's vision statement.

Our vision is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children. We will provide students with learning opportunities that are rigorous and relevant to today's educational standards. We will ensure a working and learning environment that is built on being respectful, responsible, reliable, and ready to learn. Through these Champion Values, we will maximize student potential and promote individual expectations.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
O'Quinn, Terri	Principal	Administrative Professional development Observations Mentoring Scheduling Data Analysis/monitoring
Ansley, Rebecca	Reading Coach	Professional development Data monitoring Observations Mentoring

Demographic Information

Principal start date
Thursday 7/1/2021, Terri O'quinn

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

15

Total number of students enrolled at the school

211

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	42	37	42	34	34	22	0	0	0	0	0	0	0	211
Attendance below 90 percent	27	13	14	11	11	15	0	0	0	0	0	0	0	91
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	1	4	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	7	10	9	1	3	5	0	0	0	0	0	0	0	35

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	5	4	1	2	9	0	0	0	0	0	0	0	25

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	4	1	1	1	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	1	0	1	1	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Wednesday 9/8/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	36	38	32	27	28	32	0	0	0	0	0	0	0	193
Attendance below 90 percent	22	6	7	9	14	8	0	0	0	0	0	0	0	66
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA	2	3	1	2	2	1	0	0	0	0	0	0	0	11
Course failure in Math	1	1	0	1	2	2	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	1	0	2	2	2	0	0	0	0	0	0	0	9

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	4	2	0	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	36	38	32	27	28	32	0	0	0	0	0	0	0	193
Attendance below 90 percent	22	6	7	9	14	8	0	0	0	0	0	0	0	66
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA	2	3	1	2	2	1	0	0	0	0	0	0	0	11
Course failure in Math	1	1	0	1	2	2	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	1	0	2	2	2	0	0	0	0	0	0	0	9

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	4	2	0	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				63%	53%	57%	49%	48%	56%
ELA Learning Gains				47%	49%	58%	44%	49%	55%
ELA Lowest 25th Percentile				29%	46%	53%	47%	52%	48%
Math Achievement				72%	55%	63%	70%	60%	62%
Math Learning Gains				57%	50%	62%	79%	50%	59%
Math Lowest 25th Percentile				21%	35%	51%	53%	45%	47%
Science Achievement				54%	43%	53%	49%	41%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	79%	59%	20%	58%	21%
Cohort Comparison						
04	2021					
	2019	65%	47%	18%	58%	7%
Cohort Comparison		-79%				
05	2021					
	2019	41%	42%	-1%	56%	-15%
Cohort Comparison		-65%				
06	2021					
	2019					
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	87%	60%	27%	62%	25%
Cohort Comparison						
04	2021					
	2019	62%	49%	13%	64%	-2%
Cohort Comparison		-87%				
05	2021					
	2019	67%	46%	21%	60%	7%
Cohort Comparison		-62%				
06	2021					
	2019					
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	59%	39%	20%	53%	6%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

1st - 5th ELA - iReady Reading
1st - 5th Math - iReady Math

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5 / 13%	17 / 44%	22 / 51%
	Economically Disadvantaged	5/13%	17 / 44%	22 / 51%
	Students With Disabilities	0 / 0%	0 / 0%	0 / 0%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5 / 13%	15 / 38%	21 / 49%
	Economically Disadvantaged	5 / 13%	15 / 38%	21 / 49%
	Students With Disabilities	0 / 0%	0 / 0%	0 / 0%
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5 / 19%	15 / 48%	15 / 44%
	Economically Disadvantaged	5 / 19%	15 / 48%	15 / 44%
	Students With Disabilities	0 / 0%	1 / 25%	1 / 25%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3 / 11%	13 / 42%	16 / 47%
	Economically Disadvantaged	3/ 11%	13 / 42%	16 / 47%
	Students With Disabilities	0 / 0%	2 / 50%	1/ 25%
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13 / 52%	24 / 86%	21 / 66%
	Economically Disadvantaged	13 / 52%	24 / 86%	21 / 66%
	Students With Disabilities	1/ 50%	1 / 33%	0 / 0%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5 / 20%	14 / 50%	15 / 47%
	Economically Disadvantaged	5 / 20%	14 / 50%	15 / 47%
	Students With Disabilities	0 / 0%	1/ 33%	1 / 50%
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	7 / 32%	7 / 28%	6 / 29%
	Economically Disadvantaged	7 / 32%	7 / 28%	6 / 29%
	Students With Disabilities	0 / 0%	0 / 0%	0 / 0%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4 / 19%	9 / 36%	9 / 43%
	Economically Disadvantaged	4 / 19%	9 / 36%	9/ 43%
	Students With Disabilities	0 / 0%	1/ 20%	0 / 0%
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10 / 33%	16 / 47%	11/ 37%
	Economically Disadvantaged	10 / 33%	16 / 47%	11 / 37%
	Students With Disabilities	0 / 0%	1 / 17%	1 / 20%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8 / 27%	21 / 62%	15 / 50%
	Economically Disadvantaged	8 / 27%	21 / 62%	15 / 50%
	Students With Disabilities	1/ 17%	1 / 17%	1 / 20%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	60			65							
WHT	70	64		73	68		54				
FRL	65	62		69	69		44				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	52	48	33	61	43	20					
BLK	40	20		73	60						
WHT	68	53	40	71	56	27	67				
FRL	58	52		64	41		55				

	2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	26	29		52	70						
BLK	29	41		63	88						
WHT	56	42	50	71	74	40	54				
FRL	46	43	47	68	77	57	38				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	314
Total Components for the Federal Index	5
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	63
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The 4th grade class that did not take a 3rd grade FSA continues to struggle. (This is our 5th grade class for 21-22.) In ELA 23% were level 1 and 36% in Math. The 3rd and 5th grade cohorts were both above state average in both ELA and Math. The 5th grade was able to continue to make gains even with the 9 weeks out in 4th grade.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our students in all grades struggle with vocabulary. Numbers and Operations is the lowest area in Math.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Our students do not have a strong language base and often need the same language support as ELL students. We have adopted HMH Into Reading which has a stronger vocabulary component included. For Math, we need more small group interactions to strengthen their number sense.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Increase in learning gains in both ELA and Math.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We increased our learning gains for ELA from 47% to 59% with the implementation of LLI (Leveled Literacy Intervention). We are able to increase the Lowest 25% in ELA from 29% to 66% due to LLI and increased Tier 3 support with an interventionist.

What strategies will need to be implemented in order to accelerate learning?

We will continue to use LLI and Tier 3 interventions with an Interventionist in small groups settings, adding SRA Decoding for the students who still need the focus on decoding before comprehension.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers are receiving professional development to support HMH Into Reading and LLI through the publishing companies or the Curriculum Resource Teacher. Math teachers also receive support through the District Math Coach and the Curriculum Resource Teacher.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Weekly data meetings, continuing to order materials for SRA in grade K-2 and LLI in grades 3-5, training in the B.E.S.T. standards for ELA and Math, selecting a quality program for Math, and providing training in its use

Part III: Planning for Improvement

Areas of Focus:

No activities were entered for this section.

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our discipline data is lower in comparison to other elementary schools in Florida. Lawtey Elementary School has had zero behavioral referrals for the 2021-2022 school year. This lack of referrals can be attributed to the successful school-wide implementation of PBIS. PBIS will continue to be the focus for school culture and environment for the 2021-2022 school year.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Lawtey Elementary School has a PBIS, Positive Behavior Interventions and Supports, committee. This committee is comprised of teachers and staff that meet once a month to review PBIS data and incentives. The PBIS minutes are shared during the SAC and PTO meetings in order to gain input from parents and community members as well. High expectations are modeled and taught throughout the year. Values such as being respectful, responsible, reliable, and ready to learn are instilled in each grade level. The principal, staff, and students take part in the "Lawtey Pledge" each morning as a reminder of the importance of these values. The PTO takes part in rewarding students that meet the PBIS expectations by providing activities ands awards such as the in-school Fall Festival.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders included in the Lawtey Elementary School environment include but are not limited to teachers, staff, students, parents, school board members, local businesses, the PTO, and the SAC committee.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

Total:	**$0.00**