

Wakulla County Schools

Crawfordville Elementary School



2022-23 Schoolwide Improvement Plan

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Crawfordville Elementary School

379 ARRAN RD, Crawfordville, FL 32327

<https://ces.wakullaschooldistrict.org/>

Demographics

Principal: Alena Crawford

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	68%
2021-22 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 Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (66%) 2018-19: A (65%) 2017-18: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Wakulla County School Board on 11/14/2022.

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.

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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379 ARRAN RD, Crawfordville, FL 32327

<https://ces.wakullaschooldistrict.org/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p>2021-22 Title I School</p> <p style="font-size: 1.2em;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.2em;">68%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 1.2em;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">23%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A	A	A	A

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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.

Crawfordville Elementary School believes that its mission is to create an atmosphere of warmth, trust, and respect by continuously providing role modeling and helping others understand the importance of such an atmosphere. We will lead students to believe in themselves by using data to show their strengths, data to help them set goals, and data to plan instruction so that students CAN meet their goals. We will know students, take an interest in our students, and appreciate the diversity of our students. Only positive, professional, productive approaches will be used towards parents, students and colleagues in order to establish and maintain the needed teamwork that it takes to succeed.

Provide the school's vision statement.

All students will achieve their highest potential as a result of the experiences that are provided by a team of highly qualified professionals in a positive, caring, healthy and safe learning environment.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Crawford, Alena	Principal	Principal
Panzarino, Brandi	Teacher, K-12	Teacher Coach
Pearce, Rebecca	Teacher, K-12	Teacher Coach
Morris, Katelin	Teacher, K-12	Teacher Coach
Lankford, Carrie	Teacher, K-12	Teacher Coach
Hunter, Katherine	Teacher, K-12	Grade Level Leader
Willis, Kelly	Teacher, K-12	Grade Level Leader
Bowen, Tawanda	Teacher, K-12	Grade Level Leader
DenBleyker, Angela	Teacher, K-12	Grade Level Leader
Hand, Michelle	Teacher, K-12	Teacher Coach
Adkison, Alisa	Teacher, K-12	Grade Level Leader

Demographic Information

Principal start date

Wednesday 7/1/2020, Alena Crawford

Number of teachers with a 2022 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.*

2

Number of teachers with a 2022 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.*

7

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

683

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	118	106	128	92	120	93	0	0	0	0	0	0	0	657
Attendance below 90 percent	38	32	28	29	30	24	0	0	0	0	0	0	0	181
One or more suspensions	1	2	1	0	4	6	0	0	0	0	0	0	0	14
Course failure in ELA	0	8	3	4	7	6	0	0	0	0	0	0	0	28
Course failure in Math	0	2	2	3	8	6	0	0	0	0	0	0	0	21
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	13	17	9	0	0	0	0	0	0	0	39
Level 1 on 2022 statewide FSA Math assessment	0	0	0	17	20	12	0	0	0	0	0	0	0	49
Number of students with a substantial reading deficiency	2	6	12	11	5	4	0	0	0	0	0	0	0	40

Using the table above, complete the table below with the number of students by current grade level who have 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	1	6	6	15	18	14	0	0	0	0	0	0	0	60

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	17	11	2	2	0	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Friday 9/9/2022

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	111	105	125	93	117	90	0	0	0	0	0	0	0	641
Attendance below 90 percent	26	25	29	19	20	19	0	0	0	0	0	0	0	138
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	9	2	3	4	5	0	0	0	0	0	0	0	23
Course failure in Math	0	3	2	3	7	5	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	12	12	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	22	9	0	0	0	0	0	0	0	32
Number of students with a substantial reading deficiency	36	56	44	40	9	9	0	0	0	0	0	0	0	194

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	0	4	1	3	11	9	0	0	0	0	0	0	0	28

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	16	12	2	1	0	0	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	111	105	125	93	117	90	0	0	0	0	0	0	0	641
Attendance below 90 percent	26	25	29	19	20	19	0	0	0	0	0	0	0	138
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	9	2	3	4	5	0	0	0	0	0	0	0	23
Course failure in Math	0	3	2	3	7	5	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	12	12	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	22	9	0	0	0	0	0	0	0	32
Number of students with a substantial reading deficiency	36	56	44	40	9	9	0	0	0	0	0	0	0	194

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	0	4	1	3	11	9	0	0	0	0	0	0	0	28

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	16	12	2	1	0	0	0	0	0	0	0	0	0	31
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	66%	63%	56%				72%	68%	57%
ELA Learning Gains	69%						60%	59%	58%
ELA Lowest 25th Percentile	53%						55%	47%	53%
Math Achievement	71%	47%	50%				72%	68%	63%
Math Learning Gains	72%						76%	69%	62%
Math Lowest 25th Percentile	66%						59%	52%	51%
Science Achievement	66%	68%	59%				58%	56%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	70%	67%	3%	58%	12%
Cohort Comparison		0%				
04	2022					
	2019	72%	66%	6%	58%	14%
Cohort Comparison		-70%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	71%	61%	10%	56%	15%
Cohort Comparison		-72%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	69%	64%	5%	62%	7%
Cohort Comparison		0%				
04	2022					
	2019	79%	71%	8%	64%	15%
Cohort Comparison		-69%				
05	2022					
	2019	66%	60%	6%	60%	6%
Cohort Comparison		-79%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	55%	53%	2%	53%	2%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	41	62	43	47	61	53	47				
BLK	75	76		61	81						
HSP	80	70		80	80						
MUL	64	64		68	79						
WHT	65	68	55	73	70	62	66				
FRL	61	69	57	65	74	68	69				

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	50	57		46	50		36				
BLK	52			34							
HSP	90			70							
MUL	40			60							
WHT	68	61	63	70	69	53	55				
FRL	56	51	50	57	51	30	47				

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	49	38	27	47	44	40	33				
BLK	66	67	70	61	79	50	58				
MUL	60			60							
WHT	74	61	54	75	75	59	59				
FRL	64	58	57	64	75	61	50				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	66
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	463
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	51
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	73
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	78
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	69
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	66
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Proficiency amongst subgroups has increased over the last three years. From 18-19 to 21-22:

SWD: Math proficiency increased 17%, Science proficiency increased 14%.

Black: ELA proficiency increased 23%, Math proficiency increased 27%.

Hispanic: Math proficiency increased 10%

Multiracial: ELA proficiency increased 24%, Math proficiency increased 8%

Economically Disadvantaged: ELA proficiency increased 5%, Math proficiency increased 8%, and Science proficiency increased 22%.

3rd grade ELA proficiency has decreased over the last three years (2018-19 to 2021-22) by 11% .

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our goal for schoolwide ELA proficiency was 70% / ELA overall proficiency scores were 66%

Our goal for schoolwide Science proficiency was 60% / Science overall proficiency was 66%, but we would like to see this area improve.

Schoolwide Math proficiency was good at 71%, but we implemented many different instructional practices last year and we need to see a continuation of the practices.

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

3rd grade scores were a major contributing factor to CES not reaching their ELA proficiency goal last year. 3rd grade teacher coaches will ensure the implementation of KAGAN strategies, and SIPPS and STARS and CARS will be used as intervention tools in order to help students who are in the Tier 2 / Tier 3 process reach grade level proficiency.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Science proficiency showed a major improvement from 50% to 66% (16%). Math proficiency also showed a major improvement jumping from 66% to 71% (5%).

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

An increased focus on science vocabulary, 3rd-5th Science DSBAs, weekly STEM activities and/or science experiments all contributed to this improvement.

Math contributing factors to improvement: Increased time in the math block, center and small group

based learning in math, math high yield routines, Teacher Coaches, use of Mystery Science and Generation Genius, 3-5 Math i-Ready for all students, STAMS and CAMS as a math intervention for TIER 3 students, Freckle Math, Freckle ELA, KAGAN training for teachers.

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

We will continue the strategies that were implemented last year (listed above) which showed success in improving student achievement.

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.

Weekly PLCs through grade level meetings, Teacher Coaches modeling lessons and aiding in data analysis, KAGAN training through our KAGAN coach along with monthly newsletter introducing new KAGAN structures, two professional development days led by grade level Instructional Coaches analyzing grade level data.

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

Teacher coaches will receive district training in data analysis, learning walks each semester focused on KAGAN cooperative learning strategies, administrator's will be conducting walk throughs to ensure active learning and engagement.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

<p>Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>ELA is critical to students' success in all academic areas. Our current proficiency level is 66% and we would like to see that increase so more students will be successful throughout their educational journeys.</p>
<p>Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>Students will demonstrate 71% proficiency in STAR Reading in grades K-5.</p>
<p>Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>STAR Reading and STAR Early Literacy will be used as progress monitoring tools.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Alena Crawford (alena.crawford@wcsb.us)</p>
<p>Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.</p>	<ol style="list-style-type: none"> 1. KAGAN Structures implemented school-wide 2. SIPPS Routines implemented K-3 3. Heggerty Phonemic Awareness Program implemented in 1st grade 4. STARS/CARS implemented in grades 3-5 for Tier 3 intervention 5. SIPPS implemented in grades 3-5 for Tier 3 intervention <p>KAGAN structures have been shown to increase student engagement resulting in increased student achievement. SIPPS is a multisensory program that enhances foundational skills in phonetic proficiency and phonemic awareness. Heggerty is a multisensory phonemic awareness program that increases foundational skills. STARS / CARS is a program that increases student comprehension and vocabulary skills. All strategies are district approved/adopted as evidenced-based through current research and effectiveness in target populations.</p>
<p>Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.</p>	<p>(This content is included in the Evidence-based Strategy cell above.)</p>

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

KAGAN training monthly at faculty meetings, K-2 KAGAN summer academy which was attended by 19 teachers. Teacher coaches will ensure that KAGAN structures are being incorporated into weekly lesson plans, and this will be discussed during weekly grade level meetings. Administration will ensure the use of KAGAN activities during classroom walk-throughs. DSBA/STAR Reading will be used to monitor progress.

Person Responsible Alena Crawford (alena.crawford@wcsb.us)

SIPPS training will be provided to any new faculty members by the instructional coach. Teacher coaches in grades K-3 will discuss the utilization of SIPPS during weekly grade level meetings. Resource teachers will incorporate SIPPS into weekly lesson plans and monitor SIPPS progress through the Tier 3 progress monitoring calendar. SIPPS progress will be monitored through SIPPS mastery tests.

Person Responsible Alena Crawford (alena.crawford@wcsb.us)

Heggerty Phonemic Awareness training will be made available through teacher coaches in grades K-1 to new faculty and staff. Teacher coaches in K-1 will ensure that Heggerty is implemented into weekly lesson plans, and this will be discussed during weekly grade level meetings. Teachers will monitor progress weekly through checklist to ensure progress is made.

Person Responsible Alena Crawford (alena.crawford@wcsb.us)

Training on the STARS/CARS program will be made available to new employees through the instructional coach. STARS/CARS will be utilized with students receiving Tier 3 interventions to increase comprehension and vocabulary. Teachers providing Tier 3 interventions will document the use of the STARS/CARS program on the Tier 3 progress monitoring calendars. Progress will be monitored through the use of the CARS (assessment) portion of the program.

Person Responsible Alena Crawford (alena.crawford@wcsb.us)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Math was a focus skill last year due to decreased proficiency in 20-21. CES implemented several new instructional strategies to increase math proficiency. The implementation of these strategies resulted in a 5% increase in proficiency, we want to continue to implement these strategies to ensure continued success in this area.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students will be 71% proficient in STAR Math in grades 1-5.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

STAR Math and district DSBA's will be used as progress monitoring tools.

Person responsible for monitoring outcome:

Alena Crawford (alena.crawford@wcsb.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

1. KAGAN structures
2. i-Ready program implemented 3-5.
3. STAMS/CAMS program for Tier 3 intervention
4. 90 minute math blocks
5. Small group math instruction incorporated into math centers
6. High yield math routines

KAGAN increases student engagement which increases student achievement.

i-Ready is an individualized math computer-based instructional program which targets students' needs. STAMS/CAMS is differentiated math instruction for students who need extra support in key instructional math skills.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Increased amount of time spent in math instruction will allow for more exposure, practice and remediation in math standards.

Small group allows for differentiated, direct instruction and teacher clarity increasing student achievement.

High yield math routines ensure spiral learning.

All strategies are district approved/adopted as evidenced-based through current research and effectiveness in target populations.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

KAGAN training monthly at faculty meetings, K-2 KAGAN summer academy which was attended by 19 teachers. Teacher coaches will ensure that KAGAN structures are being incorporated into weekly lesson plans, and this will be discussed during weekly grade level meetings. Administration will ensure the use of KAGAN activities during classroom walk-throughs. STAR Math will be used to monitor progress.

Person Responsible

Alena Crawford (alena.crawford@wcsb.us)

Teacher coaches will train new teachers on the use of I-Ready Math. Coaches will check with teachers during weekly grade level meetings to ensure students in grades 3-5 are utilizing I-Ready weekly during

computer time. Teachers will run reports weekly to ensure student progress, and teacher coaches will review data with teachers during weekly grade level meetings.

Person Responsible Alena Crawford (alena.crawford@wcsb.us)

Training on the STAMS/CAMS program will be made available to new employees through the instructional coach. STAMS/CAMS will be utilized with students receiving Tier 3 interventions to increase math fluency and ability to solve multi-step word problems. Teachers providing Tier 3 interventions for math will document the use of the STAMS/CAMS program on the Tier 3 progress monitoring calendars. Progress will be monitored through the use of the CAMS (assessment) portion of the program.

Person Responsible Alena Crawford (alena.crawford@wcsb.us)

The instructional coach will provide training on High Yield Math Routines. Instructional Coaches will discuss various High Yield Math Routines during weekly grade level meetings. Administration will check lesson plans and conduct walk throughs to ensure the use of High Yield Math Routines. STAR Math will be used to monitor progress.

Person Responsible Alena Crawford (alena.crawford@wcsb.us)

#3. Instructional Practice specifically relating to Science**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Science was a focus skill last year due to our students only performing at a 50% proficiency level in 20-21. CES implemented several new instructional strategies to increase Science proficiency. The implementation of these strategies resulted in a 16% increase in proficiency. CES will continue to implement these strategies to ensure continued success in this area.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students will demonstrate 71% proficiency in Science DSBA's.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Science DSBA's will be used as a progress monitoring tool.

Person responsible for monitoring outcome:

Alena Crawford (alena.crawford@wcsb.us)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

1. STEAM weekly activities including hands-on science experiments
2. Generation Genius computer-based learning
3. Mystery Science computer-based learning

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Hands-on experiments addresses all types of learning modalities. Generation Genius helps build vocabulary/content area reading and connects it with real life demonstrations. Mystery Science provides real life demonstrations/hands on experiments/standards based lessons. All strategies are district approved/adopted as evidenced based through current research and effectiveness in target populations.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teacher coaches will address the use of hands-on experiments during grade level meetings. Coaches will review with teachers materials provided in the Science curriculum that are provided in order to conduct science experiments. Teacher coaches and grade level leaders will review science DSBA data to ensure effectiveness of experiments on student learning.

Person Responsible

Alena Crawford (alena.crawford@wcsb.us)

Teacher coaches will review the correlation between weekly Generation Genius lessons and state standards each week during grade level meetings. Generation Genius will be used in weekly lesson plans, to be reviewed by administration. Grade level leaders, administration and teacher coaches will use DSBA grades to monitor effectiveness of Generation Genius on student learning.

Person Responsible Alena Crawford (alena.crawford@wcsb.us)

Teacher coaches will train teachers on the use of Mystery Science. Coaches will check with teachers during weekly grade level meetings to ensure students in grades 3-5 are utilizing Mystery Science weekly during computer time. Teachers will run reports weekly to ensure student progress, and teacher coaches will review data with teachers during weekly grade level meetings.

Person Responsible Alena Crawford (alena.crawford@wcsb.us)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

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

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.

Students are also participating daily in Sanford Harmony in the classroom, in order to ensure a positive classroom environment. Students in need of additional services are participating in small group counseling services, provided by an outside corporation.

Parents are invited and encourage to attend regularly scheduled School Advisory Council Meetings held four times per year. During regularly scheduled SAC meetings, parents and families assist with planning, review and evaluation of the parent and family engagement plans, including the school improvement plan. Parent input is sought, recognized, valued, and strongly considered in the decision-making process, including decisions involving Title 1 programs and funding. In addition, parental feedback is solicited via the annual school climate survey, as well as, at each parental involvement activity hosted by the school, including virtual activities.