Colonial Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Colonial Elementary School

3800 SCHOOLHOUSE RD E, Fort Myers, FL 33916

http://cnl.leeschools.net//

School Board Approval

This plan was approved by the Lee County School Board on 10/17/2023.

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.

Our mission at Colonial Elementary is to be a community of students, parents, and staff dedicated to the development of every student's desire to learn and achieve. Collectively, we will provide a safe, supportive environment that fosters curiosity, confidence, and a lifelong passion for learning.

Provide the school's vision statement.

Our vision at Colonial Elementary is to provide a safe and encouraging environment where students are inspired to achieve their best each day.

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
Washington, Eric	Principal	
Ball, Sally	Other	
Speiser, Justin	Other	
Gregory, Tracy	Other	
Nelson, Kyle	Math Coach	
Serrell, Karen	Reading Coach	
Donnelly, Susan	Curriculum Resource Teacher	

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 leadership team which includes teachers, instructional support personnel, administrators, a community liaison, and parents are included in developing the SIP. The school grade report was used to develop goals for the SIP. Data from the school grade report was analyzed and with the leadership team, SMART Goals were formed and agreed upon by everyone. The faculty and all stakeholders are informed of the SMART goals and were provided an opportunity to give feedback to the school leadership team. Feedback from the faculty and stakeholders were discussed and the SIP SMART goals were adjusted if necessary based on the information received from the faculty and stakeholders. Once the SMART goals are set, they are shared with all stakeholders at the school's faculty meeting and also during our parent involvement night. Meetings for the school leadership team are scheduled monthly in advance and an agenda is created for the meeting is sent ahead of the meeting as to provide for all stakeholders an opportunity to attend the meeting.

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))

Each monthly meeting has a dedicated time set aside to discuss the progress of the school improvement plan. Administrators and teachers meet weekly during the PLC to plan and analyze student's progress toward reaching the SMART goals of the SIP. This data is shared at the leadership team meetings and to parents via student's progress reports. Adjustments are made to student schedules if necessary to meet the SMART goals of the SIP. As part of the SIP, our support to teachers is tiered, as to provide support to help our students reach the targeted 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 PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	91%
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) 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	5	47	34	35	23	38	0	0	0	182
One or more suspensions	0	6	1	9	5	9	0	0	0	30
Course failure in English Language Arts (ELA)	0	18	13	19	12	7	0	0	0	69
Course failure in Math	0	8	4	12	18	12	0	0	0	54
Level 1 on statewide ELA assessment	0	0	0	3	55	40	0	0	0	98
Level 1 on statewide Math assessment	0	0	0	2	41	34	0	0	0	77
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	10	3	13	42	30	0	0	0	98

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	0	1	0	3	0	0	0	0	0	4
Students retained two or more times	0	0	2	1	1	8	0	0	0	12

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	16	41	46	32	36	27	0	0	0	198
One or more suspensions	0	6	7	12	13	8	0	0	0	46
Course failure in ELA	0	33	22	38	32	14	0	0	0	139
Course failure in Math	0	11	8	23	5	33	0	0	0	80
Level 1 on statewide ELA assessment	0	0	0	18	39	41	0	0	0	98
Level 1 on statewide Math assessment	0	0	0	17	30	42	0	0	0	89
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	34	79	79	39	41	0	0	0	272

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	16	13	37	28	44	0	0	0	138

The number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	0	0	0	17	0	0	0	0	0	17
Students retained two or more times	0	0	0	2	2	0	0	0	0	4

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	16	41	46	32	36	27	0	0	0	198
One or more suspensions	0	6	7	12	13	8	0	0	0	46
Course failure in ELA	0	33	22	38	32	14	0	0	0	139
Course failure in Math	0	11	8	23	5	33	0	0	0	80
Level 1 on statewide ELA assessment	0	0	0	18	39	41	0	0	0	98
Level 1 on statewide Math assessment	0	0	0	17	30	42	0	0	0	89
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	34	79	79	39	41	0	0	0	272

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	16	13	37	28	44	0	0	0	138

The number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	0	0	0	17	0	0	0	0	0	17
Students retained two or more times	0	0	0	2	2	0	0	0	0	4

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*	30	48	53	32	52	56	31		
ELA Learning Gains				43			35		
ELA Lowest 25th Percentile				43			38		
Math Achievement*	49	57	59	48	45	50	38		
Math Learning Gains				73			40		
Math Lowest 25th Percentile				63			30		
Science Achievement*	40	53	54	27	59	59	20		
Social Studies Achievement*					62	64			
Middle School Acceleration					47	52			
Graduation Rate					50	50			
College and Career Acceleration						80			
ELP Progress	35	51	59	53			58		

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

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	179
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	382
Total Components for the Federal Index	8
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	30	Yes	1	1
ELL	33	Yes	1	
AMI				
ASN				
BLK	27	Yes	1	1
HSP	39	Yes	1	
MUL				
PAC				
WHT	55			
FRL	35	Yes	1	

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	47			
ELL	47			
AMI				
ASN				
BLK	46			
HSP	51			
MUL				
PAC				
WHT	36	Yes	1	
FRL	48			

2021-22 ESSA SUBGROUP DATA SUMMARY

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	30			49			40					35
SWD	27			41			42				5	23
ELL	21			50			38				5	35
AMI												
ASN												
BLK	26			36			36				5	22
HSP	32			58			43				5	38
MUL												
PAC												
WHT	37			59							3	
FRL	31			47			41				5	34

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	32	43	43	48	73	63	27					53
SWD	25	41	45	34	73	64						
ELL	28	42	39	45	76	66	25					53
AMI												
ASN												
BLK	27	44	44	41	71	59	28					54
HSP	38	45	45	53	75	69	27					52
MUL												
PAC												
WHT	27	21		58	53		20					
FRL	31	45	45	44	69	68	25					53

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	31	35	38	38	40	30	20					58
SWD	20	32	40	21	40	40	13					
ELL	23	38	45	32	46		25					58
AMI												
ASN												
BLK	28	35	27	35	39	31	19					65
HSP	33	33	45	41	42		23					55
MUL												
PAC												
WHT	43			25								
FRL	27	32	33	35	35	33	15					70

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%	48%	-18%	54%	-24%
04	2023 - Spring	29%	56%	-27%	58%	-29%
03	2023 - Spring	20%	42%	-22%	50%	-30%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	43%	55%	-12%	59%	-16%
04	2023 - Spring	50%	61%	-11%	61%	-11%
05	2023 - Spring	49%	52%	-3%	55%	-6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	50%	-18%	51%	-19%

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.

ELA proficiency showed the lowest performance in FY 23. A major weather event (Hurricane Ian), student and teacher absenteeism were contributing factors in last years low performance in ELA proficiency. Overall ELA proficiency dropped 1% from FY 22 to FY 23.

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

ELA proficiency showed the greatest decline from FY 22. Although this decline was only 1% trend data, indicates that 3rd grade ELA proficiency dropped 4% from FY 22 to FY 23. The factors that contributed to this decline was a major weather event (Hurricane Ian), student and teacher absenteeism due to Hurricane Ian

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.

Based on FY 22 data Science proficiency had the greatest gap when compared to the state average. The state proficiency average was 53% and the school had 27% proficiency. However, for FY 23, the

school's proficiency average increase to 39%. One of the factors (based on trend data) that contributed to the gap was having an ELA proficiency at 31% in FY 23 and 32% in FY 22.

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

Science Proficiency showed the most improvement. Science proficiency increased from 27% proficiency in FY 22 to 39% in FY 23. This year we implemented a targeted intervention plan for students targeting on specific standards following the District's pacing guide. We added science tutoring throughout the school year to support students who were struggling with a specific topic or standard.

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

The EWS data indicates two areas for concern. One area of concern is the number of students missing 10% or more days of school. Another area of concern is the the number of students scoring a Level 1 in ELA proficiency on the Statewide ELA assessment.

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

In Math we will continue to place emphasis on math fluency with application using reflex math. In ELA, we will go back to using Leveled Readers with fidelity in our 90 minute instructional block. We will: 1. Increase attendance at Colonial to a 95% average daily attendance, 2. Increase ELA proficiency for grades 3-5 to 50%. 3. Increase Math proficiency to 60% in grades 3-5. Lastly, we will increase ELA proficiency in grade 2.

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 ELA
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.
Based on the progress monitoring data, the percentage of students in Grade 2 scoring below 40% in ELA was 26%. This data indicates a focus area because students will be going to 3rd grade below grade level in ELA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
Colonial Elementary will increase ELA proficiency in grade 2 from 26% to 41% as measured by the end of the year statewide assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.
We will monitor the following: lesson plans, intervention results, reading records report, I-Ready Progress, Dibels, District assessments, and State Progress Monitoring results.
Person responsible for monitoring outcome:
Eric Washington (ericlw@leeschools.net)
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.)
Grade 2 Flyleaf phonics intervention with a walk to read model.
Rationale for Evidence-based Intervention: Explain the rationale for selecting this specific strategy.
The District has selected the program to be used in grade 2 for reading intervention. The program analyzes student data to remediate areas where gaps are evident. Using a walk to read model also supports students that need specific intervention in their area of need.
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.
Our primary literacy coach will support our teachers by providing training and coaching. We will continue to partner with the academic department at the district to provide resources and materials to our teachers and students
Person Responsible: Karen Serrell (karenks@leeschools.net)
By When: This will occur daily. Groups will be modified every four to six weeks based on student unit assessment results.
Colonial Elementary will tier our support to teachers that have been identified as needing assistance with this intervention.

Person Responsible: Eric Washington (ericlw@leeschools.net)

By When: The intervention for teachers will begin at the end of September, when we will have sufficient data from our school level walkthroughs.

#2. Instructional Practice specifically relating to ELA

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

As measured by the 2022-2023 FAST Progress Monitoring data, 23% of our 3rd grade students were proficient in ELA. This data was a decrease from the previous year, which was at 27%.

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

Colonial Elementary will increase ELA proficiency in grade 3 from 23% to 42% as measured by the FAST progress monitoring system.

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

The Area of Focus will be monitored by reviewing teacher lesson plans for benchmark alignment, analyzing district exemplar assessments, analyzing reading records, FAST Progress Monitoring results, Dibels scores, and intervention results.

Person responsible for monitoring outcome:

Eric Washington (ericlw@leeschools.net)

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

A systematic, intensive standard-based intervention will be in place for ELA. Our PCTs, with in-depth knowledge of standard-based instruction, will create intervention packets. Our PCTs will also ensure all stakeholders are prepared for instruction, and are aware of student results. Teachers will be using the district's Wonders level readers (supplement with Fountas and Pinnell leveled readers) with the practice exemplars to differentiate their instruction during their small groups. The I-Ready phonics program, Phonics for Reading, will be implemented with our students who have been identified as having gaps in phonics. We will use Imagine Learning for LY students who meet the criteria. All students will continue to have access to independent reading books at their developmental level in the classroom and from the media center.

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

Since ELA proficiency for grade 3 is at 23%, targeting students who are at a level 2 (and up) from FY 23 FAST progress monitoring data is our focus. Our potential increase would approach our FY 24 goal of 42% proficiency in ELA. This category affects all subject areas and will be the school's focus.

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.

Systematic, intensive standard-based intervention will be done daily. Leveled-Readers will be a part of the 90 minute instructional block.

Person Responsible: Sally Ball (sallyjb@leeschools.net)

By When: Implementation of the leveled-readers will start within the first three weeks of school. Groups will be modified every two weeks based on student exit ticket performance.

Colonial Elementary will tier our support to teachers that have been identified as needing assistance with this intervention.

Person Responsible: Eric Washington (ericlw@leeschools.net)

By When: The intervention for teachers will begin at the end of September when we will have sufficient data from our school level walkthroughs

#3. Instructional Practice specifically relating to ELA

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

As measured by the 2022-2023 FAST Progress Monitoring data, 31% of our students in grades 3-5 were proficient in ELA. This data was a decrease from the previous year, which was at 32%.

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

Colonial Elementary will increase ELA proficiency in grades 3-5 from 31% to 42% as measured by the FAST progress monitoring system.

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

The Area of Focus will be monitored by reviewing teacher lesson plans for benchmark alignment, analyzing district exemplar assessments, analyzing reading records, FAST Progress Monitoring results, Dibels scores, and intervention results.

Person responsible for monitoring outcome:

Eric Washington (ericlw@leeschools.net)

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

A systematic, intensive standard-based intervention will be in place for ELA. Our PCT with in-depth knowledge of standard-based instruction will create intervention packets and ensure all stakeholders are prepared for instruction and are aware of student results. Teachers will be using the district's Wonders level readers (supplement with Fountas and Pinnell leveled readers) with the practice exemplars to differentiate their instruction during their small group instruction. I-Ready phonics program will be implemented with our students who have been identified as having gaps in phonics. We will use Imagine Learning for LY students who meet the criteria. All students will continue to have access to independent reading books at their developmental level in the classroom and also from the media center.

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

Since ELA proficiency for each grade level is around 31%, targeting students who are at a level 2 and up from FY 23 FAST progress monitoring data, our potential increase would approach our FY 24 goal of 42% proficiency in ELA. This category affects all subject areas and will be the school's focus.

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.

Colonial Elementary will tier our support to teachers that have been identified as needing assistance with this intervention

Person Responsible: Eric Washington (ericlw@leeschools.net)

By When: The intervention for teachers will begin at the end of September when we will have sufficient data from our school level walkthroughs.

#4. 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.

According to the Early Warning System, we have 182 students missing 10% or more days of school. Absenteeism affects the overall academic performance of students at school.

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

Colonial Elementary will increase its average daily attendance to 95% as measured by the District's quarterly attendance cycle report.

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

This area of focus will be monitored by:
Teachers taking accurate attendance in Focus daily.
Monitoring students absenteeism

Person responsible for monitoring outcome:

Eric Washington (ericlw@leeschools.net)

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.)

The parents of students who are chronically absent will be contacted by the following staff members: school counselor, administrators, and the social worker.

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

Students who are absent from school miss important classroom instruction. By taking the appropriate interventions will allow school staff to make decisions and identify the problem as to why students are not attending school. Early intervention is key to success in terms of students attending 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.

For students who are chronically absent (10% or more days), the social worker will be required to follow-up with a home visit.

Person Responsible: Tracy Gregory (tracyg@leeschools.net)

By When: This process will start on the first day of school and will be ongoing.

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).

The School District of Lee County follows all state and federal guidelines when allocating funding to schools. The schools are budgeted in multi-faceted methods based on the student needs. Initially the schools are tiered based on the following criteria: student proficiency, learning gains, struggling schools, % of new teachers, % of ELL students, % of ESE students for academic support and for funding purposes. Content tiers are also established to provide instructional support resources based on individual student group needs. Within each school's Title I, SAI, and UniSIG plans as appropriate there is a requirement to address ESSA student groups through high quality instruction and monitoring systems. School funding needs are addressed weekly throughout the school year in collaboration with principal supervisors and the budget department.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The percentage of students in Kindergarten through Second Grade, based on the 2022-2023 school year screening, who were not on track to score a Level 3 or above on the statewide ELA assessments was 90%. In regards to each grade level and the percentage of students below Level 3; Kindergarten was 65%, First Grade 61%, Second Grade 74%.

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

The percentage of students below Level 3 on the FY 23 ELA FAST assessment in Third Grade through Fifth Grades, 69%. In regards to each grade level and the percentage of students below Level 3; Third Grade was 77%, Fourth Grade 65%, Fifth Grade 65%.

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

By the end of the 2023-2024 school year, 50% of First and Second graders will be proficient as measured by the end of the year FAST statewide assessment.

Grades 3-5 Measurable Outcomes

By the end of the 2023-2024 school year, 50% of Third, Fourth, and Fifth grade students will be proficient as measured by the end of the year FAST statewide 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.

Lesson Plans
Intervention Results, adjusting groups every three weeks or as needed
Guided Reading Reports
iReady Progress
DIBELS
District Assessments, including Exemplars- and reteach as needed
State Progress Monitoring Results

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

Washington, Eric, ericlw@leeschools.net

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?

1-2 Grades:
Grade 1- Read Well program for Intervention with the walk to read model
Grade 2- Flyleaf phonics Intervention with the walk to read model
Grades 3-5- iReady Phonics program will be implemented with our students who are identified as having gaps phonics, using the walk to read model.
- A systematic, intensive standard-based intervention will be in place for ELA for students who are not having gaps in phonics. Our PCTs, with a depth of knowledge will also create an intervention packet and make sure all stakeholders are prepared for instruction and are aware of student results.

All Grade Levels:
- Fountas and Pinnell Guided Reading Program will be implemented during the Balanced Literacy Block.
- The Imagine Learning Program for LY students will be used for those who meet the criteria.
-Making sure all students have access to independent reading books at their Zone of Proximal Development Level.
- DIstrict- based Wonders Curriculum

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?

Grades 1-2: The District has selected two programs used for these grade levels; Grade 1- Read Well, Grade 2- FlyLeaf. The programs , in conjunction with data analysis, are able to be used to remediate specific areas that are gaps on phonemic awareness and phonics. Using a walk to read model, students will be receiving intervention specific to their area of need.

Grades 3-5: The District has selected the iReady Phonics program to be used for 3-5 grade intervention for students who identify a need. The program, in conjunction with data analysis, are able to be used to remediate specific areas that are gaps in phonics. Using a walk to read model, students will be receiving intervention specific to their area of need.

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
Our literacy coach and intermediate PCT will provide training and coaching for our district ELA intervention programs. We will partner with the academic department at the district to provide resources and materials to provide our teachers and students.	Serrell, Karen, karenks@leeschools.net

Title I Requirements

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

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

○ School Improvement Plans (SIPs) must be created and managed using the Florida CIMS website. This will allow for our completed SIPs to be made available publicly and parents can request a copy from the school's front office in their preferred language after publication approval.
○ On Aug 1, 2023, schools must have SIPs reviewed by Academic Services & Title I Depts
○ On or before Oct 6, 2023, School Advisory Council (SAC) must present, review, and request feedback on the SIP and budget. The meeting minutes will be uploaded into the school's Title I Crate (web-based site) and FY24 School document folder in the google team drive.
○ On Oct 17, 2023, The Lee County School Board will approve publication and dissemination.
○ Schools must review Annual School Improvement Assurances, complete & submit School Advisory Council Membership List 2023-2024, complete & submit School Advisory Council 2022-2023 Nomination and Election Process Verification on or before Nov 1, 2023, in the google drive FY24 School Document Folder.

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))

Colonial Elementary recognizes the enormous importance of increasing parental and family engagement in raising student achievement at all levels. To accomplish this and to determine the needs/barriers of our parents, schools, the PFEP team analyzes the current building capacity activities, compares participation numbers, and addresses the barriers that limit parent participation. These barriers include a lack of transportation to meetings, language barriers, childcare, feelings of intimidation, inability to leave work for events/meetings and in general the difficulties with the current economic condition. In addition, since we are a Title I school, we complete the Florida DOE template for the Parent and Family Educational Plan (PFEP). School data is reported to the district to become a part of the District PFEP Evaluation and goal setting process. Baseline data sources. i.e.., number of volunteers and volunteer service hours, become the guiding force to annual evaluation and improvement of the school`s parent involvement program to enhance student achievement for the upcoming school year. Other sources data we use are sign in sheets, attendance and volunteer logs, parent surveys, the Title I Crate, the PFEP Evaluation, and test results.) The PFEP will be a principal element of the review process for Colonial Elementary in gathering data at the end of the year as we complete the SIP (Comprehensive Needs Analysis) to revise the School Improvement Plan.

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))

Colonial Elementary will strengthen our academic program by providing training t(The New Art and Science of Teaching) to teachers and staff throughout the school year We have asked the Professional Development department to assist us with this training. Additionally we will be utilizing a tiered-support system for our teacher support their instructional needs in order to increase student achievement. We have also did the following:

● Hired (Teachers PCTs, Instructional Support/Para).
● Implemented Extended day/Tutoring/Enrichment Programs
● Used Supplemental Contracts to review data and plan instruction based on the benchmarks.
● Provided PD opportunities to improve teacher quality made available using Title I funds

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))

District general funds provide the foundation for all programs. Title I A funds will be the primary supplemental source for the activities listed in this need. Title I, Part A coordinates with other federal grants, such as Titles 1C, 1D, II, III and IV, IDEA, and Homeless to expand academic enrichment opportunities for subgroups of students and Professional Development for teachers. These services include extended learning opportunities, professional development, supplemental evidence-based resources, and materials.
Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include; tutorials in reading and math, health services, and literacy workshops for parents because of the coordination of these funds.
Periodic district level meetings with managers of all programs funded under ESEA also open lines of

communication and encourage cooperation between programs to align towards student academic success.

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))

The Lee County School District follows the mental health guidelines set forth by the State of Florida Department of Education. This includes providing universal positive and behavioral support. The district also, with parental permission, assesses and screens students to determine what level of mental health support would best meet their mental health needs. These supports range from school check-ins, school-based mental health counseling as well as a referral pathway to outside mental health services. The Lee County School District employs evidence-based practices in the foundational instruction of students with a focus on building resiliency, promoting physical and emotional wellness, overall health, social development, overcoming adversity, critical thinking and problem solving, prevention of substance use, and other topics.
The Lee County School District employs school-based mental health professionals, school counselors, school social workers, school psychologists, and licensed mental health professionals to ensure that school-based mental health services are provided to students.

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))

Extended Learning Opportunities - Implement extended learning opportunities (tutorial programs in reading and/or math) to address the academic needs of specific subgroups of Title I students who have been identified as lowest achievers. Colonial Elementary will use Title I and other funding such as SAI to develop tutorial programs using only research-based strategies and resources. We also have Saturday school and we offer summer school program models. Materials and supplies will be provided to students to assist with achievement of goals and to remove barriers.

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 district ensures that every school implements a tiered model of evidence-based behavior supports within a Multi-tiered System of Supports (MTSS). District level personnel are designated to assist schools with their site-based implementation by providing training, modeling, program monitoring, technical assistance, and data collection/analysis. They work with site-based personnel to implement the tiered approach that includes:
Positive Behavior Intervention Supports (PBIS)/Positive Behavior System (PBS) - All schools are required to implement the elements of PBIS including a school-based team that facilitates systems that support positive behavior: school-wide expectations, classroom expectations and rules, positive recognition/rewards, data collection and analysis, and ongoing professional development. Most schools participate in the Florida PBIS Project. Some schools implement the elements within other approaches including the Building Assets Reducing Risks (BARR) program. PBIS/PBS integrates with the Multi-Tiered System of Supports (MTSS) utilized in Florida school districts for behavior support.
All schools in the School District of Lee County are required to maintain MTSS for all students (tier 1),

students needing supplemental support (tier 2), and students needing intensive support (tier 3). Each school has a team that utilizes the Response to Intervention (RtI) process in examining individual student data to identify those that may need additional behavior support beyond the universal PBIS/PBS approach, and to monitor the effectiveness of these interventions. Data analyzed include office discipline referrals, in-school suspension, out-of-school suspension, bus referrals/suspension, as well as positive behavior data. Interventions may include supplemental positive behavior interventions and/or interventions to address inappropriate behavior.

Each school has a designated Intervention Specialist that facilitates team processes and ensures that identified interventions are implemented and monitored for effectiveness. Currently, the district utilizes "Insights to Behavior" to assist with the ongoing teamwork for behavior support in the tiered model using RtI. This includes the use of additional tools such as the Functional Behavior Assessment (FBA), data collection tools, reporting tools, and behavior intervention plan tools. Intervention Specialists assist classroom teachers and school-based personnel in the implementation of behavioral interventions and data collection, as well as serve as the primary contact for families with students receiving interventions. In the School District of Lee County, the Multi-tiered System of Supports school-based teams may, when needed, refer students to other district/school supports including the school-based mental health team, Section 504 eligibility consideration, and/or evaluation for consideration of eligibility under IDEA. Likewise, when students respond to interventions, the team may recommend maintaining current levels of interventions, reducing interventions, or exiting interventions as appropriate.

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 district`s Curriculum and Staff Development department will offer training opportunities for paraprofessionals in the core subject areas and technology. In addition, new ESOL paraprofessionals will receive 12 hours of training regarding strategies to assist English Language Learners (ELL) to improve student performance. When appropriate, Instructional Support (Para) will participate in the same training as teachers at Title I schools.

Curriculum and Staff Development will offer teachers a multitude of opportunities to improve effectiveness. They will include (but are not limited to) the following: Florida Standards, Differentiated Instructional Strategies, Analytics (Data Analysis) and Instructional Change, Classroom Walkthrough, Kagan Cooperative Learning, Instruction within the Block, SIOP, and subject area training for adopted texts.

Teacher leaders at Colonial Elementary will support classroom instructional staff daily by coaching, modeling, and/or providing resources to improve instructional activities. Professional development and Peer Collaborative Teachers (PCTs) will further support the initiative by collaborating closely with the teacher leaders. These individuals are chosen through a selective process that ensures highly effective instructional practices are shared with classroom 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))

Colonial Elementary has Early 5, Pre-K and Special Education programs in place to prepare students socially, emotionally and academically for Kindergarten. We also have our upcoming Kindergarten students come to school to meet the teachers and take assessments, so that they can better place them for the school year. Another transitional strategy used is to offer Kindergarten camp for a few days to acclimate students to their school and teachers instruct them on basic processes.