

Columbia County School District

Fort White Elementary School



2022-23 Schoolwide Improvement Plan

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Fort White Elementary School

18119 SW STATE ROAD 47, Fort White, FL 32038

<http://fwes.columbiak12.com/>

Demographics

Principal: Syreeta Jackson Lee

Start Date for this Principal: 6/15/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-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)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: C (53%) 2018-19: B (60%) 2017-18: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Columbia County School Board on 10/25/2022.

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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<http://fwes.columbiak12.com/>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Through the relentless pursuit of student learning, our highly qualified teachers will provide rigorous standards-based instruction, which will result in academic growth for all students. We are committed to providing the highest quality education for all students by setting high expectations to promote life-long learning. We embrace the partnership between school, home, and community and we are committed to helping our students become part of the global community, as we celebrate diversity and meet the opportunities of the future.

Provide the school's vision statement.

Fort White Elementary School will provide opportunities for each student to learn skills, acquire knowledge, and develop character within a rich, diverse, and nurturing learning environment. Students will emerge as respectful, responsible citizens prepared to succeed in our global community.

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
Jackson, Syreeta	Principal	Syreeta Jackson-Lee will lead the Fort White Elementary School Leadership Team in striving daily to help foster a culture of learning and acceptance by supporting teachers, students, and families. Each classroom teacher and support staff will provide a rigorous education embedded with intervention supports for students with additional needs. As a leadership team, we will also support each other by listening and contributing to all endeavors, creating an empowered decision-making group.
Carter, Ed	Assistant Principal	Assist the principal in overseeing the MTSS and the SIP initiatives and conducting teacher evaluations. He will also be responsible for school discipline as related to MTSS and the school-wide discipline plan and assist in evaluating school/grade level data.
Barnett, Carol	Curriculum Resource Teacher	Carol Barnett, Curriculum Resource Teachers serves multiple purposes through working with classroom teachers, resource teachers, paraprofessionals, and tutors to provide curricular resources and effective supplemental instructional materials. The CRT is responsible to train in the use of the resources and help in the implementation of the resources in both whole group and small group instruction. Also, the CRT works with parents and family members in providing resources and training in the use of the resources so that the parent or family member can build their skills in helping their child academically at home. The CRT coordinates the school's Title 1 program, volunteer coordinator, and assistant F.A.S.T. testing coordinator as needed.
Huesman, Leanne	Instructional Coach	Work to increase the effectiveness of all teachers through effective high-quality, personalized professional development. The instructional coach provides job-embedded professional learning to all teachers regardless of where each teacher's skill level resides on the mastery spectrum. Additionally, the instructional coach leads a district-wide initiative that will provide consistency and understanding of instructional methodology, high-impact instructional strategies, data analysis of student performance assessment outcomes, and other professional learning activities that focus on student needs. She also leads out in the K-2 Star Early literacy progress Monitoring State Testing.
Peach, Ashley	School Counselor	Ashley Peach, Guidance Counselor - assist the principal in overseeing MTSS and SIP initiatives; Chairman of MTSS team, assist teachers with student concerns to include counseling, the involvement of outside agencies; Migrant contact, assists team in the evaluation of the school, grade level, and student data. Ms.

Name	Position Title	Job Duties and Responsibilities
		Peach is also the testing coordinator for F.A.S.T. progress monitoring grades 3 -5 and works closely with the Instructional coach in planning and coordinating the K-2 Star EarlyLiteracy testing.
Moseley, Susan	Instructional Media	Media Specialist. Assisting with intervention and implementation of school initiatives.

Demographic Information

Principal start date

Wednesday 6/15/2022, Syreeta Jackson Lee

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.*

0

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.*

9

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

681

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

4

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	104	107	108	113	116	85	0	0	0	0	0	0	0	633
Attendance below 90 percent	21	25	36	30	22	19	0	0	0	0	0	0	0	153
One or more suspensions	2	6	2	4	4	4	0	0	0	0	0	0	0	22
Course failure in ELA	0	2	8	18	15	8	0	0	0	0	0	0	0	51
Course failure in Math	0	0	2	6	4	9	0	0	0	0	0	0	0	21
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	18	15	14	0	0	0	0	0	0	0	47
Level 1 on 2022 statewide FSA Math assessment	0	0	0	10	18	17	0	0	0	0	0	0	0	45
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	4	6	21	18	11	0	0	0	0	0	0	0	61

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	6	2	1	19	3	0	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	0	1	1	1	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Wednesday 9/14/2022

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	100	98	83	122	80	102	0	0	0	0	0	0	0	585
Attendance below 90 percent	31	28	32	27	18	30	0	0	0	0	0	0	0	166
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	11	6	18	9	6	0	0	0	0	0	0	0	50
Course failure in Math	0	2	2	8	5	8	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	7	6	11	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	9	11	0	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	0	0	0	7	6	11	0	0	0	0	0	0	0	24

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	7	5	13	10	12	0	0	0	0	0	0	0	47

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	8	11	0	9	1	0	0	0	0	0	0	0	0	29
Students retained two or more times	0	0	0	2	3	4	0	0	0	0	0	0	0	9

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	100	98	83	122	80	102	0	0	0	0	0	0	0	585
Attendance below 90 percent	31	28	32	27	18	30	0	0	0	0	0	0	0	166
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	11	6	18	9	6	0	0	0	0	0	0	0	50
Course failure in Math	0	2	2	8	5	8	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	7	6	11	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	9	11	0	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	0	0	0	7	6	11	0	0	0	0	0	0	0	24

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	7	5	13	10	12	0	0	0	0	0	0	0	47

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	8	11	0	9	1	0	0	0	0	0	0	0	0	29
Students retained two or more times	0	0	0	2	3	4	0	0	0	0	0	0	0	9

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	52%	58%	56%				65%	60%	57%
ELA Learning Gains	57%						57%	60%	58%
ELA Lowest 25th Percentile	55%						64%	67%	53%
Math Achievement	58%	55%	50%				61%	66%	63%
Math Learning Gains	54%						58%	61%	62%
Math Lowest 25th Percentile	51%						49%	50%	51%
Science Achievement	46%	67%	59%				65%	55%	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	68%	68%	0%	58%	10%
Cohort Comparison		0%				
04	2022					
	2019	64%	62%	2%	58%	6%
Cohort Comparison		-68%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	55%	59%	-4%	56%	-1%
Cohort Comparison		-64%				

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	61%	70%	-9%	62%	-1%
Cohort Comparison		0%				
04	2022					
	2019	63%	64%	-1%	64%	-1%
Cohort Comparison		-61%				
05	2022					
	2019	52%	65%	-13%	60%	-8%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	66%	59%	7%	53%	13%
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	21	39	50	31	37	35	19				
ELL	15			46							
BLK	63	82		63	64						
HSP	46	53		50	53						
MUL	35	47		52	55		43				
WHT	54	57	55	59	53	52	47				
FRL	46	59	61	53	54	54	42				

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	20	18	27	30	27	10	29				
ELL	15			50							
BLK	32	9		26							
HSP	28			58							
MUL	45			64							
WHT	58	41	47	56	31	27	56				
FRL	51	31	35	51	25	15	42				
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	35	51	50	38	51	59	42				
BLK	37	43	60	26	54	50	23				
HSP	67	67		54	44						
MUL	71	73		71	73						
WHT	69	58	63	67	60	46	71				
FRL	60	54	65	53	56	51	59				

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)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	76
Total Points Earned for the Federal Index	449
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	46

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	68
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	55
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	46
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	54
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	56
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?

FWES has shown growth in all areas of accountability except for Science. Our Science performance has fluctuated from year to year. FWES also has had declining performance from our students with disabilities. Our SWD's increased 1 percentage point in ELA achievement and 21 percentage points in ELA learning gains. The SWD subgroup increased 23 percentage points in the lower quartile. With all of the gains the SWD subgroup accomplished, they still continue to have a significant gap in comparison to the other subgroups. SWD's also showed increases in all Math categories, in comparison to the previous year's scores.

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

Based upon data, FWES can show improvement in ELA and Science. Our ELA proficiency didn't show growth but remained the same as the previous year at 52%. In Science, our proficiency decreased by 4 percentage points, at 46%.

According to our 2022 subgroup data, our three lowest performing subgroups in ELA are SWD, ELL, and MUL, scoring 21%, 15%, and 35% proficient respectively. All other subgroups scored 46% proficient or higher.

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

In ELA, we should continue to focus on growth. As students begin to show more growth, proficiency will increase. FWES did show learning gains in ELA, which was 57%, an increase of 21 percentage points from the previous year. Our bottom quartile also showed growth with 55%, an increase of 19 percentage points. FWES did lose 2 veteran teachers to retirement last year and we will lose another veteran teacher this year to retirement as well. Actions will include targeted intervention at each grade level, 1-5. Students will be grouped on standards-based performance, and attend additional intervention for lower performing, reteaching, or accelerated achievement.

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

FWES showed the most improvements in learning gains and bottom quartile growth. In both ELA and Math, there was double-digit growth in both these categories.

In ELA and Math, every subgroup showed learning gains, including every subgroup in the bottom quartile. Notably, we did have a shift in demographics which allowed for more subgroups to be reported in 2022, as compared to 2021.

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

At FWES, we have been focusing on differentiated instructional practices. By differentiating instruction, students are able to get specific and targeted assistance where they are lacking. New actions will include an intervention time in the day, which will help all of our students grow, especially students with disabilities because it will target gaps in learning.

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

FWES will continue to differentiate instruction each day. FWES is also working to help teachers understand student data and the impact that data has on daily instructional practices, thus creating data-driven instructional practices in every classroom, every day so that all student subgroups can grow and thrive. Targeted interventions will accelerate and enrich learning for students at level 3 and above.

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.

Professional development opportunities for teachers will include curriculum training for both ELA and Math, which will be provided by CCSD and curriculum companies. Other opportunities will include training on reading strategies with Kaleb Watkins of Just Read Florida. Mr. Watkins will offer PD on foundational reading skills and how to utilize the 90 minute reading block. Saxon phonics PD will be offered FIN/FDLRS, and data interpretation and implementation PD will be offered by our instructional coach during monthly PLC's. Peer teachers are also provided for new teachers as an additional layer of support.

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

FWES has implemented an intervention period in the instructional day, where all students receive intervention based on their immediate need, within the grade level standards. This will be monitored by Mr. Rex Mitchell, an educational consultant within the NEFEC region. He will assist in analyzing data, as well as offer support, input, and feedback to teachers and administrators. He will help conduct walkthroughs during our targeted based intervention time to observe and then provide feedback on our strengths and weaknesses.

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 Standards-aligned Instruction

Area of Focus Description and Rationale:

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

Based upon the 2021-2022 state assessment data, FWES continues to need improvement in proficiency across the board in ELA, Math, and Science.

Measurable Outcome:

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

75% of students at FWES in grades 3, 4, and 5 will show proficiency on the ELA and Math FAST assessment. Along those lines, students in grades 5 will increase in overall proficiency by 10% on the state Science assessment.

Monitoring:

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

FWES will use various methods to monitor student throughout the year. This includes monthly PLC' s with teachers and the leadership team, data days where student student progress is reviewed, classroom walkthroughs, and lesson plans monitoring.

Person responsible for monitoring outcome:

Syreeta Jackson (jacksons@columbiak12.com)

Evidence-based Strategy:

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

1. Professional development on standards-based instruction.
2. Resource teacher and paraprofessionals for small group instruction
3. Supplemental web-based software (Study Island, iReady toolkit, Wonders Intervention, and Savvas Reteach with promising establishment)

Rationale for Evidence-based Strategy:

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

1. To provide teachers with ways to implement standards-based instruction.
2. To provide support for standards-based instruction.
3. Research-based supplemental instruction promoting student engagement

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.

- * Administrators and ESE Staffing Specialist will meet with the ESE teachers and classroom teachers to ensure IEP goals are monitored and accommodations are provided consistently.
- * Small group instruction will be implemented through the use of the ESE inclusion teachers and paraprofessional.
- * The Instructional Coach will provide PLC's for all teachers in the areas of data interpretation to help with academic achievement.

Person Responsible

Syreeta Jackson (jacksons@columbiak12.com)

#2. Positive Culture and Environment specifically relating to Parent and Community Involvement

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

Fort White Elementary will work towards strengthening the supportive environment between staff and parents by determining the needs of the parents of the current students. This will allow parent and family engagement activities to better serve our parents, thereby, increasing student achievement.

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

At the completion of the 2022-2023 school year, 75% of the students in grades 3,4, and 5 will be proficient in ELA and Math. Science proficiency will increase by 10%. 42% of Students with Disabilities, in grades 3-5, will show proficiency on both the ELA and Math FAST assessment due to the implementation of the Parent and Family Engagement Plan.

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

The Florida Assessment of Student Thinking (FAST) is given three times throughout the year. Along with classroom individual cold reads, and math and science assessments this will give the parents and teachers data to review and chart the progress of their students.

Person responsible for monitoring outcome:

Carol Barnett (barnettc@columbiak12.com)

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

FWES will continue to seek parent and family engagement input from all parents and families, not just a targeted group. There continue to be disparities in educational attainment in the percentage of parents who attended school or class events. Our goal at FWES is to create a family-centered, nurturing school climate where all families and shareholders feel welcomed.

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

Parents will also have continuous access to a resource room, where there are study aids, pamphlets, flashcards, hands-on resources for parents and families, and internet access for filling out school-wide and district forms.

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.

Use an evaluation tool at each function to get immediate feedback on the effectiveness and usefulness of the event.

Person Responsible Carol Barnett (barnettc@columbiak12.com)

Provide input surveys at each function for immediate feedback for future academic needs to assist the parents with increasing student achievement.

Person Responsible Carol Barnett (barnettc@columbiak12.com)

Communicate and advertise school events via Facebook, school website, school newsletters, flyers, Class Dojo, school planners, and the school marquee. Also, provide a Save the Date for future events as soon as possible so parents can plan ahead.

Person Responsible Carol Barnett (barnettc@columbiak12.com)

Provide resources and up-to-date material for the parent/family resource room and events.

Person Responsible Carol Barnett (barnettc@columbiak12.com)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

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

According to the Federal Percent of Points Index, Students with Disabilities scored below 41% in both ELA and Math on the 2021-2022 FSA State Testing.

Measurable Outcome:

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

Students with Disabilities in grades 3-5 will improve student achievement in the areas of ELA and Math by 3%.

Monitoring:

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

FWES will use various methods to monitor student throughout the year. This includes monthly PLC' s with teachers and the leadership team, data days where student student progress is reviewed, classroom walkthroughs, and lesson plans monitoring.

Person responsible for monitoring outcome:

Syreeta Jackson (jacksons@columbiak12.com)

Evidence-based Strategy:

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

1. Professional development on standards-based instruction.
2. Resource teacher and paraprofessionals for small group instruction
3. Supplemental web-based software (Study Island- moderate, iReady toolkit- strong, Wonders Intervention, and Savvas Reteach-promising rating)

Rationale for Evidence-based Strategy:

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

1. To provide teachers with ways to implement standards-based instruction.
2. To provide support for standards-based instruction.
3. Research-based supplemental instruction promoting student engagement

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.

- * Administrators and ESE Staffing Specialist will meet with the ESE teachers and classroom teachers to ensure IEP goals are monitored and accommodations are provided consistently.
- * Small group instruction will be implemented through the use of the ESE inclusion teachers and paraprofessional.
- * The Instructional Coach will provide PLC's for all teachers in the areas of data interpretation to help with academic achievement.

Person Responsible

Syreeta Jackson (jacksons@columbiak12.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

All students will receive data-driven, standards-based instruction that is rigorous and intentional through the use of state-adopted curriculum and appropriate supplemental materials and aids. Students in kindergarten will receive deliberate pre-reading and reading strategies that support foundational reading skills. Grades 1 and 2 will receive foundational reading strategies that will include daily intervention with certified teachers.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

All students will receive data-driven, standards-based instruction that is rigorous and intentional through the use of state-adopted curriculum and appropriate supplemental materials and aids. Students in grades 3-5 will receive daily Tier 1 instruction as well as rigorous formative assessments to help determine student progress towards learning growth and proficiency. Students will also receive daily intervention that target specific grade level standards. Remediation groups will also be provided during the ELA instructional block.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

75% of students in grades K-2 at FWES will show a year's growth on the STAR assessment or STAR Early Literacy assessment, from the base-line assessment to the final assessment based on scale score.

Grades 3-5: Measureable Outcome(s)

75% of students in grades 3, 4, and 5 at FWES will increase in overall growth on the ELA FAST assessment from the base-line assessment to the end of the year assessment, which is an overall increase from student proficiency on the ELA FSA from the previous year.

75% of students in grades 3, 4, and 5 at FWES will increase in overall growth on the Math FAST assessment from the base-line assessment to the end of the year assessment, which is an overall increase from student proficiency on the Math FSA from the previous year.

Students in grade 5 will demonstrate at least 60% proficiency on the state Science assessment.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitoring of student growth will be ongoing with unit assessments and rigorous performance tasks. There will also be a mid-year STAR and PM 2 assessment in December.

Monthly PLCs (Professional Learning Communities) will provide time to analyze ELA data and evaluate instructional practices.

Semester Data Days will allow for more in-depth monitoring of ELA data and instruction.

Administration will conduct classroom walkthroughs in order to monitor instruction and practices.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Jackson, Syreeta, jacksons@columbiak12.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Differentiated Instructional practices will take place in every classroom at FWES in order to ensure that all student needs are being met accordingly. Intervention will take place each day to ensure that grade-level standards are developed appropriately. Remediation will take place during small-group instruction time. Small group adjustments are made as needed, according to student need.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Differentiated Instruction requires that each student is remediated based on their need/ deficiency. As a school, we saw growth in the learning gains category and the bottom quartile category by focusing on differentiated practices.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Literacy Coaching Classroom support for all beginning teachers and any teacher whose student data needs improvement, will be provided on an as-needed basis. This support will include coaching, modeling, and peer teacher assignments.</p>	<p>Huesman, Leanne, huesmanl@columbiak12.com</p>
<p>Professional Learning FWES will utilize Kaleb Watkins, the State Regional Literacy Director, to conduct professional development . He will offer PD on such topics as the following: Foundational Reading Skills, as well as the components of a 90 minute Reading Block. Our Instructional Coach will assist with other ELA professional development needs. She will also model ELA strategies in classrooms, be a support for teachers, and aid in analyzing data to help drive ELA instruction.</p>	<p>Jackson, Syreeta, jacksons@columbiak12.com</p>

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.

Fort White Elementary School provides ample opportunities for faculty, staff, families, and the community to collaborate. Some of these opportunities include Meet the Teacher, Open House, Title I annual meetings, parent-teacher conferences, parent workshops, SAC, PTO, and volunteer opportunities. We also provide surveys for parents, grandparents, and community members to give input and be involved in the planning process. Fort White Elementary also ensures that the social-emotional needs of our students are being met

by providing support in multiple ways. Staff, faculty, parents, and outside entities work together positively to motivate, support, and provide interventions and incentives to ensure that students can flourish in the school setting.

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

Faculty and staff model and support positive relationships by providing a nourishing school culture. The emotional safety of each student is addressed by making sure that the school is free of bullying, harassment, and undesired behaviors. Two school-based leadership team members are trained as Bullying Investigators. Through motivational strategies, the students are rewarded and recognized for displaying excellent behavior and having integrity. In addition, Fort White Elementary school provides a variety of activities to advance college and career awareness. The school meets collaboratively with parents, grandparents, and community members getting input for activities that include but are not limited to Career days, Robotics, Science Fair, the gifted program, 4H Public Speech contest, Math Bee, Spelling Bee, Brain Bowl, STEM camp, and community helpers in VPK. Teachers also provide rigorous instruction in all subjects to prepare students for college and career expectations.