Niblack Elementary School

leadership
analysis
Florida
college and career
students
mission
ambitious
family and community involvement
school improvement
striving
achievement
teaching
relationships
success
areas of focus
instruction
needs assessment
strategic planning
collaboration
vision
learning
supportive environment
resources
growth

2022-23 Schoolwide Improvement Plan

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Niblack Elementary School

837 NE BROADWAY AVE, Lake City, FL 32055

http://nes.columbiak12.com/

Demographics

Principal: Kaeutonia Murphy

Start Date for this Principal: 6/9/2014

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* Black/African American Students* Economically Disadvantaged Students
School Grades History	2021-22: B (56%) 2018-19: C (47%) 2017-18: C (48%)
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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Niblack Elementary School

837 NE BROADWAY AVE, Lake City, FL 32055

http://nes.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	93%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission at Niblack Elementary School is to provide a learning experience that will allow our students to excel in all areas of life. We aim for an atmosphere of cooperation, with respect for individual differences that is conducive to success. We strive for active engagement from our parents, teachers, staff, and community members.

Provide the school's vision statement.

At Niblack Elementary School, we are committed to the academic, physical and social development of our students.

We are a community school that strives to create a union among staff, students, parents, community members, and business partners that will ensure quality education for the students we serve.

We expect all of our students to achieve and maintain high educational standards.

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
Ivery, Nakitha	Principal	She is responsible for financial operations, building maintenance, student scheduling, personnel, public relations, school policy regarding discipline, coordination of the instructional program and other overall school matters.
Sanders, Tracy	Behavior Specialist	She provides intervention and instruction to assist at-risk students to develop appropriate behavior, coping skills and social skills. She plans and uses appropriate learning skills, activities, and materials that meet the needs of the students.
James, Nancy	Curriculum Resource Teacher	She is responsible for providing curriculum support systems for students, teachers, and parents. Assist the classroom teacher and provide additional support for students with moderate learning difficulties.
Symonette, Violet	Instructional Coach	She is responsible for bringing evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity.
Bicknell, Terri	School Counselor	She is responsible for offering counseling to students or teachers, conducting group counseling sessions to help students develop their personal and academic skills and providing career advice and guidance to students.
Paphides, Michael	Administrative Support	Administrator on Assignment to support the school in the daily operations and academic achievement.

Demographic Information

Principal start date
Monday 6/9/2014, Kaeutonia Murphy

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.*
7

Total number of teacher positions allocated to the school
25

Total number of students enrolled at the school
282

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.
3

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	56	44	61	26	43	26	0	0	0	0	0	0	0	256
Attendance below 90 percent	15	16	24	6	13	9	0	0	0	0	0	0	0	83
One or more suspensions	2	2	5	2	3	3	0	0	0	0	0	0	0	17
Course failure in ELA	0	4	6	4	10	3	0	0	0	0	0	0	0	27
Course failure in Math	0	0	4	2	9	5	0	0	0	0	0	0	0	20
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	12	4	0	0	0	0	0	0	0	20
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	11	10	0	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	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	2	8	5	13	8	0	0	0	0	0	0	0	37

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	14	6	3	3	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	2	1	3	2	0	0	0	0	0	0	0	8

Date this data was collected or last updated
Monday 9/26/2022

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	59	59	32	41	34	40	0	0	0	0	0	0	0	265
Attendance below 90 percent	18	18	5	11	8	12	0	0	0	0	0	0	0	72
One or more suspensions	2	0	1	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	7	1	3	9	5	0	0	0	0	0	0	0	25
Course failure in Math	0	5	1	2	8	5	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	7	9	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	14	10	0	0	0	0	0	0	0	25
Number of students with a substantial reading deficiency	9	3	5	4	8	15	0	0	0	0	0	0	0	44

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	1	5	1	3	12	8	0	0	0	0	0	0	0	30

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	10	8	2	2	2	1	0	0	0	0	0	0	0	25
Students retained two or more times	0	3	1	3	6	4	0	0	0	0	0	0	0	17

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
									Grade Level					
Students with two or more indicators	1	5	1	3	12	8	0	0	0	0	0	0	0	30

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
									Grade Level					
Retained Students: Current Year	10	8	2	2	2	1	0	0	0	0	0	0	0	25
Students retained two or more times	0	3	1	3	6	4	0	0	0	0	0	0	0	17

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	50%	58%	56%				39%	60%	57%
ELA Learning Gains	62%						46%	60%	58%
ELA Lowest 25th Percentile	64%						56%	67%	53%
Math Achievement	54%	55%	50%				51%	66%	63%
Math Learning Gains	67%						59%	61%	62%
Math Lowest 25th Percentile	64%						47%	50%	51%
Science Achievement	31%	67%	59%				28%	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	33%	68%	-35%	58%	-25%
Cohort Comparison		0%				
04	2022					
	2019	41%	62%	-21%	58%	-17%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-33%				
05	2022					
	2019	29%	59%	-30%	56%	-27%
Cohort Comparison		-41%				

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	44%	70%	-26%	62%	-18%
Cohort Comparison		0%				
04	2022					
	2019	62%	64%	-2%	64%	-2%
Cohort Comparison		-44%				
05	2022					
	2019	35%	65%	-30%	60%	-25%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	23%	59%	-36%	53%	-30%
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	32	37		30	41		7				
BLK	49	65	62	53	69	64	32				
FRL	46	61	62	53	67	64	33				

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	9	33		26	50		14				
BLK	43	54		51	60		16				
FRL	36	41	50	46	56		10				
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	43		39	57		33				
BLK	32	45	57	49	57	47	21				
FRL	34	43	56	47	59	43	26				

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	
Total Points Earned for the Federal Index	392
Total Components for the Federal Index	7
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
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%	0
Native American Students	
Federal Index - Native American Students	

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	56
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
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?

According to our FSA data, the ELA proficiency for grades third, fourth, and fifth is ordinarily lower than in Math. This year, fifth grade's ELA is five percent higher than Math. Fifth grade ELA was 59%, and Math was 54%. ELA was 37% in fourth grade, and Math was 47%. ELA was 51% in third grade, and Math was 54%. ELA is one of our primary areas of focus. Improving reading performance is a school-wide goal. Within the past two years, our SWD students scored lower than the black and economically disadvantaged students in both ELA achievement and learning gains. Science is another primary area of focus. Niblack has pinpointed and worked towards improvement in this area of focus for the past 5 years.

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

In 2022, Science was the lowest area of achievement for fifth-grade students. The Science achievement level was 31 percent. Also, the ELA achievement level is an area of concern. The ELA achievement level was 50 percent. ELA and Science have been the lower achievement areas historically. Students with Disabilities scored lower in both subject areas than our black and economically disadvantaged students. In the area of Science, only 7% of the SWD was on grade level, and in ELA 32%.

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

A few contributing factors include new teachers that are out of field in each grade level and students with limited background knowledge. New actions that will be taken to address this need for improvement will be to provide these teachers with professional development on high-yield strategies for student learning. This will include in-depth training on Essential 3, Deeper Knowledge, Collaboration, and Engagement. Also, they'll be appointed an experienced teacher as a mentor to help them acclimatize to the school climate, effectively improve classroom instruction and build self-confidence. To address the insubstantial background knowledge, the teacher will get a grasp on their students' prior knowledge, and work on filling the gaps. They will boost students' backgrounds by showing apprehensible videos and periodically pausing to check for understanding. In addition, it will allow students to experience virtual field trips that bring the world to them. Furthermore, teachers will give multiple opportunities to use and practice academic vocabulary so the words can be internalized and permanently connected to the topic of study.

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

The 2022 data components that showed the most improvement were the Science and ELA Bottom Quartile Gains. In 2022, thirty-one percent of our fifth-grade students were proficient in Science. That was an increase of seventeen percent. Also, our bottom quartile ELA gains significantly improved. ELA bottom quartile gains increased from fifty percent to sixty-four percent. This percentage is greater than the district's ELA bottom quartile percentage of thirty-seven percent.

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

The contributing factors that were implemented are intervention groups with the lowest quartile students. These students received 40 minutes of intervention in reading twice a week. Support staff pushed into

the classes during reading times to help provide small group differentiated instruction based on students' needs. Tutors were also used to work with our bubble students in the area of ELA. They used the FOCUS materials to work with our bubble students on their identified benchmarks from informal and formal assessments. Weekly classroom walkthroughs with feedback and suggestions from the lead team aided teachers in improving direct instruction. The IC, CRT, and BRT all assisted teachers in the areas that were identified during walkthroughs. The lead team used a tiered intervention plan with teachers to strategically implement assistance where needed. The information gathered from walkthroughs and surveys from teachers was used to provide professional learning opportunities. Professional learning topics included student engagement, rigor, unpacking the standards/item specifications, collaboration, embedded writing, AR, and i-Ready.

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

To accelerate learning, we need to be able to hire tutors that are capable of effective instruction. Also, provide enrichment activities to students participating in the 21st Century after-school program. In addition, conduct walkthroughs during the areas of focus and issue constructive feedback to teachers. Furthermore, implement research-based strategies such as UNRAVEL, summarizing, think-aloud, QAR, and usage of graphic organizers. Targeted intervention is being used for all students that addresses the individual student regardless of where the student resides on the learning spectrum.

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 training will incorporate components that fit the needs of all learners. There will be some on the unpacking of standards, the new curriculum in both areas of Reading and Math, using and analyzing data, student engagement, and Universal Design. Ongoing professional development by Caleb Watkins, State Regional Literacy Director, and Rex Mitchell, Educational/NEFEC Consultant. Rex Mitchell will provide PD on Targeted Intervention that is tailored to the needs of the teachers at Niblack.

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

Rex Mitchell, an Educational and NEFEC Consultant, will offer guidance and support to our school. He will assist in analyzing data, as well as offer support, input, and feedback to teachers and administrators. He will 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.	After analyzing the 2022 FSA scores, the overall area of focus is ELA, Math, and Science. The proficiency for the ELA and Math was 50 and 54 percent. The percent of students achieving proficiency is below the state average in ELA and Math. The Science score increased by 17 percent, which is below the state average by 17 percent, consequently, this is a focus area for the school as well. With low proficiency in ELA, Math, and Science, the school will focus on these subjects.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If all teachers provide high quality rigorous instruction aligned with subject area standards, then student achievement will increase by 3% in ELA, Math, and Science through differentiated instruction by implementing technology through the web based software an supplemental educational materials and supplies.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring will be done through progress monitor assessments given throughout the year (3 times a year). Administration will conduct weekly classroom walkthroughs in order to monitor instruction. Lesson plans will be monitored on a weekly basis by administration. Members of the leadership team will meet with teachers and provide time to analyze data and evaluate instructional practices.
Person responsible for monitoring outcome:	Violet Symonette (symonettev@columbiak12.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Evidence-based strategies being implemented for this area of focus are: Metacognitive strategies that clarify purpose for reading, preview text, monitor reading, adjust reading rate, and check understanding. Graphic organizers and semantic maps, questions and summarizing, and unravel. The use of the iReady ELA program will also be used (strong).
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/	The evidence-based strategies listed above are recommended strategies through the Florida Reading Initiative. These strategies have been proven to increase reading achievement here at Niblack in previous years. The Resources used to implement these strategies are: Core Curriculum (Wonders and Savvas) - promising, Study Island (ELA and Math) - Moderate, iReady ELA - strong, Read Naturally - moderate, Heggerty Phonemic Awareness, iReady Teacher Toolbox - strong , Savvas Math Intervention - promising , and iReady Math (MTSS students) - strong.

criteria used for selecting this strategy.

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.

Implement individualized instruction for each student through Accelerated Reader, iReady ELA and Study Island.

Person Responsible   Nakitha Ivery (iveryn@columbiak12.com)

Teachers will utilize supplemental materials, LAFS, MAFS, Focus, Zoom In, and Read Works to meet students' individual needs.

Person Responsible   Nancy James (jamesn@columbiak12.com)

Students will receive differentiated instruction from teachers, paraprofessionals, and tutors to work in small groups with students on targeted benchmarks,

Person Responsible   Nakitha Ivery (iveryn@columbiak12.com)

Teachers will be provided with professional learning opportunities in all focus areas. Principal, Instructional Coach, CRT, and BRT will facilitate these professional opportunities for teachers.

Person Responsible   Violet Symonette (symonettev@columbiak12.com)

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

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	After analyzing the 2021-2022 parent involvement activities, the results showed limited parental involvement. Studies have shown that students who have some type of support system achieve better.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If we increase family engagement at Niblack through providing opportunities for active engagement then students' achievement will increase by 3% and discipline referrals will decrease by 3%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monitoring will be done through parent participation through sign in sheets.
Person responsible for monitoring outcome:	Nancy James (jamesn@columbiak12.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The evidence-based strategies being implemented for this area of focus are: frequent and positive communication with parents, create a welcoming environment, developing relationships with parents, and survey parents for interest of events to be offered.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Research has shown that if parents are involved students will be more successful. These strategies have been utilized in previous years here at Niblack. In the past we have seen a positive correlation with parent involvement and students academic achievement.

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.

Curriculum nights (ELA, Math, Science) - We will provide families with grade appropriate information in the areas of ELA, Math, and Science. Students and parents will have opportunities to visit stations and engage in hands-on activities. Parents will receive innovative ways to make learning enjoyable.

Person Responsible	Nancy James (jamesn@columbiak12.com)

SAC meetings - We will provide families and community members with information about initiatives to improve student achievement. We also allow them the opportunity to give input.

Person Responsible	Nancy James (jamesn@columbiak12.com)

Parent/family conferences - We will provide families the opportunities to meet their child's teacher and ask about their progress and receive strategies for home practice.

Person Responsible	Vincent Flournoy (flournoyv@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 Test.
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.**	Analyzing data and evaluating instructional practices with classroom teachers at weekly common planning. Analyzing data during data days will allow teachers the opportunity for more in-depth monitoring of data and instruction. The administration will conduct weekly classroom walkthroughs in order to monitor instruction. Evaluation of lesson plans by the administration every week. Progress monitoring assessments will be in order to monitor progress and drive instruction.
Person responsible for monitoring outcome:	Nakitha Ivery (iveryn@columbiak12.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The evidence-based strategy being implemented for this area of focus is small group instruction (Hattie) using ESSA evidence-based programs (Study Island - moderate, Read Naturally - Moderate, i-Ready - Strong, Wonders Intervention - promising, Savvas - promising) and the use of paraprofessionals and/or tutors to help improve student achievement in the areas of ELA and Math.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The evidence-based strategies listed above will help improve student achievement in the areas of ELA and Math. The following researched based resources will be used to help implement this strategy: Study Island for ELA and Math (moderate), Read Naturally for ELA (moderate), iReady Teacher Toolkit for ELA and Math (strong), iReady ELA lessons (strong), Wonders Intervention for ELA (promising) & Savvas Re-Teach for Math (promising)

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.

Small group instruction (Hattie) will be implemented through the use of ESE inclusion teachers, paraprofessionals, and/or tutors.

Person Responsible   Nakitha Ivery (iveryn@columbiak12.com)

Administration and ESE staffing specialists will meet with the ESE teachers and classroom teachers to ensure IEP goals are monitored, and accommodations are provided with fidelity.

Person Responsible   Nakitha Ivery (iveryn@columbiak12.com)

The instructional coach will provide professional development for all teachers in the areas of ELA and Math to help with academic achievement.

Person Responsible   Violet Symonette (symonettev@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

After analyzing the iReady data, the percentage of students who are not on track to score a Level 3 or above on the statewide, standardized ELA assessments are as follows: Kindergarten 17 percent, first grade 36 percent, second grade 32 percent and third grade 19 percent. As a result of this data ELA has been identified as a critical need for an area of focus for students in grades K - 2. We will implement grade level interventions. The grade level will be divided into 3 groups based on the school data. There will be a high, medium and below medium group. The students will receive ELA interventions based on their data.

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

After analyzing the FSA data, the percentage of students who are not on track to score a Level 3 or above on the statewide, standardized ELA assessments are as follows: 3rd grade 4p percent, fourth grade 63 percent, and fifth grade 41 percent. We will implement grade level interventions. The grade level will be divided into 3 groups based on the school data. There will be a high, medium and below medium group. The students will receive ELA interventions based on their data.

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)

If all teachers, in grades K - 2, provide high quality rigorous instruction aligned with subject area standards, through differentiated instruction by implementing technology through the web based software and supplemental educational materials and supplies, then student achievement will increase where 50 percent or more students will be on track to pass the statewide ELA assessment.

Grades 3-5: Measureable Outcome(s)

If all teachers, in grades 3 - 5, provide high quality rigorous instruction aligned with subject area standards, through differentiated instruction by implementing technology through the web based software and supplemental educational materials and supplies, then student achievement will increase where 50 percent or more students will be on track to pass the statewide ELA 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 will be done through progress monitor assessments given throughout the year (3 times a year). After each progress monitoring assessment there will be a common plan or data day where teachers and the lead team will analyze the data and make adjustments as needed to the interventions.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Ivery, Nakitha, iveryn@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?

Evidence-based strategies being implemented for this area of focus are: Metacognitive strategies that clarify purpose for reading, preview text, monitor reading, adjust reading rate, and check understanding. Graphic organizers and semantic maps, questions and summarizing, and unravel.

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?

The evidence-based strategies listed above are recommended strategies through the Florida Reading Initiative. These strategies have been proven to increase reading achievement here at Niblack in previous years.

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
Assessment - Teacher will create a benchmark focus calendar. On this calendar will be the benchmark focus for the week and the date of the assessment on that benchmark. Teachers will record the scores of the assessment. Based on the results, the teacher will create groups that need enrichment, reteaching, and maintaining. Students who need reteaching will be assessed again on the same benchmark..	Symonette, Violet, symonettev@columbiak12.com
Literacy Coaching - During common planning members of the lead team will assist teachers creating intervention groups and gathering resources for the groups. This will offer ongoing support for teachers with the process of implementing intervention groups.	Symonette, Violet, symonettev@columbiak12.com

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.

Niblack Elementary builds a positive culture that is parent and family friendly by the use of positive communications, meaningful parent engagement activities, and parent conferences. We use newsletters, school messenger, social media, and welcome all visitors to build positive relationships with parents, family, and other community stakeholders. We help parents see the importance of education for their child.

Niblack offers opportunities for stakeholders to be included in the Title I Schoolwide Plan and the Parent and Family Engagement Plan by using School Advisory Council meetings for public input. Surveys are also utilized to solicit parent input. We also provide numerous opportunities for parents to attend events involving their students. These include but are not limited to, open house, meet the teacher, science night, reading nights, math nights, family fun nights, and cold read academy.

Our mission at Niblack Elementary School is to provide a learning experience that will allow our students to excel in all areas of life. We aim for an atmosphere of cooperation, with respect for individual differences that is conducive to success. We strive for active engagement from our parents, teachers, staff and community members.

The school's mission and vision statement is communicated with parents through monthly newsletters and the website. This information is posted in every classroom, as well as the front office.

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

Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Board 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. Consultant various stakeholder groups are critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies. Consulting with various stakeholder group to employ school improvement strategies that impact the positive school culture and environment are also critical.