

Columbia County School District

Five Points Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Five Points Elementary School

303 NW JOHNSON ST, Lake City, FL 32055

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

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.

The faculty and staff of Five Points Elementary strive to provide a safe learning environment that focuses on each individual student and enhancing academic and social-emotional growth through the positive involvement of students, parents, school staff, and the community. Together, we can make each student successful.

Provide the school's vision statement.

Five Points Elementary's vision is to support students in achieving full potential in their academic, creative, personal, physical, moral and spiritual development with the help of all stakeholders. We want to promote life-long learning through academic performance, leadership, citizenship, and individual growth.

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
Keen, Brandi	Principal	<p>To provide the leadership and vision necessary to develop and administer elementary educational programs that optimize available human and material resources to provide successful high quality educational experiences for students in a safe and orderly environment. This includes but is not limited to:</p> <ol style="list-style-type: none"> 1. Promote and maintain an educational environment where improving student outcomes is the primary focus. 2. Establish procedures to monitor and / or regulate processes, tasks, or activities of subordinates and job activities and responsibilities. Take action to monitor the results of delegated assignments or projects. 3. Manage the operation of all activities and functions. 4. Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts. 5. Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment. 6. Ensure the security of school property.
Cannon, Rex	Curriculum Resource Teacher	<p>To enhance school curriculum and parental involvement programs that are site specific, research based and data driven through coordination and effective communication with parents, teachers, administrators and community representatives. This includes but is not limited to:</p> <ol style="list-style-type: none"> 1. Assisting in identifying curriculum and parental involvement needs and provide the coordination and technical assistance necessary to implement meaningful program change. 2. Coordinating the Title I School-wide Program / School Improvement Plan as it relates to curriculum, Florida State Standards, parental involvement, budget, inventory, and district, state and federal regulations which includes federal program compliance and program monitoring evidence. 3. Coordinating a parent involvement program that includes: parental input, a parent involvement plan, workshops, in-service activities, guests speakers, effective home-school communication, and coordination and communication with the Title I district parent involvement office. 4. Serving as volunteer coordinator/business partner contact. 5. Assisting in building partnerships with business, community organizations and governmental agencies.
Adkins, Meredith	Instructional Coach	<p>To provide a schoolwide focus on generating improvement instruction and achievement across the curriculum. This includes but is not limited to:</p> <ol style="list-style-type: none"> 1. Coach and support teachers as best practices are implemented in the classroom. 2. Collaborate with the principal for administrative decisions related to curriculum. 3. Promote ongoing professional development of teachers in the building through activities such as coaching, grade/department/team meetings, classroom demonstrations, and study groups. 4. Interpret and use data, including but not limited to standardized and other test results, for diagnosis, instructional planning and program evaluation, with the use of technology.

Name	Position Title	Job Duties and Responsibilities
		5. Plan and prepare instructional strategies that contribute to a climate where students are actively engaged in meaningful learning experiences.
Staats, Pam	School Counselor	<p>To provide comprehensive guidance and counseling services to students, parents and teachers. This includes, but not limited to:</p> <ol style="list-style-type: none"> 1. Coordinate school-wide guidance program which includes classroom guidance, small group counseling, individual counseling and crisis counseling. 2. Maintain accurate, complete, and correct records as required by law, district policy, and administrative regulations. 3. Coordinate referrals to community agencies such as the Mental Health Clinic, Department of Families and Children, etc. 4. Provide leadership on the Child Study Team and assistance with the placement and plans for exceptional education students. 5. Communicate clearly and effectively in both written and oral form with students, parents, and others.
Sweat, Cameron	Other	<p>To assist the Principal with the development, implementation and coordination of the student behavior-management program for the school. This includes but is not limited to:</p> <ol style="list-style-type: none"> 1. Assist in the development and implementation of the Positive Behavior System plan. 2. Provide leadership in designing, implementing, and monitoring curriculum and/or behavioral interventions for struggling students. 3. Collaborate with the principal for administrative decisions related to behavior, attendance and student discipline. 4. Use appropriate student behavior management techniques. 5. Assist teachers as an additional resource for classroom management and appropriate student behavior, provide teacher in-service as needed.

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.

Five Points Elementary has involved stakeholders through the School Advisory Council. All stakeholders can share in the development through feedback on the School-wide Improvement Plan, Parent and Family Engagement Plan, Parent-Teacher Compacts, budget decisions, and assist in planning school-wide events. By taking the time to involve stakeholders, Five Points Elementary can serve our students, build capacity, and provide a safe learning environment that enhances the academic growth of all students. Faculty and staff will meet weekly in professional learning communities and have data meetings throughout the school year.

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))

Five Points School Improvement Plan will be written with relevant and realistic goals that will be addressed through progress monitoring assessments, data meetings, and weekly professional learning communities. Because of the frequency of these meetings, progression of the goals will be discussed often. In addition to these meetings, the SAC will meet quarterly with a Principal's update.

Based on SAC recommendations and professional learning community discussions, the School Improvement Plan will be revised as needed to reflect necessary changes.

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	Yes
2022-23 Minority Rate	41%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
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: C 2018-19: C 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	25	21	17	14	18	17	0	0	0	112	
One or more suspensions	4	5	8	3	10	7	0	0	0	37	
Course failure in English Language Arts (ELA)	0	5	8	3	10	7	0	0	0	33	
Course failure in Math	0	5	7	7	7	6	0	0	0	32	
Level 1 on statewide ELA assessment	0	0	0	17	19	19	0	0	0	55	
Level 1 on statewide Math assessment	0	0	0	9	28	14	0	0	0	51	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	5	3	12	13	7	0	0	0	45	

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	6	7	13	9	14	12	0	0	0	61

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	9	6	4	5	1	0	0	0	0	25
Students retained two or more times	0	0	4	3	6	4	0	0	0	17

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	12	18	18	5	15	17	0	0	0	85	
One or more suspensions	0	1	8	5	7	7	0	0	0	28	
Course failure in ELA	0	4	9	4	6	4	0	0	0	27	
Course failure in Math	0	0	2	1	7	4	0	0	0	14	
Level 1 on statewide ELA assessment	0	0	0	5	12	11	0	0	0	28	
Level 1 on statewide Math assessment	0	0	0	3	9	13	0	0	0	25	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	3	0	0	3	0	0	0	0	8	

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	1	1	8	3	13	13	0	0	0	39

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	12	6	5	6	2	0	0	0	0	31
Students retained two or more times	0	0	4	3	7	4	0	0	0	18

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	12	18	18	5	15	17	0	0	0	85	
One or more suspensions	0	1	8	5	7	7	0	0	0	28	
Course failure in ELA	0	4	9	4	6	4	0	0	0	27	
Course failure in Math	0	0	2	1	7	4	0	0	0	14	
Level 1 on statewide ELA assessment	0	0	0	5	12	11	0	0	0	28	
Level 1 on statewide Math assessment	0	0	0	3	9	13	0	0	0	25	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	3	0	0	3	0	0	0	0	8	

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	1	1	8	3	13	13	0	0	0	39

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	12	6	5	6	2	0	0	0	0	31
Students retained two or more times	0	0	4	3	7	4	0	0	0	18

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*	36	52	53	48	58	56	49		
ELA Learning Gains				50			37		
ELA Lowest 25th Percentile				58			40		
Math Achievement*	42	63	59	56	55	50	45		
Math Learning Gains				54			20		
Math Lowest 25th Percentile				50			14		
Science Achievement*	25	49	54	38	67	59	30		
Social Studies Achievement*					66	64			
Middle School Acceleration					55	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress		57	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)	N/A
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	145
Total Components for the Federal Index	4

2021-22 ESSA Federal Index

Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	354
Total Components for the Federal Index	7
Percent Tested	98
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	15	Yes	1	1
ELL				
AMI				
ASN				
BLK	23	Yes	1	1
HSP				
MUL	38	Yes	1	
PAC				
WHT	38	Yes	1	
FRL	34	Yes	1	

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	42			
ELL				
AMI				
ASN				
BLK	46			
HSP	52			
MUL	56			
PAC				
WHT	48			
FRL	49			

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	36			42			25					
SWD	13			17							2	
ELL												
AMI												
ASN												
BLK	24			26			8				4	
HSP												
MUL	44			31							2	
PAC												
WHT	35			47			31				4	
FRL	34			39			23				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	48	50	58	56	54	50	38					
SWD	29	47		33	59							
ELL												
AMI												
ASN												
BLK	44	54		41	54		36					
HSP	64	38		67	38							
MUL	53			59								
PAC												
WHT	45	47	46	59	57	46	35					
FRL	44	46	61	54	58	50	31					

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	49	37	40	45	20	14	30					
SWD	17	27		24	18		10					
ELL												
AMI												
ASN												
BLK	40	47		28	13		21					
HSP	57			64								
MUL	32	20		42	20		30					
PAC												
WHT	57	42	40	50	23		38					
FRL	45	33	50	41	19	8	24					

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	30%	57%	-27%	54%	-24%
04	2023 - Spring	35%	58%	-23%	58%	-23%
03	2023 - Spring	41%	51%	-10%	50%	-9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	57%	72%	-15%	59%	-2%
04	2023 - Spring	30%	66%	-36%	61%	-31%
05	2023 - Spring	42%	60%	-18%	55%	-13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	24%	50%	-26%	51%	-27%

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 that showed the lowest performance was Science. Science scores were 30% in 20-21, 36% in 21-22, and 24% in 22-23. These scores do not reflect consistency from year to year however they are below the state and district average each year. The biggest contributing factor was a master schedule that was not conducive for Science instruction. Teachers didn't have a sufficient amount of time to teach Science. Another contributing factor was a focus on ELA/Math due to intervention groups.

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

There are two areas that are concerning in regards to declines. The first area is 4th grade math. In 21-22, 57% of student were proficient. In 22-23, only 30% were proficient. This is a 30% decline. Fourth grade departmentalized and one teacher was responsible for most of the 4th grade math scores. This teacher has less than three years experience. There was also a high number of students with absences and a large number of students with referrals. The second area of concern is 5th grade ELA. In 21-22, 56% of students were proficient. In 22-23, only 30% were proficient. This is a 26% decline. Both teachers

primarily responsible for ELA have less than three years experience. Scheduling and a common planning may have been contributing factors as well.

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 that had the greatest gap when compared to the state average is 4th grade math. 4th grade math scores were 31% lower than the state average of 61%. Fourth grade departmentalized and one teacher was responsible for most of the 4th grade math scores. This teacher has less than three years experience. There was also a high number of students with absences and a large number of students with referrals.

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

Our data doesn't show an area of improvement; however, 3rd grade math scores remained consistent with percent proficient from the 21-22 school year. Both years we had 58% proficient. This grade level had three veteran teachers that were planning together.

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

The biggest area of concern is attendance. During the 22-23 school year, 112 students had attendance below 90%. This is 30% of our school population.

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

Our highest priority areas are monitoring and improving attendance, providing teachers a common planning and scheduled weekly professional learning communities to discuss data and plan, implementing a school-wide positive behavior plan, and strategically placing non-instructional personnel as tutors in areas that need development.

Area of Focus

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

#1. Instructional Practice specifically relating to Professional Learning Communities**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.

Our scores on 3rd-5th grade FAST tests were below the state and district averages in most subjects and grade levels. After meeting with leadership teams and grade level teams, it was determined that a professional learning community focusing on standards-based instruction, collaborative planning, and best practices would be beneficial.

Measurable Outcome:

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

At the end of the year, 3rd, 4th, and 5th grade FAST scores in ELA and Math will show a 10% increase from the 2022-2023 school year due to the implementation of the weekly professional learning communities and collaborative planning time.

Monitoring:

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

We will monitor this area primarily by analyzing and discussing PM FAST data and other progress monitoring assessments that students will be taking in class including unit tests, formative assessments, and other assessments determined by the grade levels in the weekly professional learning communities.

Person responsible for monitoring outcome:

Brandi Keen (keenb@columbiak12.com)

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.)

Collaborative planning is a process that supports the consistent, high-quality implementation of core content curriculum while allowing general education teachers and instructional specialists (Instructional Coach, Curriculum Resource Teacher, and Inclusion Teacher) the opportunity to coordinate and refine their plans for instruction and assessment.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

While meeting with the leadership team and each individual grade level, it was determined that having an opportunity to analyze data and plan together would be beneficial to instruction and student achievement.

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.

Plan and present an introduction on professional learning communities to explain expectations and roles.

Person Responsible: Brandi Keen (keenb@columbiak12.com)

By When: By the end of August 2023

Gather data and planning sheets to use weekly in the profesional learning communities.

Person Responsible: Meredith Adkins (adkinsm@columbiak12.com)

By When: Will start by the end of August 2023 but continue weekly throughout the year

Analyze effectiveness of professional learning communitess and make adjustments by meeting in more formal grade level data meetings each semester.

Person Responsible: Brandi Keen (keenb@columbiak12.com)

By When: One at the beginning of each semester if possible.

Collect documentation and/or minutes from each professional learning community to keep for reflection purposes.

Person Responsible: Rex Cannon (cannonr@columbiak12.com)

By When: Will start by the end of August 2023 but continue weekly throughout the year

#2. Instructional Practice specifically relating to Science**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.

The data showed the that our lowest performing area was Science. Science scores were 30% in 20-21, 36% in 21-22, and 24% in 22-23. These scores do not reflect consistency from year to year; however, they are below the state and district average each year. The biggest contributing factor was a master schedule that was not conducive for Science instruction. Teachers didn't have a sufficient amount of time to teach Science.

Measurable Outcome:

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

On the 23-24 FCAT Science test, 40% of fifth grade students will be proficient scoring at least a 3 or higher.

Monitoring:

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

Fifth grade students will take a beginning and middle of the year progress monitoring assessment through Performance Matters. Study Island will be used weekly in the tech lab and in the classroom.

Person responsible for monitoring outcome:

Brandi Keen (keenb@columbiak12.com)

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.)

Study Island and HMH Florida Science

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Administering and analyzing the data from the standards-based Performance Matters test will give us areas of strengths and areas of improvement for teacher to use while planning instruction. Study Island provides rigorous, standards-based instruction that will supplement teacher instruction in the classroom.

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.

Develop a master schedule that gives each teacher sufficient time to teach Science standards.

Person Responsible: Brandi Keen (keenb@columbiak12.com)

By When: August 2023

Provide and train the tech lab teacher in Study Island.

Person Responsible: Meredith Adkins (adkinsm@columbiak12.com)

By When: By the end of August 2023

Assess 5th grade students in Science using Performance Matters Science at the beginning of the year and the middle of the year.

Person Responsible: Meredith Adkins (adkinsm@columbiak12.com)

By When: The beginning of the year would need to be completed by mid September 2023 and the middle of the year would need to be completed by the end of January 2024.

Analyze results from the Performance Matters Science test and adjust instruction.

Person Responsible: Meredith Adkins (adkinsm@columbiak12.com)

By When: Within two weeks of the Performance Matters assessment date

#3. Positive Culture and Environment specifically relating to Other**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.

During the 2022-23 school year, 30% of students missed more than 10% of the school year and are included in the early warning systems report on FOCUS.

Measurable Outcome:

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

At the end of the 2023-24 school year, only 20% of students will have missed more than 10% of the school year and are included in the early warning systems report on FOCUS.

Monitoring:

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

Once a month, during the professional learning communities, teachers will look at their students' attendance and determine if the truancy process needs to begin. The Behavior Resource Teacher will run a report to assist teacher's in determining which students are at risk and next steps for that student and/or family.

Person responsible for monitoring outcome:

Cameron Sweat (sweatc@columbiak12.com)

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.)

We will establish attendance intervention protocol to analyze data, determine causes, and communicate with parents about the correlation between attendance and academic success. This intervention will correlate with our district truancy policies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

30% of the students in our school have missed more than 10% of the school year during the 2022-23 school year. This is atleast 18 days. When children are absent from school, they miss out on consistent instruction that is needed to develop basic skills. Children in early grades are particularly susceptible to falling behind in fundamental reading skills, which can have a snowball effect that impacts future learning. Students who fail to read at grade level by the end of third grade are four times more likely than students who achieve proficiency to drop out of high school.

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.

Educating parents, guardians, and stakeholders about how good attendance can positively impact student achievement.

Person Responsible: Cameron Sweat (sweatc@columbiak12.com)

By When: August 2023

Attendance data will need to be pulled monthly to distribute and discuss with teachers.

Person Responsible: Cameron Sweat (sweatc@columbiak12.com)

By When: Monthly starting in September 2023

Provide teachers with a letter to use to communicate with parents about the number of absences and tardies their student has for the school year.

Person Responsible: Cameron Sweat (sweatc@columbiak12.com)

By When: Monthly starting in September 2023

Collaborate with school data processor to ensure that we are adhering to district truancy policies.

Person Responsible: Cameron Sweat (sweatc@columbiak12.com)

By When: Monthly starting in September 2023

#4. Positive Culture and Environment specifically relating to Other**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.

During the 2022-23 school year, there were 221 discipline referrals. Ninety-one students had at least one referral. That is about 23% of the students. Out of those students, 37 students were suspended.

Measurable Outcome:

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

During the 2023-24 school year, we would like the to decrease the number of referrals by 20%.

Monitoring:

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

This area of focus will be monitored by consistently checking FOCUS for trends and discussing interventions during the weekly professional learning communities.

Person responsible for monitoring outcome:

Cameron Sweat (sweatc@columbiak12.com)

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.)

We will be implementing the district-wide positive behavior system called "Caught Being Your Best." In addition to this implementation, teachers will be trained on using a Class I reporting system to assist in managing class I behaviors in the classroom. There will also be a CHAMPS training for instructional and non-instructional personnel.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Suspensions have a negative effect on student achievement. This intervention will be a universal, school-wide prevention strategy aimed at reducing behavior problems that lead to discipline referrals and suspensions by focusing on being respectful, responsible, and safe in the learning environment.

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.

Meet with teachers and share 2022-23 discipline data, the school-wide positive behavior plan, and expectations for the upcoming year.

Person Responsible: Brandi Keen (keenb@columbiak12.com)

By When: August 2023

CHAMPS training provided to all staff by Rex Mitchell.

Person Responsible: Brandi Keen (keenb@columbiak12.com)

By When: August 2023

Support teachers in the implementation of the class I discipline form and the Caught Being Your Best system. Also, reward students weekly from the Caught Being Your Best drawing

Person Responsible: Cameron Sweat (sweatc@columbiak12.com)

By When: Starts August 2023 and will be ongoing

#5. Positive Culture and Environment specifically relating to Other**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.

Focus on parent and family engagement activities by providing at least six activities to support families helping their children in the areas of Reading, Math, and Science. Parents are not familiar with grade level state standards, grade level expectations, and grade level assessments.

Measurable Outcome:

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

By the end of the 2023-2024 school year, proficiency in ELA, Math, and Science will increase by 10% as compared to the 2022-2022 FSA results through the implementation of the Parent and Family Engagement Plan.

Monitoring:

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

This will be monitored through our Parent Family Engagement Plan and Progress Monitoring.

Person responsible for monitoring outcome:

Rex Cannon (cannonr@columbiak12.com)

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.)

Parent Conference Nights will be held twice a year (fall and spring) for teachers to share all data (academic, behavior, and attendance) with parents, along with giving parents strategies and materials that will assist them in helping their child at home. Parent Nights will be held in the subjects of ELA, Math, and Science will also provide strategies and materials to parents to assist them at home. Also, these nights will allow for parents to be more involved in school functions, which will allow for a greater increase in volunteers. In addition, a Parent Resource Room will provide materials for parents to check-out and use at home to help their child academically. Step-Up Nights and Kindergarten Round-Up will be held at the end of the year to provide parents with the grade level standards and expectations for their child's next school year. Finally, we will hold progress monitoring nights to help parents understand how to interpret results from state testing and grade level assessments.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Parents lack the understanding of grade-level standards and grade-level expectations to effectively help their child at home. Parents Conference Nights and academic workshops will provide the understanding and support parents need to work with their children and assist them with improving academically by providing strategies, materials and websites. During Step-Up Nights and Kindergarten Round-Up, Summer Bridge Workbooks will be provided for parents to use to prevent the summer slide. Also, teaching tools will be provided to students for attending any academic night.

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.

Provide a Curriculum Resources Teacher (CRT) that will assist with effective family engagement activities throughout the year as well as provide materials and support to a parent in supporting their child's academic needs.

Person Responsible: Rex Cannon (cannonr@columbiak12.com)

By When: This will take place by the start of the year.

Provide monthly parent engagement events. These events include reading, math, stem, parent conference, and assessment nights.

Person Responsible: Rex Cannon (cannonr@columbiak12.com)

By When: These will take place monthly starting in September.

The Parent Family Engagement Plan will be jointly developed and updated with the School Advisory Council (SAC) throughout the year.

Person Responsible: Rex Cannon (cannonr@columbiak12.com)

By When: The first SAC meeting will take place in September.

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)).

All SIP spending must have the approval of the schools SAC Committee. According to Florida State Statute 101.452 a School Advisory Council shall be assembled to assist in the preparation, implementation and evaluation of the school improvement plan. The School Advisory Council is made up of parents, employees, and other stakeholders within the community. During these meetings the SAC will jointly develop the Title I Budget, SIP, Parent Family Engagement Plan, and other items pertaining to Title I. Any funding source that is given to the school is always based on student achievement and need. The SAC Committee allows for parent input and transparency when it comes to how any Federal/State grant funds are spent. All meeting minutes and documents pertaining to SAC are public record and can be viewed by anyone upon request.

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

During the 22-23 school year, 68% of our 1st and 2nd grade students scored below the 50% on the STAR test given in the spring. On the STAR Early Literacy assessment given to Kindergarten and 1st grade students, 60% scored below the 50%. We plan on implementing the UFLI phonics program in grades K-2. This program is a systematic and direct phonics program that is taught daily for 30 minutes in a whole group setting.

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

During the 22-23 school year, 65% of our 3rd-5th grade students scored below a level 3 on the FAST test given in the spring. We plan on implementing daily intervention groups. Each intervention group will be broken up into three levels, based on how students scored on the first FAST test. These groups will be ability based and meet each day for forty five minutes. During this time teachers will provide rigorous standard based instruction that will focus on the greatest needs for each group.

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

At the end of the year, Kindergarten, 1st, and 2nd grade STAR scores in ELA will show a 10% increase from the 2022-2023 school year due to the implementation of the daily UFLI Instruction and weekly collaborative planning time.

Grades 3-5 Measurable Outcomes

At the end of the year, 3rd, 4th, and 5th grade FAST scores in ELA will show a 10% increase from the 2022-2023 school year due to the implementation of the daily intervention groups and weekly collaborative planning time.

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.

We will monitor this area primarily by analyzing and discussing PM FAST data and other progress monitoring assessments that students will be taking in class including unit tests, formative assessments, and other assessments determined by the grade levels in the weekly professional learning communities. Collaborative planning is a process that supports the consistent, high-quality implementation of core content curriculum while allowing general education teachers and instructional specialists (Instructional Coach, Curriculum Resource Teacher, and Inclusion Teacher) the opportunity to coordinate and refine their plans for instruction and assessment.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Keen, Brandi, keenb@columbiak12.com

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?

The implementation of UFLI (K-2) and small group differentiated instruction (3-5) does align with the district's K-12 Comprehensive Evidence-based Reading Plans. Both practices/programs align to the BEST ELA standards.

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?

UFLI is research-based and evidence-based. It is an explicit and systematic program for teaching children to read and spell words. The program shows that students made significant gains in phonemic awareness, decoding, and oral reading fluency. This is a focus for our Kdg., 1st, and 2nd grade students. We are hoping that they will have a better foundation to focus on reading comprehension in 3rd, 4th, and 5th grades.

According to research on grouping students, implementing small group differentiated instruction in the classroom leads to an increase in reading achievement which is our overall goal for our 3rd, 4th, and 5th grade students.

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
UFLI- Teachers were trained using an online module and an in-person module on how to effectively utilize the program.	
Small, Differentiated Instruction- Some teachers attended the NEFEC Literacy Connect where literacy best practices were discussed including small group, differentiated instruction. These teachers will continue attending sessions throughout the school year.	Adkins, Meredith, adkinsm@columbiak12.com
UFLI- Teachers will informally assess students using the scope and sequence in the program.	
Small, Differentiated Instruction- Our intervention groups are flexible and fluid. Students can be moved in and out of groups based on assessments. These groups will be discussed at PLCs as assessment scores are available.	Adkins, Meredith, adkinsm@columbiak12.com

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.

Information about the SIP/SWP is disseminated in the following ways: 1) During the Annual Title I meeting held at the beginning of the school year (September), the SIP/SWP is incorporated. Copies of the plan are available at these meetings and through other sources which includes the school and district website. A notice is sent home to parents informing that the SIP/SWP is located on the websites and that they may request a copy of the plan and who to request it from; 2) The school will distribute information concerning the SIP/SWP at parent meetings (PTO, School Advisory Council meetings) and through newsletter and flyers sent home throughout the year; 3) Reports are translated into Spanish and/or other languages, as needed.

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))

Title I schools are required to implement a Parent Family Engagement Plan. The goal of this plan is 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. Five Points will accomplish this by providing Family Nights in a variety of subjects, such as interpreting data and building literacy. Also, we hold conference nights every semester and annual meetings regarding Title I. Teachers are required to make an attempt to meet with parents multiple times and using the Parent Teacher Compact to facilitate conferences discussing their student's progress.

Within the Parent Family Engagement Plan, we provide means of communication to parents. We send out a monthly newsletters informing parents of important dates and information regarding the school. Every quarter we send home progress reports and report cards. Each time a student takes a FAST and/or Renaissance assessment, results are sent home with students. Finally, Five Points provides learning tools for parents and families through a Parent Resource Room.

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)

The school plans to implement weekly professional learning communities to support teachers in planning/implementing best practices, aligning expectations, and analyzing data. In addition to this, we will be differentiating instruction using leveled intervention groups for reading and math. Teachers will use core instruction and supplement with Renaissance, Simple Solutions, Study Island, Junior Great Books, and Edmentum.

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))

The development of this plan is coordinated with other programs funded under ESSA, as follows:

1. Title I, Part A, Title II, Part A and Title V funds collaborate to provide professional development opportunities to assist teachers in Title I schools in developing skills needed to work with students to improve academic achievement among all subgroups.
2. Title I, Part A, Title II, Part A, Title V, Part B and state funds collaborate to provide instructional coaches that provide embedded professional development, intensive coaching cycle, modeling of best

practices and instructional resources to teachers.

3. Title I and Title IX collaborate to provide needed services and materials for homeless students;
4. Title I and ESE collaborate to avoid duplication of services provided by Title I and IDEA, as well as to maximize resources.
5. Title I, Part A and Title II, Part A collaborate with professional development.
6. Title V and Title I collaborate with technology/software purchases.
7. State and Local funds are used to support the instructional program in all core content areas.

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))

Five Points Elementary provides necessary tools to enhance students social emotional learning. Our guidance counselor goes into to rooms weekly to teach social emotional strategies. Five Points has a behavioral interventionist who provides counseling for students and support for teachers. Also, all schools have a working relationship with Meridian who provides necessary support to students and families.

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))

Not Applicable.

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).

A positive behavior plan will be implemented during the 2023-24 school year. Students will have an opportunity to earn "Caught Being Your Best" slips if they are respectful, responsible, and safe in various areas of the school including the classroom, hallways, and cafeteria. These students will have an opportunity to earn rewards each week. Teachers will be trained on using a class I system. This system will support teachers in addressing class I behaviors in classroom before going straight to a referral. If a student needs a more intensive behavior plan, administration and the Behavior Resource Teacher will support the teacher in developing and implementing an effective Tier 2 plan. If this does not help, the MTSS team will meet to discuss a Tier 3 plan which could include a functional behavior plan and behavior intervention plan.

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))

The school provides professional learning for instructional and administrative leaders to support adult learning. The use of Instructional Coaches to provide job-embedded professional learning to all

paraprofessionals, other school personnel, and teachers regardless of where each teacher's skill level resides on the mastery spectrum. The Professional Learning activities provide consistency and understanding of instructional methodology, high-impact instructional strategies, data analysis of student performance assessment outcomes, and other professional learning activities that are focused on the learning needs of students that are unique to the school. The school will recruit and retain effective teachers...

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))

The school provides a Kindergarten Orientation Night/Kindergarten Roundup in June where parents have an opportunity to get to know the school, meet school-based administrators, and teachers as well as receive supply lists and receive information about Kindergarten, register for Kindergarten, Child Find is employed and in some situations, vision and hearing screenings occur. Parents receive materials and supplies to work with their children over the summer to help prepare them for the rigors of Kindergarten and to prevent "Summer Slide". Translators will be provided as feasible. The LEA provides a modified schedule for Kindergarten students during the first week of school. In the first two days of school, the students only attend for a half-day to help the child transition into a full day of formalized education. Prior to the first day of school, the teachers conduct one on one conferences with each parent and child in order for the teacher to discuss academic standards expectations and gather information about the student. During the meeting, the parent is provided ample opportunities to ask questions to help the child acclimate to the new learning environment. This type of meeting and student schedule significantly enhances the transition into school and lowers the student's anxiety level.

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: Instructional Practice: Professional Learning Communities				\$268,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	310	0091 - Five Points Elementary School	Title, I Part A	1.0	\$1,600.00
			<i>Notes: The DoDads will provide real world experiences to inform and enhance academic success. While also providing continual rigor which students can apply and promote towards students achievement in Florida Science Standards. Hands on activities will take place during instruction time. We will continue this exciting exploration within the daily classroom lessons. The DoDad Lab will be on campus for 1 ½ hours.</i>			
	5100	369	0091 - Five Points Elementary School	Title, I Part A	1.0	\$1,408.00
			<i>Notes: Reading Eggs allows for differentiated instruction, review, and practice in Reading.</i>			
	5100	369	0091 - Five Points Elementary School	Title, I Part A	1.0	\$5,670.00
			<i>Notes: Freckle allows for differentiated instruction, review, and practice in Math.</i>			
	5100	369	0091 - Five Points Elementary School	Title, I Part A	1.0	\$765.00
			<i>Notes: Math Seeds allows for differentiated instruction, review, and practice in Math.</i>			

	5100	369	0091 - Five Points Elementary School	Title, I Part A	1.0	\$1,797.75
			<i>Notes: Edclub Typing will allow for students to master typing skills progressively through grades 3rd-5th.</i>			
	5100	510	0091 - Five Points Elementary School	Title, I Part A	1.0	\$6,000.00
			<i>Notes: Blackline Masters workbook provides instructional support in ELA with grammar skills.</i>			
	5100	510	0091 - Five Points Elementary School	Title, I Part A	1.0	\$6,658.05
			<i>Notes: Handwriting Without Tears student workbooks will provide practice and assist with basic handwriting skills for students in grades K-5.</i>			
	5100	510	0091 - Five Points Elementary School	Title, I Part A	1.0	\$1,500.00
			<i>Notes: Simple Solutions is a intervention math program that provides important standards based packets.</i>			
	5100	510	0091 - Five Points Elementary School	Title, I Part A	1.0	\$4,800.00
			<i>Notes: Scholastic provides instructional support that helps engages students, build nonfiction-reading skills, and increase content-area knowledge.</i>			
	5100	510	0091 - Five Points Elementary School	Title, I Part A	1.0	\$7,500.00
			<i>Notes: The purchase of these general consumable classroom materials will support instruction in ELA, Math, Science, and Social Studies in all grade levels.</i>			
	5100	519	0091 - Five Points Elementary School	Title, I Part A	1.0	\$2,000.00
			<i>Notes: This printing ink will be used for teachers to print items that will enhance student achievement.</i>			
	5100	519	0091 - Five Points Elementary School	Title, I Part A	1.0	\$757.19
			<i>Notes: These headphones will be used in our Computer lab to work on such programs like reflex and prodigy.</i>			
	5100	648	0091 - Five Points Elementary School	Title, I Part A	1.0	\$2,203.93
			<i>Notes: This laminator will be used to Laminare students work to preserve or display.</i>			
	5100	649	0091 - Five Points Elementary School	Title, I Part A	1.0	\$9,225.00
			<i>Notes: These scanners will be used to scan student work.</i>			
	6300	0139	0091 - Five Points Elementary School	Title, I Part A	1.0	\$69,342.24
			<i>Notes: "Purpose: To provide curricular resources and effective supplemental instructional materials, and train in the use and implementation of the materials, coordinate each school's Title I program, including parent and family engage activities, in order to maximize efforts to increase student achievement. Grade Levels: PreK-5"</i>			
	6400	0139	0091 - Five Points Elementary School	Title, I Part A	0.25	\$20,680.89
			<i>Notes: "Purpose: To provide embedded professional learning to all teachers regardless of where each teacher's skill level resides on the mastery spectrum. PD will provide consistency and understanding of instructional methodology, high impact instructional strategies, data analysis of student performance assessment outcomes and other</i>			

			<i>professional learning activities that are focused on the learning needs of students that is unique to each school. Grade Levels: PreK-5"</i>			
	5100	150	0091 - Five Points Elementary School	Title, I Part A	0.75	\$23,859.72
			<i>Notes: ""Purpose: To provide additional support to students in small groups or one-on-one differentiated instruction in ELA and Math to targeted student that are not meeting proficiency requirements and to provide support to parents of students PreK-5th grade in the areas of ELA, Math, and Science through resources and events that promote academic success. Grade Levels: PreK-5"" "</i>			
	5100	150	0091 - Five Points Elementary School	Title, I Part A	1.0	\$32,397.11
			<i>Notes: "Purpose: To provide additional support to students in small groups or one-to-one differentiated instruction in ELA and Math to targeted students that are not meeting proficiency requirements. Grade Levels: K-5"</i>			
	5100	120	0091 - Five Points Elementary School	Title, I Part A	1.0	\$62,281.88
			<i>Notes: "Purpose: To provide embedded professional learning to all teachers regardless of where each teacher's skill level resides on the mastery spectrum. PD will provide consistency and understanding of instructional methodology, high impact instructional strategies, data analysis of student performance assessment outcomes and other professional learning activities that are focused on the learning needs of students that is unique to each school. Grade Levels: PreK-5"</i>			
	6150	0159	0091 - Five Points Elementary School	Title, I Part A	0.25	\$7,953.24
			<i>Notes: ""Purpose: To provide additional support to students in small groups or one-on-one differentiated instruction in ELA and Math to targeted student that are not meeting proficiency requirements and to provide support to parents of students PreK-5th grade in the areas of ELA, Math, and Science through resources and events that promote academic success. Grade Levels: PreK-5""</i>			
2	III.B.	Area of Focus: Instructional Practice: Science				\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other				\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other				\$0.00
5	III.B.	Area of Focus: Positive Culture and Environment: Other				\$2,906.43
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	510	0091 - Five Points Elementary School	Title, I Part A		\$456.43
			<i>Notes: Provide a Parent and Family Engagement Resource Room to provide resources to parents to increase the capacity of parents to help their children at home with increasing student achievement.</i>			
	6150	510	0091 - Five Points Elementary School	Title, I Part A		\$1,000.00
			<i>Notes: Increase Parent and Family Engagement through ongoing effective timely and meaningful two-way communication.</i>			
	6150	510	0091 - Five Points Elementary School	Title, I Part A		\$100.00
			<i>Notes: Assessment Night Parents will be offered assistance in understanding assessment data from the state and local level so they can help their child improve academically.</i>			
	6150	510	0091 - Five Points Elementary School	Title, I Part A		\$100.00

			<i>Notes: Family Reading Night Parents will be offered assistance in understanding assessment data from the state and local level so they can help their child improve academically.</i>			
	6150	510	0091 - Five Points Elementary School	Title, I Part A		\$100.00
			<i>Notes: Math Night Parents will be offered assistance in understanding assessment data from the state and local level so they can help their child improve academically.</i>			
	6150	510	0091 - Five Points Elementary School	Title, I Part A		\$100.00
			<i>Notes: STEM Night Parents will be offered assistance in understanding assessment data from the state and local level so they can help their child improve academically.</i>			
	6150	510	0091 - Five Points Elementary School	Title, I Part A		\$750.00
			<i>Notes: Step-up Nights/Kindergarten Round-Up provide vital information to parents for their child's next grade level such as curriculum, grade level standards, expectations, progress monitoring and testing information. This allows the parents to be prepared to assist their child at home. All in attendance receives a Summer Bridge Activity Workbook for students to avoid the summer slide.</i>			
	6150	510	0091 - Five Points Elementary School	Title, I Part A		\$300.00
			<i>Notes: Parent Conference Nights allow teachers to meet with parents and discuss grade level expectation/standards, academic performance, local/state assessment results, and ways to help their child be successful.</i>			
Total:						\$271,306.43

Budget Approval

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

Yes