

Wakulla County Schools

Crawfordville Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	9
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	0
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	23
VII. Budget to Support Areas of Focus	0

Crawfordville Elementary School

379 ARRAN RD, Crawfordville, FL 32327

<https://ces.wakullaschooldistrict.org/>

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to cultivate opportunities for students to become lifelong learners by offering a rigorous, relevant, and safe learning environment. Students will explore their interests and passions and develop the resiliency to succeed in today's society.

Provide the school's vision statement.

Our vision is to empower students, families, and communities to support student learning and growth through rigor, resiliency, and relevance.

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
Adkison, Alisa	Teacher, K-12	Teacher coach
Hand, Michelle	Teacher, K-12	Teacher Coach, Technology SAC Chair
Stallings, Amber	Teacher, K-12	Teacher Coach
DenBleyker, Angela	Teacher, K-12	Parent Involvement SAC Chair
Panzarino, Brandi	Teacher, K-12	Teacher Coach, SACS Math Chair
Welch, Staci	Teacher, K-12	SACS ELA Chair
Johnson, Kurstin	Teacher, K-12	Teacher Coach
Kelly, Renee	Teacher, K-12	Teacher Coach

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.

School Advisory Councils include teachers, parents and community members from different ethnicities and backgrounds. We hold meetings four times a year where we discuss school progress, parent involvement, and school climate. Our SAC plays a key role in analyzing data to develop and monitor school improvement goals throughout the year.

SIP Monitoring

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

At each SAC meeting, we will review the most recent testing data and adjust our plan to make sure that any deficits are addressed.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	23%
2022-23 Economically Disadvantaged (FRL) Rate	68%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	30	32	27	38	43	31	0	0	0	201	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	4	1	0	3	1	0	0	0	9	
Course failure in Math	0	3	1	1	3	4	0	0	0	12	
Level 1 on statewide ELA assessment	0	0	0	4	21	10	0	0	0	35	
Level 1 on statewide Math assessment	0	0	0	0	3	13	0	0	0	16	
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	3	1	1	9	11	0	0	0	25

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	13	9	0	4	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	38	32	28	29	30	24	0	0	0	181	
One or more suspensions	1	2	1	0	4	6	0	0	0	14	
Course failure in ELA	0	8	3	4	7	6	0	0	0	28	
Course failure in Math	0	2	2	3	8	6	0	0	0	21	
Level 1 on statewide ELA assessment	0	0	0	13	17	9	0	0	0	39	
Level 1 on statewide Math assessment	0	0	0	17	20	12	0	0	0	49	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	6	12	11	5	4	0	0	0	40	

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	6	6	15	18	14	0	0	0	60

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	17	11	2	2	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	38	32	28	29	30	24	0	0	0	181
One or more suspensions	1	2	1	0	4	6	0	0	0	14
Course failure in ELA	0	8	3	4	7	6	0	0	0	28
Course failure in Math	0	2	2	3	8	6	0	0	0	21
Level 1 on statewide ELA assessment	0	0	0	13	17	9	0	0	0	39
Level 1 on statewide Math assessment	0	0	0	17	20	12	0	0	0	49
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	6	12	11	5	4	0	0	0	40

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	6	6	15	18	14	0	0	0	60

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	17	11	2	2	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	55	57	53	66	63	56	65		
ELA Learning Gains				69			55		
ELA Lowest 25th Percentile				53			48		
Math Achievement*	60	61	59	71	47	50	66		
Math Learning Gains				72			64		
Math Lowest 25th Percentile				66			48		
Science Achievement*	55	60	54	66	68	59	50		
Social Studies Achievement*					68	64			
Middle School Acceleration					60	52			
Graduation Rate					68	50			
College and Career Acceleration						80			
ELP Progress			59						

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	230
Total Components for the Federal Index	4

2021-22 ESSA Federal Index

Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	463
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	26	Yes	1	1
ELL				
AMI				
ASN				
BLK	49			
HSP	71			
MUL	61			
PAC				
WHT	57			
FRL	46			

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	51			
ELL				
AMI				
ASN				
BLK	73			
HSP	78			
MUL	69			
PAC				
WHT	66			
FRL	66			

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	55			60			55					
SWD	27			27			35				4	
ELL												
AMI												
ASN												
BLK	55			58			33				3	
HSP	75			67							2	
MUL	62			62							3	
PAC												
WHT	53			59			58				4	
FRL	45			48			40				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	66	69	53	71	72	66	66					
SWD	41	62	43	47	61	53	47					
ELL												
AMI												
ASN												
BLK	75	76		61	81							
HSP	80	70		80	80							
MUL	64	64		68	79							
PAC												
WHT	65	68	55	73	70	62	66					
FRL	61	69	57	65	74	68	69					

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	65	55	48	66	64	48	50					
SWD	50	57		46	50		36					
ELL												
AMI												
ASN												
BLK	52			34								
HSP	90			70								
MUL	40			60								
PAC												
WHT	68	61	63	70	69	53	55					
FRL	56	51	50	57	51	30	47					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	53%	59%	-6%	54%	-1%
04	2023 - Spring	64%	61%	3%	58%	6%
03	2023 - Spring	58%	55%	3%	50%	8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	62%	61%	1%	59%	3%
04	2023 - Spring	60%	59%	1%	61%	-1%
05	2023 - Spring	65%	64%	1%	55%	10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	53%	57%	-4%	51%	2%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest performing data component was our 5th grade performance on the Statewide Science Assessment. The overall proficiency level on this test was 53%. Science instruction takes less precedence compared to reading and math. We have disjointed curriculum, and a lack of time for experimental learning and inquiry-based learning.

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

The greatest decline was in Science proficiency. The drop was from 66% to 53%. Science instruction takes less precedence compared to reading and math. We have disjointed curriculum, and a lack of time for experimental learning and inquiry based learning.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our 3rd grade ELA scores were 8% above the state average in proficiency. Some contributing factors to the higher scores are early intervention, Kagan cooperative learning, teacher training, and two Title 1 remediation teachers.

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

Our grade 3 mathematics scores increased by 3%. Part of our 3rd grade team used REFLEX/FRAX in their classrooms in order to increase math proficiency. I-Ready was also used in order to increase math proficiency.

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

Increased absenteeism is an area of concern. The number of students with 10 or more absences increased from 181 to 201 last year.

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

1. Increased Science proficiency
2. Increased Math proficiency
3. Increased ELA proficiency
4. Improve school culture and environment

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.

ELA is critical to students' success in all academic areas. Our current proficiency level is 58% and we would like to see that increase so more students will be successful throughout their educational journeys.

Measurable Outcome:

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

Students, in grades 3-5, will demonstrate 61% proficiency in the 3rd ELA FAST progress monitoring assessment.

Monitoring:

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

FAST Progress Monitoring 1 & 2

Person responsible for monitoring outcome:

Alena Crawford (alena.crawford@wcsb.us)

Evidence-based Intervention:

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

1. KAGAN Structures implemented school-wide
2. SIPPS Routines implemented as Tier 3 intervention for grades K-3
3. Brainzy in Kindergarten
4. STARS/CARS implemented in grades 4-5 for Tier 3 intervention
5. I-Ready Reading to be used 45 minutes weekly in grades 2-5

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Kagan Structures increase student engagement
2. SIPPS routines enhance foundational skills in phonics and phonemic awareness
3. Brainzy enhances phonics and phonemic awareness skills
4. STARS/CARS increases comprehension and vocabulary skills
5. I-Ready is an individualized reading computer-based instructional program which targets student needs

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.

1. KAGAN training, monthly, at faculty meetings.
2. KAGAN Summer Academy was attended by several 3-5 teachers.
3. Teacher coaches will ensure KAGAN structures are being used in lesson plans during weekly grade-level meetings.
4. Administration will ensure the use of KAGAN activities during classroom walk-throughs.

Person Responsible: Alena Crawford (alena.crawford@wcsb.us)

By When: January 30, 2024

1. SIPPS Mastery tests to be used and monitored, weekly.

Person Responsible: Alena Crawford (alena.crawford@wcsb.us)

By When: January 30, 2024

1. Kindergarten teacher coaches will discuss the utilization of Brainzy during weekly planning meetings.
2. Principal will check lesson plans and usage reports to ensure the use of Brainzy.

Person Responsible: Alena Crawford (alena.crawford@wcsb.us)

By When: January 30, 2024

1. Principal will check lesson plans to ensure the use of STARS/CARS in Tier 3 small groups.
2. IST will monitor Tier 3 forms for use of STARS/CARS for progress monitoring.

Person Responsible: Alena Crawford (alena.crawford@wcsb.us)

By When: January 30, 2024

1. Teacher training on the use of I-Ready.
2. Usage reports will be ran monthly to ensure I-Ready is being used a minimum of 45 minutes weekly.

Person Responsible: Alena Crawford (alena.crawford@wcsb.us)

By When: January 30, 2024

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

Math is a critical area for success due to the need for it's use in real world applications. Our Math proficiency decreased from 71% to 59% in grades 3-5.

Measurable Outcome:

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

Students, in grades 3-5, will be 62% proficient on the third FAST progress monitoring assessment.

Monitoring:

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

FAST Progress Monitoring 1 & 2

Person responsible for monitoring outcome:

Alena Crawford (alena.crawford@wcsb.us)

Evidence-based Intervention:

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

1. KAGAN structures
2. i-Ready program implemented 45 minutes weekly in grades 2-5
3. 90 minute math blocks
4. Small group math instruction incorporated into math centers
5. High yield math routines
6. Reflex/Frax Math programs

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. KAGAN increases student engagement which increases student achievement.
2. I-Ready is an individualized math computer-based instructional program which targets students' needs.
3. Increased amount of time in math allows for increased practice and remediation in the math standards.
4. Small group allows for differentiated, direct instruction and teacher clarity increasing student achievement.
5. High yield math routines ensure spiral learning.
6. Reflex/Frax is a computer-based instructional program which increases fact fluency in math.

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.

1. KAGAN training, monthly, at faculty meetings.
2. KAGAN Summer Academy was attended by several 3-5 teachers.
3. Teacher coaches will ensure that KAGAN structures are being used in lesson plans during weekly grade-level meetings.
4. Administration will ensure the use of KAGAN activities during classroom walk-throughs.

Person Responsible: Alena Crawford (alena.crawford@wcsb.us)

By When: January 30, 2024

1. Teacher coaches will train new teachers on the use of I-Ready Math.
2. Coaches will check with teachers during weekly grade level meetings to ensure students in grades 2-5 are utilizing I-Ready, weekly, during computer time.
3. Teachers will run reports, weekly, to ensure student progress, and teacher coaches will review data with teachers during weekly grade-level meetings.

Person Responsible: Alena Crawford (alena.crawford@wcsb.us)

By When: January 30, 2024

1. Instructional coach will provide training on High Yield Math Routines.
2. Instructional Coach will discuss various High Yield Math Routines during weekly grade-level meetings.
3. Administration will check lesson plans and conduct walk throughs to ensure the use of High Yield Math Routines.

Person Responsible: Alena Crawford (alena.crawford@wcsb.us)

By When: January 30, 2024

1. Teacher coaches will train new teachers on the use of Reflex/Frax.
2. Coaches will check with teachers during weekly grade-level meetings to ensure students in grades 3-5 are utilizing Reflex/Frax, weekly, during computer time.
3. Teachers will run reports, weekly, to ensure student progress, and teacher coaches will review data with teachers during weekly grade-level meetings.

Person Responsible: Alena Crawford (alena.crawford@wcsb.us)

By When: January 30, 2024

#3. 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.

Teacher retention is a key component for student success. Poor teacher retention negatively impacts students' educational achievement.

Measurable Outcome:

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

Crawfordville Elementary School's teacher and staff retention will increase by 3%.

Monitoring:

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

Interim surveys will be sent out through survey monkey to check for staff satisfaction. These surveys will be reviewed and changes will be implemented in areas where staff satisfaction is low.

Person responsible for monitoring outcome:

Alena Crawford (alena.crawford@wcsb.us)

Evidence-based Intervention:

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

1. Mentorship
2. Teaching conditions
3. School climate
4. Teacher coaches

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- 1, Teachers who are assigned mentors in their first year are more likely to return in their second year.
2. Working conditions in schools can be affected by access to technology and supplies.
3. When schools strive to build a culture of positivity and supportive teamwork, teachers do not feel as though the burden of education rests squarely on their shoulders.
4. Teacher coaches provide additional support and resources for new teachers, as well as providing assistance for veteran teachers.

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.

Wakulla County School's mentorship programs will pair new teachers with experienced ones, providing new teachers with access to advice on navigating the daily challenges of the profession.

Person Responsible: Alena Crawford (alena.crawford@wcsb.us)

By When: 9/1/23

Crawfordville Elementary will hold fundraisers to help with teacher supplies and additional technology. The biggest fundraiser will be the Boosterthon Fun Run.

Person Responsible: Alena Crawford (alena.crawford@wcsb.us)

By When: 5/1/24

Teachers will meet, weekly, with his or her grade-level in order to collaborate and plan.

Person Responsible: Alena Crawford (alena.crawford@wcsb.us)

By When: Every week throughout the year through 5/17/24

Teacher coaches will hold weekly PLCs with his or her grade level.

Person Responsible: Alena Crawford (alena.crawford@wcsb.us)

By When: Every week throughout the year through 5/17/24

#4. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

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

The increase in science proficiency is a high priority for our school because there was a 13% decrease from 21-22 to 22-23 in Science proficiency. We need to make sure that these students have a better understanding of the Science curriculum in order to ensure future success in science achievement.

Measurable Outcome:

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

Students will show 56% proficiency when taking the Florida statewide Science Assessment.

Monitoring:

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

Science DSBAs will be used for monitoring success.

Person responsible for monitoring outcome:

Alena Crawford (alena.crawford@wcsb.us)

Evidence-based Intervention:

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

1. STEAM weekly activities including hands-on science experiments
2. Generation Genius computer-based learning
3. Scholastic News with Science (1-5)
4. Science field trips for all grade levels
5. Kagan-based cooperative learning

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Teachers will have students conduct STEAM activities in the classroom, which will help students become familiar with the scientific process and provide hands-on learning.
2. Generation Genius helps build vocabulary/content area reading and connects it with real life demonstrations.
3. Scholastic News will expose students to content relevant to every disciplinary core idea, crosscutting concept and scientific and engineering practice contained in the Florida Science standards.
4. Science field trips provide students the opportunity for hands on, meaningful learning experiments which connect student learning and real world experiences.
5. KAGAN structures increase student engagement and builds critical thinking skills.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teacher coaches will address the use of hands-on experiments during grade-level meetings.
2. Coaches will review with teachers materials provided in the Science curriculum that are provided in order to conduct science experiments.
3. Teacher coaches and grade-level leaders will review science DSBA data to ensure effectiveness of experiments on student learning.

Person Responsible: Alena Crawford (alena.crawford@wcsb.us)

By When: January 30, 2024

1. Teacher coaches will review the correlation between weekly Generation Genius lessons and state standards each week during grade-level meetings.
2. Generation Genius will be used in weekly lesson plans, to be reviewed by administration.
3. Grade-level leaders, administration, and teacher coaches will use DSBA grades to monitor effectiveness of Generation Genius on student learning.

Person Responsible: Alena Crawford (alena.crawford@wcsb.us)

By When: January 30, 2024

1. KAGAN training, monthly, at faculty meetings,
2. KAGAN Summer Academy was attended by several 3-5 teachers.
3. Teacher coaches will ensure that KAGAN structures are being used in lesson plans during weekly grade-level meetings.
4. Administration will ensure the use of KAGAN activities during classroom walk-throughs.

Person Responsible: Alena Crawford (alena.crawford@wcsb.us)

By When: January 30, 2024

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.

The SIP, which serves as the schoolwide plan, is accessible to the public in multiple resources and formats. An electronic copy is available on the district website, school website, Florida CIMS, and the Parent and Family Engagement Plan. How to access the SIP is also included in the Annual Title I Night presentation and school newsletters and communications, such as social media. A physical copy of the SIP is available in the front office of each school, along with SAC schedules, agendas and minutes. All documents can be translated, as needed, by the district's Student Services office.

School Improvement & Accountability - <https://www.wakullaschooldistrict.org/departments/specialprogramsassessment/special-programs-and-assessment-menu/school-improvement-and-accountability>

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))

Each school's School Advisory Council (SAC) and the District Advisory Council (DAC) is composed of parents, district staff members, teachers, and community members. The DAC meets annually to review the Title I grant. At this time, a draft of the LEA Plan is submitted for review and feedback. The DAC must approve the District's Title I LEA Plan, Parent Family Engagement Plan (PFEP), and the process for allocating PFEP funds to schools.

Each school includes the PFEP on their SAC agenda for members to review and provide input into the school-level Parent Family Engagement Plan. During School Advisory Council meetings, parents discuss and approve different types of activities best suited to meet the needs of the school and parents. School Advisory Council meetings, to which all parents are invited, are advertised on district and school websites, school newsletters, and school marquees to ensure parents are informed of the meeting dates and times. SAC meetings are documented by agendas, minutes, and sign-in sheets which reflect input from parents on parent family engagement activities and policies. This documentation is submitted to the Title I office quarterly.

Schools host Title I events to build the capacity of parents to help their children at home. A 'link to learning' is embedded in all Title I activities to assist parents with understanding the state's academic standards.

2023-2024 WACS Title I, Part A Parent and Family Brochure - <https://resources.finalsite.net/images/v1692381305/wakullaschooldistrictorg/slxtpexqcuuvqgqg/2324WCSDTITLEIBrochure6.pdf>

Annual Title I Presentation for Parents and Families -<https://www.wakullaschooldistrict.org/departments/special-programs-assessment/special-programs-and-assessment-menu/title-1>

School Parent and Family Engagement Plans - <https://www.wakullaschooldistrict.org/departments/special-programs-assessment/special-programs-and-assessment-menu/parent-and-family-engagement>

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))

Area of Focus 1

Area of Focus 2

Area of Focus 4

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

The LEA coordinates and integrates parent and family engagement strategies with other federal programs by providing transition activities for Pre-K students. Parents are encouraged to attend events like "Kindergarten Round-Up" to complete the registration process and learn more about transitioning into Kindergarten. Pre-K siblings of students in our Title I schools are invited to attend Parent and Family Engagement activities. Title IV, Part A funds are used to implement teacher coaches in our Title I

elementary schools. Teacher coaches facilitate professional learning communities and support teachers in increasing positive outcomes for teaching and learning.