Lawtey Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Lawtey Elementary School

22703 N PARK ST, Lawtey, FL 32058

bradfordschools.org/lawtey

Demographics

Principal: Terri O'quinn

Start Date for this Principal: 7/15/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
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* White Students Economically Disadvantaged Students
School Grades History	2021-22: D (40%) 2018-19: C (49%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan was approved by the Bradford County School Board on 1/9/2023.

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.](www.floridacims.org)

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-6	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	20%

School Grades History

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

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
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
O'Quinn, Terri	Principal	Oversee all school functions, supervise the daily operation and management of the school, and provide leadership/mentoring. Coordinate professional development for all teachers, especially the mentoring of the new teachers. Utilize current research, performance data, and feedback from all stakeholders to drive the decision making process. Recruit and retain highly qualified instructional and non-instructional staff. Manage and adjust the master schedule for all courses, intervention, and ese support as needed. Manage the school's financial resources. Facilitate and participate in family engagement activities. Create a positive school climate and culture for all stake holders. Evaluation and coaching of staff.
Ansley, Rebecca	Curriculum Resource Teacher	Conducts data analysis process. Facilitates data meetings to review assessment and PBIS data and discuss next steps. Modeling and coaching teachers as needed. B.E.S.T. standards training and planning with teachers. Coordinates implementation of the RtI process. Organizes, trains, and supports teachers with all state and district assessments.
Eison, Heather	Math Coach	Monitors, coaches, and assist all math teacher as needed. Leads professional development related to the new math curriculum.

Demographic Information

Principal start date
Thursday 7/15/2021, Terri O'quinn

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.*
3

Total number of teacher positions allocated to the school
16

Total number of students enrolled at the school
254

Identify the number of instructional staff who left the school during the 2021-22 school year.
5

Identify the number of instructional staff who joined the school during the 2022-23 school year.
6

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	53	42	41	43	38	35	0	0	0	0	0	0	0	252
Attendance below 90 percent	33	18	16	16	11	18	0	0	0	0	0	0	0	112
One or more suspensions	1	0	2	2	5	6	0	0	0	0	0	0	0	16
Course failure in ELA	4	3	2	6	1	2	0	0	0	0	0	0	0	18
Course failure in Math	2	2	1	6	0	1	0	0	0	0	0	0	0	12
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	1	10	0	0	0	0	0	0	0	12
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	2	7	0	0	0	0	0	0	0	10
Number of students with a substantial reading deficiency	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	4	3	2	6	3	10	0	0	0	0	0	0	0	28

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	8	2	3	1	3	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated
Friday 8/19/2022

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

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

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

The number of students identified as retainees:

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

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

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

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

The number of students identified as retainees:

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

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%	45%	56%				63%	53%	57%
ELA Learning Gains	38%						47%	49%	58%
ELA Lowest 25th Percentile	21%						29%	46%	53%
Math Achievement	58%	49%	50%				72%	55%	63%
Math Learning Gains	52%						57%	50%	62%
Math Lowest 25th Percentile	25%						21%	35%	51%
Science Achievement	35%	46%	59%				54%	43%	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	79%	59%	20%	58%	21%
Cohort Comparison		0%				
04	2022					
	2019	65%	47%	18%	58%	7%
Cohort Comparison		-79%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	41%	42%	-1%	56%	-15%
Cohort Comparison		-65%				
06	2022					
	2019					
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	87%	60%	27%	62%	25%
Cohort Comparison		0%				
04	2022					
	2019	62%	49%	13%	64%	-2%
Cohort Comparison		-87%				
05	2022					
	2019	67%	46%	21%	60%	7%
Cohort Comparison		-62%				
06	2022					
	2019					
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	59%	39%	20%	53%	6%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-59%				

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	39	33		52	27		36				
BLK	31			46							
WHT	55	41	30	58	51	30	28				
FRL	46	30	20	50	42	20	32				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	60			65							
WHT	70	64		73	68		54				
FRL	65	62		69	69		44				

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

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)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	281
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	37
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	
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 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	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
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	42
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	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Trends for across grade levels show that Lawtey Elementary decreased in proficiency (ELA and Math) in 2022 in 3rd, 4th, and 5th grade. 5th grade showed the most drastic decline in proficiency. The area that had the lowest learning gains schoolwide was 4th grade ELA with 29.63%. The lowest 25% of 4th ELA had 0% learning gains. 3rd grade ELA and Math proficiency were both above state average.

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

The greatest need for improvement is in learning gains in 4th and 5th grade, especially the lowest 25%. With successful improvement in learning gains, proficiency will also improve in ELA and Math. The 2022 Science proficiency scores was at 33%, so there will also be in increase focus on Science.

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

One of the contributing factors was that the 4th and 5th teachers were responsible for 2 grade levels of instruction and planning. This year, 4th and 5th grade teachers are departmentalized and grade specific, allowing them to be more focused on grade level standards based instruction. Another factor was the 4th/5th grade math teacher was call to active duty in February, requiring a change in teacher responsibilities and the hiring of a long term sub to teach Science. The district has improved the Science pacing guides and curriculum maps with additional progress monitoring included.

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

In the 2021-2022 school year, we did not see improvement in any category. However, the new cohort of 4th grade students has a higher proficiency rate than the previous year.

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

This was a different cohort of students, no new actions were taken.

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

K-2 will be using UFLI Foundations to help close the decoding gaps before students enter 3rd grade. There will be an increased focus on targeted interventions/enrichments and small group instruction schoolwide for ELA and Math.

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.

3 days each week, teachers will stay after school for an extra 30 minutes for vertical and horizontal planning. Professional development will be provided during this time on an as needed basis.

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

Our new teachers are receiving additional support and coaching through the district Professional Development Coordinator. All teachers are supported as needed through the Math Coach and Reading Coach/Curriculum Resource Teacher in an effort to increase teacher efficacy and sustainability into the new year.

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 Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The area that had the lowest learning gains school-wide was 4th grade ELA with 29.63%. The lowest 25% of 4th ELA had 0% learning gains. The three subgroups that missed the ESSA target are as follows: 37% of our Students with Disabilities subgroup, 39% of our African American students, and 34% of Economically Disadvantaged students were proficient.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Learning Gains for all students: 50% Lowest 25% Learning Gains: ELA - 41%; Math - 41% All subgroups exceed the federal index target with at least 41% proficiency.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Classroom observations, weekly data meetings, after-school planning and professional development related to Star and FAST ongoing progress monitoring.
Person responsible for monitoring outcome:	Terri O'Quinn (oquinn.terri@mybradford.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	During intervention blocks, students will be working on intervention or enrichment skills in small groups. The Interventionist, ESE Teachers, Paraprofessionals, and General Education Teachers are all responsible for providing tiered instruction during these blocks.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Students are placed in intervention/enrichment groups based on data from ongoing classroom performance, district progress monitoring assessments, FSA, and FAST Progress Monitoring.

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.

1. Students receive supplemental Tier 2 and 3 interventions.
A. Students are identified using multiple sources of data include STAR Reading/Math, FAST Progress Monitoring, and curriculum test scores.
B. Students are placed into tier 2 and/or tier 3 academic interventions.
C. Students receive interventions during set intervention blocks during the school day. Teachers and paraprofessionals are trained in their intervention. Students are not pulled from core academic times for intervention.

Person Responsible	Rebecca Ansley (ansley.rebecca@mybradford.us)

#2. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Due to a decline in percent proficient in all subjects grades 3-5 (except 4th math), an importance will be placed on pacing guide alignment, planning lessons aligned to the BEST standards, and ongoing progress monitoring.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase schoolwide proficiency: ELA increase from 52% to 55% Math increase from 59% to 60% Science increase from 35% to 41%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Star and FAST testing, data chats, Science progress monitoring test by standards, and formative assessments.
Person responsible for monitoring outcome:	Terri O'Quinn (oquinn.terri@mybradford.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Provide B.E.S.T. standards-based instruction to all students, in whole and small groups, that matches the level of content complexity required in addition to supplemental supports.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	All students require high quality Tier 1 instruction directly connected to the grade level standards in addition to supplemental instruction.

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.

- Provide focused and targeted instruction based on information in data chats and collaborative planning sessions.
- B.E.S.T. standards based instruction will be monitored through the use of walkthroughs and formal observations conducted by the principal, CRT, and math coach.
- Large and small group instruction driven by ongoing data analysis and progress monitoring.

Person Responsible	Terri O'Quinn (oquinn.terri@mybradford.us)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The following subgroups did not meet the federal index of 41% : Students with disabilities = 37% African American students = 39% Economically disadvantaged = 34%
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Students with disabilities = 41% African American students = 41% Economically disadvantaged = 41%
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Data chats/sheets, grade level planning meetings with CRT, MC, Interventionist, and the ESE teacher, and classroom observations.
Person responsible for monitoring outcome:	Terri O'Quinn (oquinn.terri@mybradford.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Provide rigorous, standards based instruction with ESE support, that is culturally relevant for all studnets while implementing differentiated interventions based on student performance data.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	We recognize that all students can learn and reach their highest potential when the environment is culturally relevant and instruction is differentiated to meet the needs of all students.

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 SEL lessons to support cultural acceptance.
Provide ESE support, keep open communication with all families, and continue to progress monitor all subgroups.

Person Responsible	Terri O'Quinn (oquinn.terri@mybradford.us)

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

UFLI Foundations: "The work of UFLI focuses on two main areas: teacher development and reader development. The place where those two overlap … that is where the work of UFLI lives. Our programs and resources are designed to help teachers become more confident and more successful in their capacity to help kids learn to read."

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

Differentiation through intervention, Tier 3, and small group instruction in the ELA 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)

N/A

Grades 3-5: Measureable Outcome(s)

Grade 4: 55% scored below Level 3 on the spring FSA decrease to 45% scoring below Level 3 on the the Spring FAST assessment
Grade 5: 52% scored below Level 3 on the spring FSA decrease to 45% scoring below Level 3 on the the Spring FAST 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.

Star and FAST testing, data chats, weekly curriculum/standards tests, and formative assessments.

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

Ansley, Rebecca , ansley.rebecca@mybradford.us

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?

HMH Into Reading - Demonstrates a Rationale

UFLI Foundations - Supported by the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade IES Practice Guide. Kindergarten through 2nd grade will be partnering with the University of Florida Literacy Institute to supplement HMH Into Reading foundational skills. UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following 2 IES Practice Guide recommendations support the program. UFLI Foundations develops awareness of the segments of sounds in speech and how they link to letters (strong evidence) through daily phoneme blending and segmentation practice as well as grapheme-phoneme correspondences. The program also meets the recommendation for teaching students to decode words, analyze word parts, and write and recognize words (strong evidence).

SRA Reading Mastery - Strong evidence for Direct Instruction Hattie Effect size .6

LLI (Leveled Literacy Intervention) - Strong evidence

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?

In K-2, we focus on building student's foundational knowledge and skills through HMH Into Reading, supplemented with UFLI and SRA Reading Mastery.

In grades 3-5, we continue working in SRA or UFLI if the student still needs foundational skills. The majority of our students in 3rd - 5th need work in comprehension, which is provided through HMH Into Reading and supplemented with LLI.

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
When meeting with Chris Chaplin from Just Read Florida, the team decided that Lawtey Elementary School would benefit more from participating in the Targeted Tier of support instead of the Universal Tier. Action step one relates to Professional Learning. Mr. Chaplin is scheduled to provide ongoing professional development related to The Science of Reading. We have three dates scheduled at this time: 10/3/22, 10/11/22 and 10/27/22. We will assess our needs at the end of October and schedule more professional development based on the needs of the teachers. Literacy Leadership and Coaching will increase through this targeted support. Assessment data will be monitored throughout this process as a means to drive the after-school professional development sessions.	O'Quinn, Terri, oquinn.terri@mybradford.us
As a means to increase common, vertical, and individual standards based planning time, all teachers will be paid through the UniSig grant to stay after school Tuesdays, Wednesdays, and Thursdays from 3:00 - 3:30 pm. This time will encompass Literacy leadership, coaching, planning for differentiation based on assessment data, and professional learning.	O'Quinn, Terri, oquinn.terri@mybradford.us
Maya Brown, UFLI Foundations Coach, and Rebecca Ansley, Literacy Coach, will be modeling and coaching UFLI Foundations lessons Coaching will include the K-2 teachers, ESE and Intervention teachers and the K-3 reading tutor. Teachers are also completing a 6 hour online class with background knowledge in foundational skills offered through UFLI.	Ansley, Rebecca , ansley.rebecca@mybradford.us
LLI will provide professional development to teachers and paraprofessional with a focus on the comprehension side of the program. Rebecca Ansley, Literacy Coach, will continue to work with the teachers and paraprofessionals to strengthen the program.	Ansley, Rebecca , ansley.rebecca@mybradford.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.

Lawtey has historically had an involved PTO committee comprised of parents, staff, and community members. This year the PTO plans to focus more on climate and culture by planning various focused events in addition to the Fall Festival.

Another active committee is the SAC committee, the SAC committee works as an advisory board to the principal and provides input regarding the budget and the functioning of the school as a whole.

Lawtey Elementary is a Positive Behavior Intervention Support (PBIS) school, all students, parents, and staff members are aware and participate in school wide expectations and positive reward system.

The principal makes a strong effort to value and acknowledge the students and all staff members through verbal and written dialogue.

Broad stakeholder groups that support the positive school culture and environment are community churches. The 1st United Methodist Church in Lawtey provides food boxes every Thursday for needy children. The purpose of this project is to ensure that all students have food over the weekends. Cross Church in Starke, Fl. has provided lunch for the staff as a culture booster to encourage the educational community. Logo Church in Lawtey attended Open House and provided free back packs, school supplies, and snow cones to the public to increase the positive interactions with the community. Finally, Northside Baptist in Starke, Florida, has provided breakfast for the staff and school supplies for the children as a means to increase positive interactions with the community.

Another broad community group is Altrusa, this is a volunteer community group that provides literacy materials, school supplies, and are guest readers for all students through grants and donations.

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

Principal - Oversees all schoolwide culture and climate visions.

PBiS team - Creates and monitors the implementation of the program.

PTO - Builds relationships with parents and the school.

SAC - Serves as an advisory board to the principal.

1st United Methodist Church - provides weekly food boxes for needy children as a means to increase positive interactions with the community.

Cross Church and Northside Baptist - provides meals for staff to increase positive school culture and environment through shared time with colleagues.

Logo Church - provides school supplies and snow cones during Open House to increase the school and community positive interaction.

Altrusa - provides current literacy material , supplies, and guest readers in order to boost community engagement and positive culture.