Bob Sikes Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Bob Sikes Elementary School

425 ADAMS DR, Crestview, FL 32536

[no web address on file]

School Board Approval

This plan was approved by the Okaloosa County School Board on 8/28/2023.

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.

We prepare all students to achieve excellence by providing the highest quality education while empowering each individual to positively impact their families, communities, and the world.

Provide the school's vision statement.

Motivate and mold individuals to have the tools and skills necessary to make a positive impact on the community. "Working together to build the future."

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
Seegars, Laurren	Principal	Schedule and assign in-school support, provide materials, observe classroom and specialized instruction, give feedback immediately, monitor data and engage faculty in data chats, coordinate academic coaches and instructional support.
Anderson, Amy	Assistant Principal	Observe classroom and specialized instruction, give feedback immediately, monitor data and engage faculty in data chats, attend MTSS meetings when possible, attend LLT meetings, coordinate with ESE teachers, POC tutoring, etc., to be sure all students are offered support, coordinate with instructional coaches and teachers to be sure they have the support required.
Johnson, Kassy	Teacher, ESE	Plan instruction to support students' IEP goals, as well as plan instruction to support students' progress through grade-level standards. Utilize specialized Orton-Gillingham methodology to bridge student gaps in learning. Collect and track student data on progress, share data during data chats focusing on ESE students. Communicate regularly with parents about student progress and include strategies parents can use to support their students at home
Tatman, Amanda	Other	Create and plan instruction for identified struggling students (focus on African American). Collect and disseminate data tracking African American students' progress closing learning gaps. Communicate with parents about student growth and progress, and include strategies parents can use at home to support their students.

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.

Principal and Assistant Principal attending district-provided training explaining the requirements for a School Improvement Plan. This information was then shared with teachers during an SPP planning session in July. The School Advisory Council will be updated on the issue during the first meeting of the school year (August). Teachers and staff members will be apprised of the requirements and the plan during pre-planning meetings (August). Parents will be kept apprised of the plan and progress through principal newsletters, SAC meetings, and teacher newsletters as appropriate.

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))

Teachers (classroom, ESE, Title I) will collect and collate data on progress for ESE and African American subgroups. This data will be reviewed monthly with the administration, MTSS committee, School Leadership Team and Literacy Team. Adjustments will be made based on data, and the strategies will be discussed during data chats. The plan will be updated as needed, and when possible, in coordination with any updates to the School Performance Plan.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	31%
2022-23 Economically Disadvantaged (FRL) Rate	53%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)

School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C
	2019-20: B
	2018-19: B
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	19	21	32	28	31	0	0	0	131
One or more suspensions	0	7	3	6	7	4	0	0	0	27
Course failure in English Language Arts (ELA)	0	8	20	22	8	7	0	0	0	65
Course failure in Math	0	7	8	13	2	7	0	0	0	37
Level 1 on statewide ELA assessment	0	13	20	36	12	23	0	0	0	104
Level 1 on statewide Math assessment	0	31	17	37	17	20	0	0	0	122
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	13	20	36	12	23	0	0	0	104

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	20	29	46	16	29	0	0	0	140

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	3	1	2	10	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	4	1	0	0	0	5

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	0	25	34	16	24	22	0	0	0	121
One or more suspensions	0	3	2	1	2	6	0	0	0	14
Course failure in ELA	1	2	12	11	9	8	0	0	0	43
Course failure in Math	1	2	7	5	10	4	0	0	0	29
Level 1 on statewide ELA assessment	0	0	0	19	17	31	0	0	0	67
Level 1 on statewide Math assessment	0	0	0	11	35	35	0	0	0	81
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	2	19	17	31	0	0	0	69

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	3	13	20	27	34	0	0	0	98

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	1	1	18	0	2	0	0	0	24
Students retained two or more times	0	0	0	4	1	0	0	0	0	5

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	0	25	34	16	24	22	0	0	0	121
One or more suspensions	0	3	2	1	2	6	0	0	0	14
Course failure in ELA	1	2	12	11	9	8	0	0	0	43
Course failure in Math	1	2	7	5	10	4	0	0	0	29
Level 1 on statewide ELA assessment	0	0	0	19	17	31	0	0	0	67
Level 1 on statewide Math assessment	0	0	0	11	35	35	0	0	0	81
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	2	19	17	31	0	0	0	69

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	3	13	20	27	34	0	0	0	98

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	2	1	1	18	0	2	0	0	0	24
Students retained two or more times	0	0	0	4	1	0	0	0	0	5

The "Grade Level" header spans columns K–8.

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*	57	59	53	54	61	56	60		
ELA Learning Gains				59			60		
ELA Lowest 25th Percentile				53			48		
Math Achievement*	58	65	59	49	47	50	53		
Math Learning Gains				50			52		
Math Lowest 25th Percentile				44			54		
Science Achievement*	59	57	54	62	63	59	52		
Social Studies Achievement*					61	64			
Middle School Acceleration					47	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress		60	59						

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	235
Total Components for the Federal Index	4
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	371
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	4	1
ELL				
AMI				
ASN				
BLK	44			
HSP	62			
MUL	56			
PAC				
WHT	61			

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	48			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	32	Yes	3	
ELL				
AMI				
ASN				
BLK	37	Yes	1	
HSP	59			
MUL	41			
PAC				
WHT	56			
FRL	46			

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	57			58			59					
SWD	28			30			28				4	
ELL												
AMI												
ASN												
BLK	46			36			45				4	
HSP	65			62							3	
MUL	62			57			50				4	

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	57			60			63				4	
FRL	48			46			45				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	54	59	53	49	50	44	62					
SWD	25	38	33	20	36	33	42					
ELL												
AMI												
ASN												
BLK	30	46		33	38							
HSP	62	63		50	68		50					
MUL	49	52		44	40	8	50					
PAC												
WHT	57	61	55	51	51	48	66					
FRL	42	57	55	36	46	40	49					

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	60	60	48	53	52	54	52					
SWD	29	39	36	23	39	38	17					
ELL												
AMI												
ASN												
BLK	37	38		36	40		18					
HSP	52	75		35	42		40					
MUL	51			50			64					
PAC												
WHT	64	64	50	57	57	56	56					
FRL	47	50	45	42	51	53	31					

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	58%	61%	-3%	54%	4%
04	2023 - Spring	68%	67%	1%	58%	10%
03	2023 - Spring	56%	55%	1%	50%	6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	60%	65%	-5%	59%	1%
04	2023 - Spring	68%	72%	-4%	61%	7%
05	2023 - Spring	50%	63%	-13%	55%	-5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	59%	57%	2%	51%	8%

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.

Proficiency data for FAST (2023) shows our Students With Disabilities (SWD) on average scored 32% proficient in ELA compared to the overall score of 60.6%. Third grade: Overall proficiency was 56%, SWD was 30%. Fourth grade: Overall proficiency was 68%, ESE was 48%. Fifth grade: Overall proficiency was 58%, ESE was 30%. Comparing 2022 FSA growth data to 2023 FAST growth data, 4th and 5th grade Overall average was 66%, compared to 57.5% for SWD. Fourth grade: Overall 72% compared to 65% for SWD. Fifth grade: Overall 60%, compared to 50% SWD. African American: Proficiency is 37%ile overall

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

There were no declines from the previous year. Our 5th grade ELA showed 2% gains, which was our lowest gain.

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.

5th grade ELA was the furthest from the state average. The average included our ESE and African American populations which underperformed compared to the rest of the grade level.

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

5th grade ELA. Paraprofessionals pushed in classes to help support students who were struggling at the grade level. Teachers directed paraprofessionals how to address student needs in small group settings.

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

The number of school-wide absence of 10% or more (121); the number of retained third-grade students (18).

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

1. Improve ELA scores for SWD and African American populations.
2. Reduce amount of behavior issues and referrals.
3. Increase student average attendance.

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

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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 addition to state data, teacher reflections at the end of the year indicated that student behavior was negatively impacting teacher morale and the overall culture.

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

Discipline reports will decrease 10% at each grade level from the year previous. Teachers will report greater satisfaction in an end-of-year survey.

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

Monthly comparison of discipline referrals by grade level; discussion of behavioral issues at MTSS; discussion of positive behavior supports during MTSS, PBIS monthly meetings.

Person responsible for monitoring outcome:

Amy Anderson (andersona1@okaloosaschools.com)

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

Direct instruction during the first two weeks of school from administration to each grade level explaining expectations and how they will be monitored. PBIS school-wide continued. School Training Program monitor to conduct small group lessons with identified students using Zones of Regulation strategies.

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

Explicit instruction is shown to have a greater impact on student comprehension. PBIS is a state-mandated and researched evidence-based system shown to improve student behavior and morale. Zones of Regulation is a research-based program used in the school; small group, focused instruction is shown to improve student comprehesnion.

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 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.

Students with Disabilities under-performed their grade levels by 30%, a trend for the last three years.

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

Students with Disabilities will improve their percent proficiency to 45% by the next FAST assessment.

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

Weekly ELA walkthroughs; Literacy team meetings monthly in which students with disabilities will be explicitly discussed. MTSS discussion about ELA scores will be discussed at grade level meetings, including a comparison of each grade level's SWD scores to the overall class score.

Person responsible for monitoring outcome:

Laurren Seegars (laurren.seegars@okaloosaschools.com)

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

ESE teachers have been trained in the Orton-Gillingham method, an evidence-based program addressing areas of struggle typical for ESE students. ESE and grade level teachers will collaborate to discuss interventions and their success in the classroom.

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

Orton-Gillingham is an evidence-based program addressing literacy. Teacher collaboration is shown to improve in-class practice.

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.

ESE teachers utilize Orton-Gillingham strategies from the beginning of the year for identified students.

Person Responsible: Laurren Seegars (laurren.seegars@okaloosaschools.com)

By When: No later than September.

Progress of students with disabilities will be monitored and discussed monthly in Literacy Team meetings; adjustments made as needed.

Person Responsible: Laurren Seegars (laurren.seegars@okaloosaschools.com)

By When: Beginning in September throughout the year.

#3. 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.

African-American students underperformed in ELA according to the most recent FAST assessment.

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

African-American students will increase their scores on end-of-year FAST assessments to at least 45% by the last assessment of the year.

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

Monthly discussion concerning the progress of African-American students in Literacy Team discussions. Focused discussion on strategies for African-American students during MTSS. Data chats following each FAST progress monitoring and iReady progress monitoring to address any need for adjustment to plans.

Person responsible for monitoring outcome:

Laurren Seegars (laurren.seegars@okaloosaschools.com)

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

Small group targeted instruction to address skill gaps based on iReady and FAST progress monitoring results. Increase mentoring involvement for African-American students to support and encourage academic growth.

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

Small-group instruction using strategies targeting specific skill gaps has been proven effective in closing the gaps. The active involvement of mentors has proven to increase students' attendance and attention to 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.

Discuss progress of identified students in Literacy Team meetings monthly.

Person Responsible: Laurren Seegars (laurren.seegars@okaloosaschools.com)

By When: Starting in September and throughout the year.

Secure mentors for students; review description for mentors' responsibilities; collaborate with mentors to identify any additional needs for students.

Person Responsible: Laurren Seegars (laurren.seegars@okaloosaschools.com)

By When: Throughout the year.

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).

Available resources are discussed with the School Advisory Council at the first meeting. Title I funds are utilized to meet school improvement goals (purchase of supplemental materials to support identified students). We are in the second year of utilizing federal ESSR funds for in-school tutors and paraprofessionals to push in to classrooms and support small groups of identified students. School funds are expended to provide substitutes to cover teachers who will attend MTSS meetings to discuss students in ESSA subgroups on a regular basis.

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.

Webpage: www.okaloosaschools.com/Bobsikes
The SIP, ESSA groups, and progress will be shared with faculty at faculty meetings after each monthly data meeting. Title I teachers will include information about progress in monthly newsletters; the principal will include progress in each newsletter home on each subgroup (ESE and African American). Updates will be a regularly scheduled agenda item for SAC and for School Leadership Team meetings.

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))

Webpage: www.okaloosaschools.com/Bobsikes
Parent nights are scheduled throughout the year to encourage families to come to the school and interact with teachers and administration, while gleaning ways to support their students at home. Administration has an open-door policy for parents -- they can meet administrators without an appointment. Teachers will reach out to parents through newsletters, phone calls, and other tools (such as Class Dojo, Classtag, etc.) Formal parent-teacher conference days are scheduled, and parents or teachers can request additional meetings. Parents are invited to attend MTSS meetings if their student will be discussed, and parents are invited to IEP meetings and/or interim meetings. IEP meetings are scheduled annually, and parents and teachers can request to meet more frequently. Non-academic

events (school-wide dances, mileage Mondays) and other events (awards ceremonies, class-specific events) are opportunities for parents to interact with school staff in positive, fun atmospheres.

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))

-- Monthly ESE training with staffing specialists to include all ESE teachers, administration, and guidance.

-- To address observed deficits in third grade, as well as the more than 10 retained third-grade students, two paraprofessionals will be assigned to third grade primarily, with one supporting any second-grade students not already supported by a para, and one supporting additional 4th and 5th grade students as needed.

-- Multi-Sensory training with instructional coach, ESE coach, and district support.

-- Quarterly data chats with CRT.

-- Provide CRT with full-day professional development to address potential learning loss. Addition of paraprofessional to support ESE students specifically, at ESE teacher's direction. Addition of two paraprofessionals to support kindergarten and first grade students, allowing more academic resources to be devoted to our targeted focus group.

Continue professional development with teachers to increase teacher and students understanding of Benchmarks, and the science of reading.

– Small group

– Unpacking the benchmarks

– Learning targets (I Can) success criteria.

Classroom walk-through and providing specific feedback to teachers to enhance the quality of instruction.

Monitor plans that are available in classroom walk-through.

Provide ESE teachers with an opportunity to observe instructional strategies that are being effectively implemented.

African American students:

Specific monitoring monthly of progress of African American students, especially in ELA.

The school will reach out to community and military contacts to encourage greater mentoring for students.

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

Not applicable at this time.

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))

Bob Sikes is a PBIS school with positive behavior supports school wide and in individual classrooms. Administration has scheduled a 15-minute block each day for explicit instruction in Sanford Harmony and/or Zones of Regulation to build and support students' pro-social skills. ESE students receive explicit social skills instruction in addition to the daily lessons. The school has a Guidance Counselor, Social Worker, CDAC provider, and a Military Family Life Counselor (MFLC) who all provide mental health and social support for any student who would benefit from these services. The school is also reaching out to the military groups around the school to encourage greater mentorship for 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))

Students can join leadership clubs and coding/robotics clubs and preparation for secondary programs leading to postsecondary success.

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).

As a PBIS school, Bob Sikes has positive interventions in place to prevent problem behavior before it begins. Students can earn tokens for themselves and their classrooms for exhibiting expected behavior throughout the school. Classrooms vote on what rewards they will earn when they hit benchmarks for the number of tokens they earn. Some examples are "bring a stuffed animal day", "wear pajamas to school" day, and extra recess. When dealing with problems that are not prevented, teachers have a three-step classroom plan, in which teachers communicate directly with parents without involving administration when a student is not meeting classroom or school expectations. After three such referrals, the student is required to meet with administration, and the administrator for discipline with communicate with the parent and assign consequences. After three such referrals, the student will be referred to MTSS, where a Tier 2 behavior plan will be established and the teacher will implement and track the effectiveness of this plan. If the plan is successful, the teacher will continue to use Tier 2 strategies to support the student. If not, the MTSS team will create a Tier 3 plan, and the teacher will implement and track the plan's effectiveness. If ESE students are exhibiting problem behaviors, the classroom teacher will coordinate with the student's case manager to address the situation, ensure the student's IEP is being followed, and make adjustments as needed. If the student's IEP does not have a behavioral component, the IEP team will create a goal that addresses the student's specific area of need.

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))

Instructional coaches will guide teachers in the use of collection and interpretation of academic data to inform further instruction. A monthly PD "menu" is offered which allows teachers to select from several sessions provided for them to attend. Administration schedules a substitute on a regular day so teachers can sign up for a time with an instructional coach, or to observe another classroom then debrief with an instructional coach. The ESE teacher attends specific training for Orton-Gillingham methodology, as well as monthly meetings with the Staffing Specialist to ensure all best practices and changes in law are taught and implemented.

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))

There is a Pre-K class on campus, and the students in that class participate in lunch, PE and music to prepare them for the schedule of elementary school. A Kindergarten Kickstart program was implemented over the summer to prepare students who are enrolled at Bob Sikes to get a preview of kindergarten classrooms, schedules, and procedures before school officially starts. This program is taught by kindergarten teachers so the students will also feel comfortable with the teachers and administrators when school begins. Toward the end of the school year, the school has a "Moving on Up" night so upcoming kindergarteners can come to the school and meet the kindergarten team, get familiar with the campus, and get materials and supplies to utilize over the summer.