Lynn Haven Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Lynn Haven Elementary School

301 W 9TH ST, Lynn Haven, FL 32444

https://lynnhaven.bay.k12.fl.us/

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

At Lynn Haven Elementary School, we are committed to creating a safe, nurturing learning environment that inspires students to become lifelong learners and productive civic stewards.

Provide the school's vision statement.

At Lynn Haven Elementary School, we strive to be a model of continued academic excellence that prioritizes family, community, and patriotism. It is our vision that our students soar in all of their pursuits.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Anderson, Stacie	Principal	
Bohannon, Stefanie	Assistant Principal	
Downs, Jenna	School Counselor	
Brown, Kristina	Teacher, ESE	
Register, Mary-Margaret	School Counselor	
Edwins, Christina	Teacher, ESE	

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders will be involved in the SIP development process. The SAC/PTO meets four times per year and includes members that are representative of our student body as well as community members. We seek their input and receive feedback during these scheduled meetings as well as anytime they wish to discuss our SIP. The school-based SIP team uses this information to develop the SIP annually.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP team will meet monthly to review our goals, action steps, progress, and propose any revisions needed to the SIP.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	27%
2022-23 Economically Disadvantaged (FRL) Rate	80%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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**	
Absent 10% or more days	27	34	32	27	26	22	0	0	0	168
One or more suspensions	1	8	8	15	18	11	0	0	0	61
Course failure in English Language Arts (ELA)	0	1	1	4	3	0	0	0	0	9
Course failure in Math	0	0	2	0	1	0	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	0	6	17	0	0	0	23
Level 1 on statewide Math assessment	0	0	0	0	6	18	0	0	0	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	1	6	5	5	11	13	0	0	0	41

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	7	7	1	2	1	0	0	0	0	18
Students retained two or more times	0	1	0	1	0	0	0	0	0	2

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	89	18	25	24	20	16	0	0	0	192
One or more suspensions	6	3	4	12	6	2	0	0	0	33
Course failure in ELA	0	2	2	3	4	0	0	0	0	11
Course failure in Math	0	3	1	1	1	0	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	5	14	26	0	0	0	45
Level 1 on statewide Math assessment	0	0	0	3	14	22	0	0	0	39
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	7	12	9	0	0	0	0	31

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	5	5	4	8	8	5	0	0	0	35

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	89	18	25	24	20	16	0	0	0	192
One or more suspensions	6	3	4	12	6	2	0	0	0	33
Course failure in ELA	0	2	2	3	4	0	0	0	0	11
Course failure in Math	0	3	1	1	1	0	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	5	14	26	0	0	0	45
Level 1 on statewide Math assessment	0	0	0	3	14	22	0	0	0	39
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	7	12	9	0	0	0	0	31

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	5	4	8	8	5	0	0	0	35

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	50	47	53	52	51	56	56		
ELA Learning Gains				48			42		
ELA Lowest 25th Percentile				40			20		
Math Achievement*	52	50	59	60	48	50	66		
Math Learning Gains				59			32		
Math Lowest 25th Percentile				43			33		
Science Achievement*	53	48	54	44	50	59	44		
Social Studies Achievement*					54	64			
Middle School Acceleration					42	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress		56	59						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	209
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	346
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	44			
ELL				
AMI				
ASN				
BLK	15	Yes	2	1
HSP	46			
MUL	30	Yes	2	1
PAC				
WHT	61			
FRL	46			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	1	
ELL				
AMI				
ASN				
BLK	39	Yes	1	
HSP	62			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	37	Yes	1	
PAC				
WHT	51			
FRL	40	Yes	1	

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	50			52			53					
SWD	38			48			41				4	
ELL												
AMI												
ASN												
BLK	24			18			0				4	
HSP	35			57							2	
MUL	23			36							2	
PAC												
WHT	59			58			63				4	
FRL	43			45			48				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	52	48	40	60	59	43	44					
SWD	26	40	41	38	41	33	10					
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	27	44		36	50							
HSP	29	75		53	90							
MUL	50	36		33	27							
PAC												
WHT	56	47	37	65	59	45	45					
FRL	42	44	38	46	50	38	25					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	56	42	20	66	32	33	44					
SWD	38	42		48	50		33					
ELL												
AMI												
ASN												
BLK	19			29								
HSP	57			67								
MUL	67			60								
PAC												
WHT	59	42	25	70	29	31	47					
FRL	44	28		51	12		27					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	45%	52%	-7%	54%	-9%
04	2023 - Spring	57%	55%	2%	58%	-1%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	53%	47%	6%	50%	3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	48%	54%	-6%	59%	-11%
04	2023 - Spring	74%	59%	15%	61%	13%
05	2023 - Spring	42%	53%	-11%	55%	-13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	52%	49%	3%	51%	1%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component showing the lowest performance for 2023 is ELA proficiency with 52% proficient. If we look at historical data for 2022 the data component showing the lowest performance is the ELA learning gains for the bottom quartile with 40% followed closely by the math learning gains for the bottom quartile with 43%. Without learning gain scores for 2023, we can only guess that since proficiency numbers in ELA (52% in 2023 and 52% in 2022) and math (54% in 2023 and 60 in 2022) remained fairly consistent, that the trend with the learning gains and bottom quartile would also have been similar. Contributing factors for these lowest areas include:
1. Lack of paraprofessional support to implement small group, data-driven, differentiated instruction.
2. Loss of instructional time in previous years due to Hurricane Michael and the COVID-19 Pandemic.
3. Lack of time dedicated explicitly to remediation and enrichment.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Using 2023 data, without learning gains, our Math proficiency is the greatest decline moving from 60% proficient to 54% proficient. However, the historical decline of the ELA proficiency is far more concerning. In 2019, we were at 67% proficiency, dropping to 56% in 2021, dropping to 52% in 2022 and holding steady in 2023 at 52%. This decline demands attention.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap with compared to the state average for 2023 was our 4th grade math proficiency scores. Our PM3 scores for math was 74% proficient for 4th grade math, while the state average was 61%. Looking at the other gaps, we were actually lower in math in both 3rd (11 percentage points) and 5th (12 percentage points). The factors contributing to that trend could be tied to the veteran teachers we have in fourth grade, when 3rd grade instructors had much less experience, but 5th also dropped with veteran teachers in place. This gap could also be related to instructional momentum and makeup of the cohort. Another factor is also how each cohort was impacted by Hurricane Michael and the pandemic.

Which data component showed the most improvement? What new actions did your school take in this area?

Our science scores showed the greatest improvement in 2023 gaining 9 percentage points moving form 43 percent proficient, to 53 percent proficient. We had more consistent staffing in our 5th grade science department as well as collaboration among the 4th and 5th grade science teachers.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance is an area of concern on our EWS report, specially with our 1st grade having 34 students with less than 90% attendance and our 2hd grade havin 32 students. Another area of concern is the number of level one students in 4th grade ELA (6) and Math (6) and in 5th grade ELA (17) and Math (18).

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1.Increase learning gains (based on historical data) in ELA for the bottom quartile
2. Increase learning gains (based on historical data) in ELA
3. Increase proficiency in ELA (based on current data since learning gains are not available)

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Incorporating school-wide character education into our instructional practice will increase engagement in the learning process. 100% of students will receive this instruction which will include all ESSA subgroups, including those that were listed as "low performing" according to the Federal Percent of Points Index as of February 13, 2023 (Black/African American Students 39, Multiracial Students 37, and Students with Disabilities 33, and Economically Disadvantaged Students 40).

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

Discipline referrals will decrease by 25% school-wide.

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

The CARE team will review behavior data monthly and create individual and behavior plans as needed.

Person responsible for monitoring outcome:

Stacie Anderson (andersl@bay.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our school-wide character education program, Core Essentials, will be used and emphasized daily. The morning announcements will reach all students on campus and will highlight the trait of the month, color, and animal along with a quick message. School-wide morning meetings in individual classrooms will also dedicate time to explicit lessons on the character trait of the month.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Through the use of evidence-based strategies, which are embedded in the Core Essentials program, we will improve resiliency and social-emotional competency.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Incorporate a school-wide character education program that is used and emphasized daily-Core Essentials.

Person Responsible: Stacie Anderson (andersl@bay.k12.fl.us)

By When: August 2023-May 2024

CARE team will meet monthly to review student data and create individual behavior, safety, and action plans as needed. They will also conduct threat assessments and review MTSS behavior data.

Person Responsible: Stefanie Bohannon (bohansd@bay.k12.fl.us)

By When: August 2023-May 2024

Classroom supports, including the mental health triad, Lynn Haven mentorship program, Elevate Bay mentor program, Supports from the mental health team will include CICO, social skills group, lunch bunch. etc. Mentors will provide mentorship to selected students throughout the school year and will focus on an academic and social goal.

Person Responsible: Stacie Anderson (andersl@bay.k12.fl.us)

By When: September 2023-May 2024

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELA learning gains in the lowest 25%-During 2022 testing, the data component showing the lowest performance was the ELA learning gains for the bottom quartile with 40%.100% of students will receive this instruction which will include all ESSA subgroups, including those that were listed as "low performing" according to the Federal Percent of Points Index as of February 13, 2023 (Black/African American Students 39, Multiracial Students 37, and Students with Disabilities 33, and Economically Disadvantaged Students 40).

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

Learning gains for the lowest 25% in ELA will increase to 54% using the learning gains data from 2023/2024.

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

School-based interventionists will meet with PLCs monthly to review data from the bottom quartile remediation groups (STAR Time) and make suggestions to adjust groups and instructional practice/strategies.

Person responsible for monitoring outcome:

Stacie Anderson (andersl@bay.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

A school-wide designated time for remediation and enrichment will be created called STAR time. This 45 minute time period will include 15 minutes for RAISE ELA instruction and 30 minutes for intervention, remediation, and/or enrichment based on student data. Evidence-based interventions will be selected from the Bay DIstrict Schools Elementary Reading Intervention Menu for 2023-2024. 100% of students will receive this instruction which will include all ESSA subgroups, including those that were listed as "low performing" according to the Federal Percent of Points Index as of February 13, 2023 (Black/African American Students 39, Multiracial Students 37, and Students with Disabilities 33, and Economically Disadvantaged Students 40).

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

A school-wide designated time for remediation and enrichment will be created called STAR time. Differentiated, small-group instruction during STAR time (using intervention strategies from the BDS Menu) will allow us to work more individually with students and quickly adjust instruction based on the data collected. This will include individualized instruction for all students based on their needs, including remediation, intervention, and/or enrichment.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Interventionists will meet monthly with assigned PLCs to assist in data analysis and suggest improvements for STAR time. They will also assist in problem solving and modeling instructional strategies for STAR time.

Person Responsible: Stacie Anderson (andersl@bay.k12.fl.us)

By When: September 2023-May 2024

Utilize coaches, grade level ELA liaison meetings, mentor teachers, paraprofessionals, and learning walks to build teacher capacity in implementing small group instruction.

Person Responsible: Stacie Anderson (andersl@bay.k12.fl.us)

By When: September 2023-2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

In Bay District, we are a collaborative team. Together, the district office supports school leaders and staff members in developing spending plans that are directly aligned with SIP goals. With the leadership of our Director of Federal Programs, the district monitors expenses bi-weekly and updates the financial spreadsheet. In an effort to be transparent, this spreadsheet is shared with stakeholders including district leaders, school leaders, and pertinent school staff members. In the event there is a need to update or modify the plan based on a change in need, then the group collaborates to develop an amendment.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

The i-Ready diagnostic measures demonstration of mastery of grade level material in ELA. Students scoring a "mid or above" level are considered to meet grade level mastery of state standards for their grade level. Based on the beginning-of-year assessment for 23/24, only 19% of students are scoring on grade level in grades K, 1st, and 2nd.

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

The i-Ready diagnostic measures demonstration of mastery of grade level material in ELA. Students scoring a "mid or above" level are considered to meet grade level mastery of state standards for their grade level. Based on the beginning-of-year assessment for 23/24, only 12% of students are scoring on grade level in grade 3. Only 34% are scoring on grade level in grades 4 and 5.

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 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 Measurable Outcomes

Students in grades K, 1, and 2 will demonstrate an increase of at least 31 percentage points each in the "mid or above" students on the 2023/2024 end-of-year i-Ready assessment. This will increase their cohort proficiency from 19% to 50% for each grade level.

Grades 3-5 Measurable Outcomes

Students in grade 3 will demonstrate an increase of at least 38 percentage points each in the "mid or above" students on the 2023/2024 end-of-year i-Ready assessment. This will increase their cohort proficiency from 12% to 50%. Students in grades 4 and 5 will demonstrate an increase of at least 16 percentage points each in the "mid or above" students on the 2023/2024 end-of-year i-Ready assessment. This will increase their cohort proficiency from 34% to 50% for both grade levels.

Monitoring

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 impact student achievement outcomes.

Student progress will be monitored through teacher observation, formative and summative assessments, diagnostic assessments, and progress monitoring probes. Teachers will meet weekly in PLCs to discuss and monitor student progress and classroom data. Student progress will also be monitored through iReady Diagnostic assessments and Growth Monitoring Assessments.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Anderson, Stacie, andersl@bay.k12.fl.us

Evidence-based Practices/Programs

Description:
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. §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?

Bay County has adopted stated-approved ELA curriculum, HMH (Houghton Mifflin Harcourt) which is correlated with the FL BEST Standards. Student progress will also be monitored through iReady. Students will participate in diagnostics and the data will be used to identify students who need additional support. Students will be assigned individualize lessons to address learning deficits. Students will participate in growth monitoring assessments in order to assess progress and determine needs.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

Houghton Mifflin Harcourt Into Reading core adopted instructional materials for K-5 English Language Arts. The series was reviewed and approved by the FLDOE for inclusion on the State Adopted List at the time of adoption and purchase. To improve instruction and learning, BDS teachers incorporate explicit direct instructions and scaffolding based on Hattie's research (Visible Learning: John Hattie 2017).

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
Teachers will participate in HMH training facilitate by district ELA instructional specialists during the first 9 weeks of school in addition to the trainings offered during pre-service at Gulf Coast State College. The training will guide teachers in the implementation of the curriculum and follow-up and reinforce initial training received by staff in 2022/2023. Continued trainings may be scheduled throughout the school year based on teacher feedback and needs as determined by the administrators.	Anderson, Stacie, andersl@bay.k12.fl.us
Teachers will meet in PLCs to analyze formative and summative assessment data along with iReady diagnostic and growth monitoring data. Administrators will oversee these PLC meetings to ensure that the curriculum is being instructed with fidelity and that students are receiving necessary support and interventions.	Anderson, Stacie, andersl@bay.k12.fl.us
For students who do not respond to specific reading interventions that have been delivered with fidelity and with the initial intensify provided (time and group size), iReady intervention instruction and/or materials may be changed based on student data. Diagnostic assessments will be required to identify specific needs (areas of strengths and weaknesses) further schools meet monthly to review student data, progress, and intervention materials. Additionally, schools follow the comprehensive, evidence-based reading plan and MTSS decision tree with indicated, research-based and evidence-based instructional materials available for targeted interventions (Tier 2). If student data does not show progress at Tier 2, then adjustments will be made (teacher/student ratio, time in intervention, intervention instructional materials, intervention instructional practice).	Anderson, Stacie, andersl@bay.k12.fl.us

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

School Improvement Plans are made publicly available via the Florida Department of Education, CIMS website: https://www.floridacims.org/plans. This link is available for parents and the community on the school's webpage https://lynnhaven.bay.k12.fl.us/. The yearly BDS Title I Newsletter will provide the CIMS link to the SIP/SWP, which contains the UniSIG budget. The newsletter is translated into the language parents can understand and distributed to parents via PeachJar. Paper copies of the plan are provided upon request. A link to the SIP /SWP will also be available on Facebook and Dojo for the school. The SIP/SWP will be discussed at the Title I Annual Meeting and during SAC meetings. The SAC will progress monitor the implementation of the plan.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

With the input of parents, a Parent and Family Engagement Plan (PFEP) has been developed for the 23-24 school year and a summary of the PFEP is disseminated electronically to parents at the beginning of the year. The PFEP outlines the meetings, workshops, and communications planned to engage parents, build parents' capacity in order to be fully involved in their child's education, meet their child's needs, and increase academic achievement; which will fulfill the school's mission. It also outlines the training for teachers, administrators, and other staff to promote positive relationships with parents. The PFEP is available on the school's website at https://lynnhaven.bay.k12.fl.us/. Parents are able to monitor their child's progress 24/7 using the Parent Portal. The following Title I expenditures will support the implementation of the PFEP: parent liaison.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

At Lynn Haven Elementary, we utilize rigorous instruction and productive PLCs to guide our faculty to help our students reach their achievement goals. Our job is to maintain instructional momentum and as such we use Title 1 funds such as 11 classroom paraprofessionals and instructional supplies to enhance and engage instruction. These resources allow us to focus on teaching quality curriculum and enhancing the quality of instruction by not only maintaining instructional momentum but providing hands-on instruction and creating core memories for our students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Title III, ESSER, Immigrant, and local funds are coordinated to provide office staff in the bilingual center who assist families new to the community with school registration; ESOL Resource Teachers who support teachers of ELL students; bilingual paraprofessionals who assist students in the classrooms; curriculum resources; supplies; and parent involvement resources for students to be successful.
Title II and local funds provide ongoing professional development for teachers and administrators to support the implementation of best practices for continuous improvement, ensure that instructional practices and strategies align with the rigorous state standards, and promote accelerated learning and differentiated instruction to meet students' individual needs. Funds provide opportunities for teachers to add endorsements for Autism, Reading, ESOL, and Gifted as well as obtaining certification for critical shortage areas. New teachers are provided sustained support from staff training specialists and content area instructional specialists to facilitate their development.
The State's mental health allocation is coordinated with ESSER/ARP funds to provide the school with a mental health team to provide equitable access to behavioral support services within the school, addressing barriers to academic and social success, while enhancing students' emotional development, well-being and safety through the multi-tiered systems of support within the school.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Students at Lynn Haven Elementary are provided wrap-around services to improve students' skills outside the academic subject areas. The guidance department works alongside a school based team of mental health professionals, as well as outside mental health providers to ensure students' needs are met. The focus is to provide equitable access to behavioral support services within each school, addressing barriers to academic and social success, while enhancing students' emotional development, well-being and safety through the multi-tiered systems of support within the school.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

NA

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

PLC and MTSS data chat processes are implemented and overseen by the principal or principal designee. PLCs collect and utilize data to determine and plan for supporting the needs of students in core and intervention. School-wide Character Education and behavioral expectations, campus rules, individual classroom rules/procedures, and individual classroom behavior management procedures and processes are taught and progress monitored.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Ongoing professional development is provided for teachers and administrators to support the implementation of best practices for continuous improvement, ensure that instructional practices and strategies align with the rigorous state standards, and promote accelerated learning and differentiated instruction to meet students' individual needs. Funds provide opportunities for teachers to add endorsements for Autism, Reading, ESOL, and Gifted as well as obtaining certification for critical shortage areas. New teachers are provided sustained support from staff training specialists and content area instructional specialists to facilitate their development.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

In the spring, the school will conduct a Pre-K to Kindergarten Workshop for parents of preschool children. Invitations will be given to childcare centers within the school's zone. It will be advertised throughout the community via social media. During the meetings, parents will be given resources for their preschool child to work on during the summer to prepare them for kindergarten; information about the curriculum that will be used; assessments; behavior expectations; and information about Parent Portal. Parents will be given a tour of the campus.
Additionally, in the fall, schools hold an Orientation to invite parents and families to visit the school, classroom, and teacher to become more comfortable with the school and to provide opportunities for parents to be involved.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
		Total:	**$0.00**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No