Fort White Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Fort White Elementary School

18119 SW STATE ROAD 47, Fort White, FL 32038

http://fwes.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.

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

Provide the school's vision statement.

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

School Leadership Team, 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
Jackson, Syreeta	Principal	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.
Carter, Ed	Assistant Principal	To assist the principal with all administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the elementary school and the district.
Huesman, Leanne	Instructional Coach	To provide a school-wide focus on the implementation of Response to Intervention.
Moseley, Susan	Other	To facilitate the teaching / learning process by providing an environment in which a variety of media is effectively utilized in an atmosphere which promotes inquiry, creativity, self-direction and communication of information and ideas.
Peach, Ashley	Curriculum Resource Teacher	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.
Kennedy, Cheri	School Counselor	To provide comprehensive guidance and counseling services to students, parents and teachers.

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.

The school meets collaboratively with parents, grandparents, and community members getting input for activities that include but are not limited to Career days, Robotics, Science Fair, the gifted program,4H Public Speech contest, Math Bee, Spelling Bee, Brain Bowl, STEM camp, and community helpers in VPK. This is conducted through SAC meetings, input surveys, and personal feedback.

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))

Monitoring of student growth will be ongoing with unit assessments and rigorous performance tasks. There
will also be a mid-year STAR and PM 2 assessment in December. Monthly PLCs (Professional Learning Communities) will provide time to analyze ELA data and evaluate instructional practices. Semester Data Days will allow for more in-depth monitoring of ELA data and instruction. Administration will conduct classroom walkthroughs in order to monitor instruction and practices. K-2 will re-introduce the use of iReady to help monitor benchmark milestones.

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	31%
2022-23 Economically Disadvantaged (FRL) Rate	100%
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)* English Language Learners (ELL) 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	39	29	40	32	31	36	0	0	0	207
One or more suspensions	8	3	7	3	6	13	0	0	0	40
Course failure in English Language Arts (ELA)	0	22	27	19	5	7	0	0	0	80
Course failure in Math	0	6	16	7	8	5	0	0	0	42
Level 1 on statewide ELA assessment	0	0	0	17	15	14	0	0	0	46
Level 1 on statewide Math assessment	0	0	0	9	18	17	0	0	0	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	11	19	23	8	11	0	0	0	76

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	9	19	30	22	22	17	0	0	0	119

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	2	1	18	4	0	0	0	0	32
Students retained two or more times	0	0	0	2	1	1	0	0	0	4

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	21	25	36	30	22	19	0	0	0	153
One or more suspensions	2	6	2	4	4	4	0	0	0	22
Course failure in ELA	0	2	8	18	15	8	0	0	0	51
Course failure in Math	0	0	2	6	4	9	0	0	0	21
Level 1 on statewide ELA assessment	0	0	0	18	15	14	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	10	18	17	0	0	0	45
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	

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	4	6	21	18	11	0	0	0	61

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	2	1	19	3	0	0	0	0	31
Students retained two or more times	0	0	0	1	1	1	0	0	0	3

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	21	25	36	30	22	19	0	0	0	153
One or more suspensions	2	6	2	4	4	4	0	0	0	22
Course failure in ELA	0	2	8	18	15	8	0	0	0	51
Course failure in Math	0	0	2	6	4	9	0	0	0	21
Level 1 on statewide ELA assessment	0	0	0	18	15	14	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	10	18	17	0	0	0	45
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	

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	4	6	21	18	11	0	0	0	61

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	2	1	19	3	0	0	0	0	31
Students retained two or more times	0	0	0	1	1	1	0	0	0	3

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*	47	52	53	52	58	56	52		
ELA Learning Gains				57			36		
ELA Lowest 25th Percentile				55			36		
Math Achievement*	55	63	59	58	55	50	54		
Math Learning Gains				54			29		
Math Lowest 25th Percentile				51			14		
Science Achievement*	46	49	54	46	67	59	50		
Social Studies Achievement*					66	64			
Middle School Acceleration					55	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	33	57	59	76			67		

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](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	230
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	449
Total Components for the Federal Index	8
Percent Tested	99
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	25	Yes	2	1
ELL	46			
AMI				
ASN				
BLK	35	Yes	1	
HSP	46			
MUL	29	Yes	1	1
PAC				
WHT	53			
FRL	48			

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	46			
AMI				
ASN				
BLK	68			
HSP	55			
MUL	46			
PAC				
WHT	54			
FRL	56			

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	47			55			46					33
SWD	23			38			15				4	
ELL	37			63							4	33
AMI												
ASN												
BLK	40			45							3	
HSP	44			62			46				5	33
MUL	21			37							2	
PAC												
WHT	51			57			48				4	
FRL	45			52			43				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	57	55	58	54	51	46					76
SWD	21	39	50	31	37	35	19					
ELL	15			46								76
AMI												
ASN												
BLK	63	82		63	64							
HSP	46	53		50	53							73
MUL	35	47		52	55		43					
PAC												
WHT	54	57	55	59	53	52	47					
FRL	46	59	61	53	54	54	42					77

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	52	36	36	54	29	14	50					67
SWD	20	18	27	30	27	10	29					
ELL	15			50								67
AMI												
ASN												
BLK	32	9		26								
HSP	28			58								69
MUL	45			64								
PAC												
WHT	58	41	47	56	31	27	56					
FRL	51	31	35	51	25	15	42					

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	53%	57%	-4%	54%	-1%
04	2023 - Spring	53%	58%	-5%	58%	-5%
03	2023 - Spring	47%	51%	-4%	50%	-3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	66%	72%	-6%	59%	7%
04	2023 - Spring	58%	66%	-8%	61%	-3%
05	2023 - Spring	53%	60%	-7%	55%	-2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	46%	50%	-4%	51%	-5%

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.

Our 5th grade performed at 47% proficiency in both ELA and Math. Our Students With Disabilities (SWD) continue to lag in growth behind their non-disabled peers. Going into the 23-24 school year, we have strategically placed inclusion students with high-performing teachers in hopes of seeing more growth in this area. We have also changed teachers in the grades 3-5 self-contained room in hopes of challenging those students.

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

We scored below the state average in 5th grade ELA and Science. Our science scores were below the state but stayed consistent at 46% proficient, which still requires attention. We will continue to monitor both areas and have our instructional coach and CRT offer in class support to teachers. We also have a Spanish-speaking paraprofessional who will begin intervention groups with ELL students in all grades, in hopes of closing those achievement gaps for that subgroup.

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.

Science scores created the largest gap. Science has to become more of a priority in all grades, not just 5th grade.

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

Overall, we gained a percentage point in math performance. This is not the performance percentage that we were hoping for. We continue to utilize tutors and high-impact teaching strategies in hopes of a larger performance increase in not just math, but in ELA and science as well.

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

Attendance is becoming a concern. We have a large number of students who are falling into a habitual pattern of truant behaviors.

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

Reading and math performance will continue to be at the forefront of our focus. We will also be strategic in implementing more impactful science strategies. Attendance issues will be more of focus, as well.

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 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.

Based upon the 2022-2023 state assessment data, FWES continues to need improvement in proficiency across the board in ELA, Math, and Science.

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

60% of students at FWES in grades 3, 4, and 5 will show proficiency on the ELA and Math FAST assessment. Along those lines, students in grades 5 will increase in overall proficiency by 10% on the state Science assessment.

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

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

Person responsible for monitoring outcome:

Syreeta Jackson (jacksons@columbiak12.com)

Evidence-based 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.)

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

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

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

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 2 - Moderate 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.

* Administrators and ESE Staffing Specialist will meet with the ESE teachers and classroom teachers to ensure IEP goals are monitored and accommodations are provided consistently.
* Small group instruction will be implemented through the use of the ESE inclusion teachers and paraprofessionals.

* The Instructional Coach will provide PLC's for all teachers in the areas of data interpretation to help with academic achievement.

Person Responsible: Syreeta Jackson (jacksons@columbiak12.com)

By When: May 27, 2024

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a 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.

According to the Federal Percent of Points Index, Students with Disabilities scored below 41% in both ELA and Math on the 2022-2023 FSA State Testing.

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

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

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

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

Person responsible for monitoring outcome:

Syreeta Jackson (jacksons@columbiak12.com)

Evidence-based 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.)

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

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

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

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 2 - Moderate 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.

* Administrators and ESE Staffing Specialist will meet with the ESE teachers and classroom teachers to ensure IEP goals are monitored and accommodations are provided consistently.
* Small group instruction will be implemented through the use of the ESE inclusion teachers and paraprofessionals.

* The Instructional Coach will provide PLC's for all teachers in the areas of data interpretation to help with academic achievement.

Person Responsible: Syreeta Jackson (jacksons@columbiak12.com)

By When: May 27, 2027

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).

FWES has shown growth in all areas of accountability except with our Students with Disabilities (SWD). Our performance has fluctuated from year to year. FWES also has had declining performance from our students with
disabilities. Our SWD's continue to have a significant gap in comparison to the other subgroups. We have changed paraprofessional and student care attendant support for these students to try to increase their proficiency . We have have two new teachers in the K-2 and 3-5 self contained classrooms and they are being provided support and training to help motivate and push our students towards proficiency.

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

In grades K-2, we will continue to provide data driven instructional practices. We will continue to provide PD on data driven practices and instructional strategies that will decrease learning gaps. We will incorporate high-yield instructional strategies that will push rigor and increase student performance.

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

In grades 3-5, we will continue to develop teacher understanding of data and how it impacts instruction and instructional practices. We will continue to provide PD on data driven practices and instructional strategies that will decrease learning gaps. The instructional strategies will be high-yielding and research based.

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

55% of students in grades K-2 will demonstrate grade level readiness by PM3 on state standardized test in ELA.

Grades 3-5 Measurable Outcomes

60% of students in grades 3-5 will demonstrate proficiency on PM3 on the FAST ELA assessment.

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.

The area of focus for FWES will be monitored by the principal, the instructional coach, the curriculum resource teacher, and classroom teachers. We will work collaboratively to review student data, create MTSS plans, and attend PD and PLC's to help improve student growth and achievement. Our goal at FWES is to make data driven decision making a daily practice in every aspect of student contact times.

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

Jackson, Syreeta, jacksons@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?

FWES will begin PD and PLC's on the Practice Profiles that define the best practices of core reading instruction in a way that is teachable, learnable, doable, and assessable in practice. These practice profiles are research-based, aligned to effective reading instruction, and related to Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) 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?

The practice profiles feature five core components: explicit instruction, systematic instruction, scaffolded instruction, corrective feedback and differentiated instruction. The goals of the Grades PreK-5 Literacy Instruction Practice Profiles are to increase the understanding of evidence-based practices in delivering literacy instruction.

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
Literacy Leadership The principal and instructional coach will participate in and complete the Rural Connection Literacy Institute hosted by NEFEC. This is a 2-year initiative aimed at increasing literacy capacity in the instructional leaders of the school.	Jackson, Syreeta, jacksons@columbiak12.com
Literacy Coaching FWES will utilize NEFEC instructional personnel to introduce and monitor the implementation of the FLDOE Practice Profiles. With the implementation of the Practice Profiles, student growth and proficiency rates should increase.	Huesman, Leanne, huesmanl@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 if 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))

Fort White Elementary will build positive relationships with parents, families, and other community stakeholders through monthly newsletters, progress reports, parent conferences, student compacts, and report cards. We will also make parents, families, and other community stakeholders aware of teacher and staff qualifications. We will be using parent square to disseminate information to stakeholders. The school meets collaboratively with parents, grandparents, and community members getting input for activities that include but are not limited to Career days, Robotics, Science Fair, the gifted program,4H Public Speech contest, Math Bee, Spelling Bee, Brain
Bowl, STEM camp, and community helpers in VPK. Teachers also provide rigorous instruction in all subjects to prepare students for college and career expectations.

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)

Fort White Elementary plans to strengthen our academic program with use of paraprofessional support. We have an assigned paraprofessional for each grade level this will increase the quality of learning time. We are using our intervention time to enrich and accelerate students with high academic achievement helping to push them to their full potential.

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 resource 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))

Fort White Elementary school is committed to providing mental health services to our students. We have an onsite counselor for students through our local Meridian office that provides on site counseling services to many students with Medicaid. We also have an onsite Interventionist who provides every student with Safety Matters curriculum and our students who need extra mental health support with small group Why Try training. We also have a school counselor who helps students with social emotional learning.

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).

The school provides behavior support through Multi-Tiered System of Supports (MTSS). We provide a school wide Positive Behavioral Interventions and Supports (PBIS) to help with addressing student behavior, and with supporting our teachers in classroom management. Our schools lead team will provide training and hands on support with student behaviors. Our ESS staff will work directly with our students with disabilities to help support them and their classroom teacher.

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 through encouraging our current paraprofessionals.

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: Positive Culture and Environment: Other				$52,396.20
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	369	0121 - Fort White Elementary School	Title, I Part A		$13,900.00
		Notes: i-Ready-Kindergarten-2nd grade both reading and math				
	5100	369	0121 - Fort White Elementary School	Title, I Part A		$4,550.00
		Notes: iKnowit (370 licenses at $7.00)				
	5100	369	0121 - Fort White Elementary School	Title, I Part A		$1,795.00
		Notes: Generation Genius Online Science Program				
	5100	369	0121 - Fort White Elementary School	Title, I Part A		$1,750.00
		Notes: Voyager Sopris - V math Live online program				
	5100	369	0121 - Fort White Elementary School	Title, I Part A		$3,800.00
		Notes: Nearpod- Flocabulary Online program- Math, Reading, Science, and Social Studies				

	5100	369	0121 - Fort White Elementary School	Title, I Part A		$2,892.00
			Notes: Edmentum- Reading Eggs (K-2 and ELL)			
	5100	369	0121 - Fort White Elementary School	Title, I Part A		$2,025.00
			Notes: 3P Learning- Math Seeds- K-5			
	5100	369	0121 - Fort White Elementary School	Title, I Part A		$115.20
			Notes: Renaissance- Accelerated Reading (Additional Licenses)			
	5100	510	0121 - Fort White Elementary School	Title, I Part A		$11,034.00
			Notes: Curriculum Associates (STARS, Phonics for Reading, Primary Phonics, Ready books)			
	5100	510	0121 - Fort White Elementary School	Title, I Part A		$1,400.00
			Notes: Science Kits			
	5100	510	0121 - Fort White Elementary School	Title, I Part A		$9,135.00
			Notes: Consumable office supplies			
2	III.B.	**Area of Focus: ESSA Subgroup: Students with Disabilities**				**$0.00**
					Total:	**$52,396.20**

Budget Approval

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

No