A. K. Suter Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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A. K. Suter Elementary School

501 PICKENS AVE, Pensacola, FL 32503

www.escambiaschools.org

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, staff, families, and community of A.K. Suter Elementary unite to instill in our students a high standard of academic excellence and responsible behavior that will prepare them to compete in a rapidly changing and culturally diverse society.

Provide the school's vision statement.

A.K. Suter Elementary School strives to be a complete educational experience for all students, a place where all children are nurtured, educated, and loved.

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
Mathis, Alicia	Principal	> Lead the implementation of the School Improvement Plan by sharing the school's common vision and making data-based decisions > Monitor and evaluate instruction to ensure best practices are being followed > Share progress of the School Improvement Plan implementation with all stakeholders > Conduct data meetings with staff including academic, behavioral and attendance data > Ensure safety protocols are followed to create a safe learning environment for all
Haupt, Melanie	Assistant Principal	> Assist in leading the school in a common vision through data based decision making > Monitor and evaluate instruction to ensure best practices are being followed > Share progress of the School Improvement Plan implementation with all stakeholders > Conduct data meetings with staff including academic, behavioral and attendance data > Ensure safety protocols are followed to create a safe learning environment for all
Martin, Darian		> Compile and review data continually to ensure progress of subgroups > Share in data-based decision making > Train teachers in the RtI / MTSS process > Work with Tier II and Tier III students
Macon, Amanda	Teacher, K-12	> Review student data to share in data-based decision making > Represent K - 2 teachers on the Leadership Team > Communicate data and decisions with K - 2 teachers
Hassell, Alicia	Teacher, K-12	> Review student data to share in data-based decision making > Represent 3 - 5 teachers on the Leadership Team > Communicate data and decisions with 3 - 5 teachers
Ramsey, Stephanie	Teacher, ESE	> Review student data to share in data-based decision making > Represent ESE teachers on the Leadership Team > Communicate data and decisions with ESE teachers > Work with ESE students to ensure academic progress

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.

Input was obtained from stakeholders in the following ways. The results of the survey and meeting discussions were compiled and shaped the development of the SIP.
> Parents / Families - Survey sent home
> Parents / Families / Community Members - School Advisory Council discussions
> Faculty / Staff - Faculty Meeting data discussions / School Leadership Team data discussions

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

The monitoring and progress of the SIP implementation will be conducted by the School Leadership Team during their monthly meetings. The results will be shared with the faculty during regularly scheduled faculty meetings. During the four scheduled School Advisory Council Meetings, the results will be shared with parents/families, staff representatives and community members. The SIP will be reviewed and revised after each F.A.S.T. assessment ensuring we are using the best instructional practices to reach the SIP goals.

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 KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	39%
2022-23 Economically Disadvantaged (FRL) Rate	50%
Charter School	No
RAISE School	No
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: A
	2019-20: A
	2018-19: A
	2017-18: A
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	9	22	10	15	7	8	0	0	0	71
One or more suspensions	0	2	5	3	1	2	0	0	0	13
Course failure in English Language Arts (ELA)	0	1	4	7	3	2	0	0	0	17
Course failure in Math	0	1	4	8	1	2	0	0	0	16
Level 1 on statewide ELA assessment	0	0	0	6	10	7	0	0	0	23
Level 1 on statewide Math assessment	0	0	0	2	7	7	0	0	0	16
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	5	3	7	3	1	0	0	0	20
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level 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	0	0	4	6	3	5	0	0	0	18

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	4	2	5	9	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	9	24	9	15	11	10	0	0	0	78
One or more suspensions	0	2	5	3	2	2	0	0	0	14
Course failure in ELA	0	2	5	7	3	2	0	0	0	19
Course failure in Math	0	2	5	8	1	4	0	0	0	20
Level 1 on statewide ELA assessment	0	0	0	6	10	8	0	0	0	24
Level 1 on statewide Math assessment	0	0	0	2	8	9	0	0	0	19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	6	8	2	3	0	0	0	0	24

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	0	0	5	6	5	7	0	0	0	23

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	3	0	6	1	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	9	24	9	15	11	10	0	0	0	78
One or more suspensions	0	2	5	3	2	2	0	0	0	14
Course failure in ELA	0	2	5	7	3	2	0	0	0	19
Course failure in Math	0	2	5	8	1	4	0	0	0	20
Level 1 on statewide ELA assessment	0	0	0	6	10	8	0	0	0	24
Level 1 on statewide Math assessment	0	0	0	2	8	9	0	0	0	19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	6	8	2	3	0	0	0	0	24

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	0	0	5	6	5	7	0	0	0	23

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	3	0	6	1	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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*	67	48	53	72	51	56	76		
ELA Learning Gains				70			57		
ELA Lowest 25th Percentile				82			41		
Math Achievement*	68	50	59	75	46	50	80		
Math Learning Gains				72			70		
Math Lowest 25th Percentile				66			65		
Science Achievement*	76	52	54	76	52	59	65		
Social Studies Achievement*					55	64			
Middle School Acceleration					45	52			
Graduation Rate					50	50			
College and Career Acceleration						80			
ELP Progress		62	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	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	274
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	513
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	44			
ELL				
AMI				
ASN				
BLK	45			
HSP	50			
MUL	81			
PAC				
WHT	79			

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%
FRL	57			

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	53			
ELL				
AMI				
ASN				
BLK	61			
HSP	82			
MUL	84			
PAC				
WHT	75			
FRL	67			

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	67			68			76					
SWD	43			43							3	
ELL												
AMI												
ASN												
BLK	40			51			53				4	
HSP	50			50							2	
MUL	89			72							2	

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
PAC												
WHT	80			78			80				4	
FRL	55			55			70				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	72	70	82	75	72	66	76					
SWD	41	46		59	50		67					
ELL												
AMI												
ASN												
BLK	43	67	76	49	70	76	44					
HSP	82			82								
MUL	82	90		82	80							
PAC												
WHT	80	69	82	84	71	56	82					
FRL	61	65	80	64	72	67	59					

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	76	57	41	80	70	65	65					
SWD	64	35		74	63	58	33					
ELL												
AMI												
ASN												
BLK	59	47		61	57		40					
HSP												
MUL	73			87								
PAC												
WHT	82	61	54	86	73	82	77					
FRL	70	44	43	72	62	56	50					

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	76%	49%	27%	54%	22%
04	2023 - Spring	70%	57%	13%	58%	12%
03	2023 - Spring	62%	44%	18%	50%	12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	69%	51%	18%	59%	10%
04	2023 - Spring	71%	58%	13%	61%	10%
05	2023 - Spring	75%	47%	28%	55%	20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	76%	51%	25%	51%	25%

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 third grade students showed the lowest proficiency percentages in ELA (62.4%) and MATH (68.8%). However, these proficiencies were very close to the district proficiency. ELA (0.2% below) and MATH (0.4% below).
Our subgroups of SWD and African American/Black students were the lowest performing subgroups. Their proficiency scores were: SWD - ELA (43%) and MATH (49%), and African American/Black - ELA (42%) and MATH (52%).
School zoning changes made by our District this past year, increased our student population in these two subgroups. Over the past few years, these two subgroups have performed lower than other subgroups.

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

Overall, the Math proficiency for our subgroup SWD showed the greatest decline (-10.9%) from 2021 - 2022 to 2022 - 2023. These students showed large achievement gaps in Math due to lack of intensive small group instruction during COVID. These subgroups showed progress, but they did not make enough progress to be proficient.

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.

Our student proficiencies were higher than the state average: ELA 69.2% (15.3% above) and Math 69.3% (13.3% above). With Math showing a smaller percentage above the state average, this indicates Math is an area upon which we need to focus.

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

Our multiracial subgroup's proficiency on the FAST PM3 ELA assessment increased by 12.1% from 82.4% to 94.4%. In the 3rd quarter we reviewed our data for 3rd - 5th grade students. We invited our "bubble" students, those showing the greatest possibility for proficiency, to participate in after school tutoring differentiated by their weakest area (ELA or MATH).

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

The overall area we need to focus upon is attendance. 48.3% of our SWD had five or more absences. The overall percentage of students with five or more absences was 21.8%.

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

Our highest priorities moving forward are: improving chronic absenteeism, and increasing proficiency of the two subgroups, SWD and Black, in ELA and Math.

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

#1. 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.

The proficiency on the 22 - 23 FAST PM3 assessment for our ESSA subgroup Students with Disabilities (SWD) showed a decline of -10.9% in Math. Historically, this subgroup has been an area of concern.

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

Math proficiency for SWD subgroup will go from 48.6% (proficiency*) on the 2023 FAST to 51% or higher on the 2024 FAST PM3.
* Proficiency levels indicated for 2023 are based on levels set as of July 2023

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

Monthly data chats will be conducted with teachers identifying progress of SWD students on summative and formative assessments. Develop action plans for students based on data.

Person responsible for monitoring outcome:

Darian Martin (dmartin@ecsdfl.us)

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

Using summative and formative data, teachers will develop instruction designed for each student's specific learning goal. Intervention Source: High-Leverage Practices in Special Education Instruction: Research Syntheses

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

When teachers provide individualized learning strategies based on individual student data with a specific learning goal in mind, students show progress.

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.

No action steps were entered for this area of focus

#2. ESSA Subgroup specifically relating to Black/African-American

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 proficiency on the 2022 - 2023 FAST PM3 ELA assessment for our Black/African American subgroup was 42% which was a decline of -1%.

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

ELA proficiency for our Black/African American subgroup will go from 42% (proficiency*) on the 2023 FAST PM3 to 44% or higher on the 2024 FAST PM3.
* Proficiency levels indicated for 2023 are based on levels set as of July 2023

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

Monthly data chats will be conducted with teachers identifying progress of SWD students on summative and formative assessments. Develop action plans for students based on data.

Person responsible for monitoring outcome:

Alicia Mathis (amathis@ecsdfl.us)

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

Based on data, we will intensify reading interventions for students by maximizing our human resources. We will hire an additional teacher assistant, schedule intervention time and train our staff on best practices for reading small group instruction. Intervention Resource: (fcrr.org - Practice Guide 3)

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

Students who are struggling readers, identified using progress monitoring data, benefit from intensive, systematic, and regularly scheduled small group instruction. When this instruction is individualized and provided by trained personnel, struggling readers will improve their reading skills.

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.

No action steps were entered for this area of focus

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

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

In 2023 - 2024, 21.8% of our students had 5 or more absences, with 48.3% of our SWD having 5 or more absences.

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

In 2023 - 2024, our goal is to have 20% or less of students accruing 5 or more absences which in turn will improve the SWD absenteeism. This would be 1.8% decrease in absences from the 2022 - 2023 school year.

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

Weekly attendance reports will be compiled by the Data Specialist and communicated to teachers by administrators on a monthly basis.

Person responsible for monitoring outcome:

[no one identified]

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.)

Regularly providing stakeholders attendance information keeps families aware of absence accumulation and has shown to improve attendance. Attendance (absences and tardies) will be communicated via phone calls, texts, and written communication by teachers, the data specialist and administrators. Intervention Resource: Attendance Works / Article: "A randomized experiment using absenteeism information to "nudge" attendance.

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

Attendance of elementary students is directly tied to school / family communication. When the families are made aware of the direct correlation between attendance and academic progress, and that the school is monitoring attendance, they are more likely to adhere to attendance policies.

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.

Teachers will contact families when a student has three or more consecutive absences. The Data Specialist will contact families when a pattern of absences appears. Administrators will conduct Child Study Team Meetings with families when their child reaches 5 or more absences. Families will be contacted following these meetings when their child's attendance improves. Once a month families of students with chronic absenteeism will receive attendance (absences and tardies) information. Students

with perfect attendance or improved attendance will be recognized on the school news show. Intervention Resource: Attendance Works / Article "A randomized experiment using absenteeism information to 'nudge' attendance."

Person Responsible: [no one identified]

By When: Starting at the end of August, attendance reports will be compiled weekly and feedback will be provided to teachers, students and families monthly.

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).

Funding allocations for Title I funds are based on survey 3 poverty data. Schools receive these allocations in the spring and work with Title I and the level directors to determine how those funds are utilized. Title I schools also receive additional funding for low income students to support parent involvement. UniSIG allocations are based on school grade and overall Federal Index rates and are received in late summer. The schools work with the School Transformation Office (STO) and level directors to determine the usage of these funds to maximize impact on student achievement. Both Title I and UniSIG are aligned so there are no resource duplications between these two main school improvement funding sources. The Human Resource Department works with Budgeting, Finance, Title I, STO, and Executive staff to review staffing to ensure schools in need have staffing that reflects the need of the school. Title I, UniSIG, Reading Allocation, ESSER, and SAI funding sources are utilized to add supplemental positions to meet the needs of schools and align to state and district goals. School Improvement funding allocations are also utilized to pay staff to attend planning sessions and professional development sessions with the Professional Development Department and STO based on input from BSI and the district. The district identifies resources for coaching and planning support through the level directors, School Transformation Office, Title I, and Professional Development Department. Schools are tiered based on need including school grade, overall federal index, graduation rates, and ESSA subgroup data. Supplemental resources in addition to the district purchased core resources are reviewed based on the school need and approved for purchase utilizing school improvement funding and SAI funding. The district has also begun to utilize Canvas as the LMS to help support resource allocation to include benchmark aligned lessons, professional development, and content training for schools. Additional support that is identified by quarterly meetings with schools and monthly meetings with the BSI team will be supported through the LMS to ensure school needs and district resources are being appropriately allocated for the 2023-2024 school year.

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.

We hold an Annual Title I meeting with all stakeholders (families, teachers, staff and community members). During this meeting the following information is communicated: this School Improvement Plan, our Parent and Family Engagement Plan, Title I budget, Parents' Rights to Know (defined by Title I law) and our Family - School Compact. Throughout the year, progress toward reaching our School Improvement (SIP) goals will be shared with stakeholders at School Advisory Council (SAC) meetings, School Leadership Team meetings, and during faculty meetings. All stakeholders are invited to attend SAC meetings, even if they are not a member of the council. Our school website has access to our SIP at the following link: https://www.escambiaschools.org/domain/1706

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))

During the 23 - 24 school year parent conferences will be held by all teachers to share the progress of each student. FAST data will be reviewed with the families. Two academic Family Nights are scheduled to build the capacity of families in Lang. Arts and Math. Teachers will share strategies which can be used at home. Teachers send daily and/or weekly information home to parents regarding their child's academic and social progress. Our school webpage link: https://www.escambiaschools.org/akses provides links to our School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP) on the Our Title I Family page: https://www.escambiaschools.org/domain/1706

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)

Based on ELA and Math data from the 2022 - 2023 school year, we will intensify Reading and Math interventions for students by maximizing our human resources. We will hire an additional teacher assistant, schedule intervention time and train our staff on best practices for small group instruction.

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))

NA

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))

All of our faculty and staff who work directly with students complete the Youth Mental Health First Aid course. This professional development equips them with knowledge of how to handle students who are showing signs of possible stress. Our school has mentors who meet regularly with students to provide encouragement and create a caring relationship.

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))

N/A

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).

N/A

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))

Our faculty and staff participate in district and school training on the best practices for using data to differentiate instruction.

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))

N/A