

Alachua County Public Schools

W. A. Metcalfe Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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W. A. Metcalfe Elementary School

1250 NE 18TH AVE, Gainesville, FL 32609

<https://www.sbac.edu/metcalfe>

School Board Approval

This plan was approved by the Alachua 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 is to create a safe and nurturing learning environment committed to educating the whole child using research-based strategies to promote student success.

Provide the school's vision statement.

We thrive when our self-esteem is high and our expectations are higher.

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
Robbins, Christiana	Principal	<p>School Instructional Leader; monitors implementation of school initiatives, academic and social-emotional goals; provides ongoing feedback to teachers, instructional coaches, and school leadership on the current status of implementation steps; provides a common vision for the use of data-based decision-making to attain school goals; provides guidance to modify implementation steps as needed to meet school goals; ensures the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills with school staff, ensures implementation of interventions, reviews documentation; ensures training is conducted as needed; participates in Educational Planning evaluation; participates in grade level CIMS and other grade level meetings; facilitates leadership team meetings; helps develop school-wide behavior plan.</p>
O'Neil, Michele	Assistant Principal	<p>Oversees all curriculum; facilitates professional development that align to school improvement goals; provides curriculum support and training for teachers; helps develop and implement interventions; provides assessment and data support; participates in Educational Planning Team meetings, as needed; serves as assessment coordinator; assists in providing behavior support and training for teachers; conducts classroom walk-throughs and teacher evaluations, and provides ongoing feedback to teachers; assists with formation of grade level assessments and oversees data collection of assessment scores.</p> <p>Provide embedded coaching support to teachers through the coaching cycle. Use progress monitoring data to design and deliver professional development that aligns with attainment of school goals. Support teachers with analyzing student data to create targeted lesson plans.</p>
Sheppard, Kichelle	Assistant Principal	<p>Oversees all curriculum; facilitates professional development that align to school improvement goals; provides curriculum support and training for teachers; helps develop and implement interventions; provides assessment and data support; participates in Educational Planning Team meetings, as needed; serves as assessment coordinator; assists in providing behavior support and training for teachers; conducts classroom walk-throughs and teacher evaluations, and provides ongoing feedback to teachers; assists with formation of grade level assessments and oversees data collection of assessment scores.</p> <p>Provide embedded coaching support to teachers through the coaching cycle. Use progress monitoring data to design and deliver professional development that aligns with attainment of school goals. Support teachers with analyzing student data to create targeted lesson plans.</p>
McCreary, Jessica	Instructional Coach	<p>Provide embedded coaching support to teachers through the coaching cycle. Use progress monitoring data to design and deliver professional development that aligns with attainment of school goals. Support teachers with analyzing student data to create targeted lesson plans.</p>

Name	Position Title	Job Duties and Responsibilities
Anhalt, Kelsey	School Counselor	The School Counselor: Implement, coordinate and monitor school-wide counseling services and activities; establish and follow procedures for appropriate intervention in accordance with school, district, and state laws, rules and policies; provide personal/social growth counseling (individual and group) concerning academic success, understanding of self and others, communication skills, decision-making, relationship skills, conflict resolution, goal setting, and effective coping skills necessary to refuse participation in substance abuse and physical violence; provide intervention for at-risk students and those with special learning and behavioral needs.
Garcia, Jason	Dean	Behavior Resource Teacher- Monitor school-wide behavior; oversees implementation of PBIS; develops and implements behavioral interventions; tracks students in tier 2 and tier 3 behavioral interventions.

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 Robbins will begin each faculty meeting discussing a different component of the School Improvement Plan as well as the data that aligns with that specific area. Along with sharing and discussing this School Improvement Information with faculty and staff, within each monthly newsletter, progress will be shared with stakeholders from one goal on the School Improvement Plan.

SIP Monitoring

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

The School Improvement Plan will be monitored for effective implementation through monthly reviews and data data chats. Bi-weekly reviews of specified students within subgroups will also be monitored. We will look at the progress of students receiving interventions, and monitor whether or not those interventions are working. If not, we will revisit those interventions being provided. If interventions are working and progress is being made by students, intervention groups will be adjusted to better meet their academically developing needs.

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	93%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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)* Multiracial Students (MUL)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: B 2018-19: B 2017-18: D
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	53	42	42	38	32	0	0	0	207	
One or more suspensions	0	6	8	6	18	6	0	0	0	44	
Course failure in English Language Arts (ELA)	0	26	26	30	32	26	0	0	0	140	
Course failure in Math	0	20	14	23	27	25	0	0	0	109	
Level 1 on statewide ELA assessment	0	96	47	42	42	29	0	0	0	256	
Level 1 on statewide Math assessment	0	57	31	54	48	37	0	0	0	227	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	96	47	42	42	29	0	0	0	256	
	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	27	29	36	50	34	0	0	0	176

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	9	10	10	17	0	0	0	0	46
Students retained two or more times	0	0	1	0	3	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	19	20	11	23	14	26	0	0	0	113
One or more suspensions	2	4	1	6	2	6	0	0	0	21
Course failure in ELA	18	22	3	0	3	11	0	0	0	57
Course failure in Math	24	12	5	6	3	10	0	0	0	60
Level 1 on statewide ELA assessment	0	0	0	29	12	21	0	0	0	62
Level 1 on statewide Math assessment	0	0	0	20	12	21	0	0	0	53
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	19	13	8	17	8	18	0	0	0	83

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	12	17	3	27	12	26	0	0	0	97

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	3	0	19	0	0	0	0	0	23
Students retained two or more times	0	1	0	3	1	1	0	0	0	6

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	19	20	11	23	14	26	0	0	0	113	
One or more suspensions	2	4	1	6	2	6	0	0	0	21	
Course failure in ELA	18	22	3	0	3	11	0	0	0	57	
Course failure in Math	24	12	5	6	3	10	0	0	0	60	
Level 1 on statewide ELA assessment	0	0	0	29	12	21	0	0	0	62	
Level 1 on statewide Math assessment	0	0	0	20	12	21	0	0	0	53	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	19	13	8	17	8	18	0	0	0	83	

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	12	17	3	27	12	26	0	0	0	97

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	3	0	19	0	0	0	0	0	23
Students retained two or more times	0	1	0	3	1	1	0	0	0	6

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*	22	52	53	25	53	56	26		
ELA Learning Gains				37			39		
ELA Lowest 25th Percentile				42			31		
Math Achievement*	17	53	59	28	40	50	37		
Math Learning Gains				41			51		
Math Lowest 25th Percentile				56			55		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	21	54	54	21	54	59	35		
Social Studies Achievement*					58	64			
Middle School Acceleration					43	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress		61	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)	CSI
OVERALL Federal Index – All Students	20
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	81
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	250
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	17	Yes	2	2
ELL				
AMI				
ASN				
BLK	17	Yes	2	1
HSP	32	Yes	1	
MUL	46			
PAC				
WHT	20	Yes	1	1
FRL	20	Yes	2	1

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	20	Yes	1	1
ELL				
AMI				
ASN				
BLK	34	Yes	1	
HSP				
MUL	36	Yes	1	
PAC				
WHT				
FRL	33	Yes	1	

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	22			17			21					
SWD	14			14			31				4	
ELL												
AMI												
ASN												
BLK	18			15			17				4	
HSP	27			36							2	
MUL	58			33							2	
PAC												
WHT	30			10							2	
FRL	21			16			22				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	25	37	42	28	41	56	21					
SWD	5	20		23	30							
ELL												
AMI												
ASN												
BLK	24	34	41	29	39	50	19					
HSP												
MUL	36			36								
PAC												
WHT												
FRL	25	38	39	28	38	47	18					

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	26	39	31	37	51	55	35					
SWD	13	0		23	23		20					
ELL												

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
AMI												
ASN												
BLK	26	37	30	36	49	55	26					
HSP												
MUL	36			64								
PAC												
WHT												
FRL	26	40	30	39	53	55	32					

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	24%	53%	-29%	54%	-30%
04	2023 - Spring	30%	54%	-24%	58%	-28%
03	2023 - Spring	24%	49%	-25%	50%	-26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	20%	52%	-32%	59%	-39%
04	2023 - Spring	16%	58%	-42%	61%	-45%
05	2023 - Spring	21%	54%	-33%	55%	-34%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	22%	51%	-29%	51%	-29%

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 data component that showed the lowest performance was math for all grade levels, with only 19% of students scoring at or above proficiency in grades 3-5. Specifically, 19% of 3rd grade students, 16% of 4th grade students, and 21% of 5th grade students scored at or above proficiency in the area of math on the PM3 F.A.S.T. assessment.

K Math 37%, 1st math 56%, 2nd math 28%

1st ELA 35%, 2nd ELA 29%

grades 3 - 5, Subgroup Data, 22-23:

AA: ELA 22%, Math 19%

Hispanic: ELA 22%, Math 36%

Multiracial: ELA 58%, Math 33%

ELA SWD gifted 33%, ELA SWD 18%, Math gifted 100%, SWD 21%

Factors contributing to this low performance include a decline in student attendance, lack of high-yield instructional practices, lack of alignment of instructional tasks to the complexity level of benchmark, students not receiving adequate time to practice/apply skills with word problems, and lack of foundational/pre-requisite skills needed for grade level content.

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

The data component that showed the greatest decline from the prior year was math for all grade levels, decreasing overall by 9 percentage points. Specifically, in the area of math on the PM3 F.A.S.T. assessment:

19% of third grade students scored at or above proficiency

16% of fourth grade students scored at or above proficiency

21% of fifth grade students scored at or above proficiency

grades 3 - 5, Subgroup Data, 22-23:

AA: ELA 22%, Math 19%

Hispanic: ELA 22%, Math 36%

Multiracial: ELA 58%, Math 33%

ELA SWD gifted 33%, ELA SWD 18%, Math gifted 100%, SWD 21%

Factors contributing to this decline include a trend of teachers across grade levels with a low comfort level of teaching math, ineffective instructional practices, a lack of practice time for students to apply the skills they were learning, a decline in student attendance, and a lack of foundational skills in math.

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.

The data component with the greatest gap when compare to the state average was Math:

19% of third grade students scored at or above proficiency in comparison to the state average of 59%.

16% of fourth grade students scored at or above proficiency in comparison to the state average of 61%.

21% of 5th grade students scored at or above proficiency in comparison to the state average of 55%.

grades 3 - 5, Subgroup Data, 22-23:

AA: ELA 22%, Math 19%

Hispanic: ELA 22%, Math 36%

Multiracial: ELA 58%, Math 33%

ELA SWD gifted 33%, ELA SWD 18%, Math gifted 100%, SWD 21%

The factors that contributed to this gap was teachers' lack of comfort with instruction being provided to students, the amount of time allotted for students to practice, as well as the complexity of the benchmarks.

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

Overall, there was not a data component that showed improvement from the prior year. However, ELA achievement was maintained across all grade levels, with 25% of students in grades 3-5 scoring at or above proficiency level. The percentage of students who scored at or above proficiency in the area of ELA did increase from the F.A.S.T. PM2 assessment to the F.A.S.T. PM 3 assessment. Specifically, 25% of students in grades 3-5 scored at or above proficiency in the area of ELA on the F.A.S.T. PM3 assessment, compared to 10% on the F.A.S.T. PM2 assessment.

The multiracial subgroup improved from 36% to 58% in ELA in grades 3 - 5 from the 21-22 school year.

grades 3 - 5, Subgroup Data, 22-23:

AA: ELA 22%, Math 19%

Hispanic: ELA 22%, Math 36%

Multiracial: ELA 58%, Math 33%

ELA SWD gifted 33%, ELA SWD 18%, Math gifted 100%, SWD 21%

The structure of the ELA block was modified to provide more time for students to independently practice tasks at the benchmark complexity levels (This included students reading more grade level text independently, answering text-based questions independently, and receiving feedback from teachers). A calibration schedule was created to revisit benchmarks that were previously taught.

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

An area of concern is attendance. When looking at the EWS data, a significant number of student absences occurred in comparison to the 2021-2022 school year. There was a total of 113 student absences during the 2021-2022 school year, whereas it more than doubled to 242 during the 2022-2023 school year.

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

Data analysis reveals the following areas as highest priorities:

- 1) Benchmark-Aligned Instruction: ensuring that tier 1 instructional practices are evidence-based, aligned to grade level benchmarks, and meet the complexity levels of the benchmarks.
- 2) Attendance: increasing overall attendance for all student across all grade levels
- 3) Improving proficiency levels of all subgroups of students (SWD, Black/African American, Multiracial students, and students on free/reduced lunch).

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 Benchmark-aligned Instruction**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.

Benchmark-aligned instruction is a critical area in need of improvement. Collaborative planning and providing rigorous, benchmark-aligned instruction and student tasks will result in increased student proficiency. Understanding the grade level benchmarks (B.E.S.T.) and aligning instruction to those benchmarks ensures that students have a fair and equitable opportunity to master the skills comprised within those benchmarks.

K Math 37%, 1st math 56%, 2nd math 28%
1st ELA 35%, 2nd ELA 29%, 3rd 24%, 4th 28%, 5th 25%

Grades 3-5, Subgroup Data, 22-23:

AA: ELA 22%, Math 19%

Hispanic: ELA 22%, Math 36%

Multiracial: ELA 58%, Math 33%

ELA SWD gifted 33%, ELA SWD 18%, Math gifted 100%, SWD 21%

Measurable Outcome:

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

At least 42% of all students will score at or above proficiency on the PM3 F.A.S.T. ELA and Math assessment as well as on the FCAT 2.0 Science assessment.

Classroom walkthrough data will demonstrate teachers delivering explicit benchmark-aligned, grade level instruction in incremental improvement with midyear meeting at least 80% and end of year at least 95%.

Chapter and Unit assessments will provide frequent opportunities to monitor student progress in meeting the grade-level benchmarks. Common assessment results will show at least a 10% improvement in each benchmark as it is assessed multiple times throughout the year, based on the scope and sequence.

PM1 to PM2 results will demonstrate at least a 20% increase in students who are proficient.

Monitoring:

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

- 1) Weekly Classroom Walkthroughs
- 2) Weekly Collaborative planning will be facilitated by coaches and/or administration to ensure alignment to benchmark/standards and on grade level.
- 3) Curriculum-Based unit and chapter assessments (approx. once every 3 weeks)
- 4) Monthly data chats
- 5) PM1 & PM2 assessments

Person responsible for monitoring outcome:

Christiana Robbins (robbincl@gm.sbac.edu)

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.)

By focusing on pedagogy and instructional delivery methods and incorporating writing in collaborative planning/PLC's and providing rigorous, benchmark-aligned instruction and student tasks will result in increased student proficiency. Weekly collaborative Planning/PLC's will involve vertical alignment,

achievement level descriptors and student data focused on instructional delivery/pedagogy and student results. Collaborative planning facilitated by coaches and administration will ensure planned instruction aligns with benchmark and standards. School will also receive monthly support from the State Regional Literacy Director (SRLD).

Core instruction will include grade-level text and instructional materials and student tasks will be aligned to the benchmark and will include writing.

School Improvement Principal Specialist will provide weekly support tied to instructional strategies and benchmarks helping with next steps and feedback.

Administrators will participate in Bureau of School Improvement (BSI) conference to develop additional skills and strategies to better support teachers to improve student learning and achievement.

Teachers will participate in professional learning sessions ("Gear Up") a week prior to pre-planning. During "Gear Up," teachers will learn about ways to improve instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

All students can meet and exceed high performance standards. All students, when provided with grade level instruction and learning tasks that are culturally responsive with high expectations, in a high quality learning environment, with equitable resources, can reach their full potential.

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.

Weekly collaborative planning sessions by grade level will be conducted and facilitated by school-based coach and administration. Collaborative planning tool for ELA, Math and Science will be utilized to guide through the process.

Person Responsible: Christiana Robbins (robbincl@gm.sbac.edu)

By When: The action steps will be initiated on August 17, 2023, and will continue through May, 2024.

Weekly classroom walkthrough schedule will be developed; administration and coaches will calibrate; weekly look-fors will be developed based on collaborative planning student data (from exit tickets, unit assessments and chapter assessments).

Person Responsible: Michele O'Neil (oneilm1@gm.sbac.edu)

By When: This action step will begin the week of August 21st, and will continue through May, 2024.

Assessment schedules were developed, and students' progress on unit and chapter tests, as well as on F.A.S.T. assessments from PM1 to PM2 will be monitored to inform instruction (i.e., make adjustments to instruction based on students' needs).

Person Responsible: Kichelle Sheppard (sheppardks@gm.sbac.edu)

By When: Assessment schedules were developed in August 2023, and monitoring of students progress will begin in the same month and will continue through May, 2024.

Monthly data chats schedule will be developed; data chats with teachers will be facilitated by school-based coach and administration; data analysis will guide instructional decisions.

Person Responsible: Jessica McCreary (mccrearyjr@gm.sbac.edu)

By When: Data chats will begin in September 2023, and will continue through May 2024.

Professional learning plan and timeline will be developed to support grade-level benchmark aligned content, tasks, and instructional delivery/ pedagogy. Provide professional learning for teachers to understand complexities of benchmarks and to support assessment usage for instructional analysis and to make shifts as indicated by the data to meet student needs. Schedule will be developed with the SRLD.

Person Responsible: Christiana Robbins (robbincl@gm.sbac.edu)

By When: Schedule development will begin August, 2023. Sessions will occur monthly until May, 2024.

#2. Instructional Practice specifically relating to Small Group Instruction**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.

Supporting students in small group instruction provides opportunities to differentiate instruction based on student data, increases the intensity of instruction and provides opportunities for greater scaffolds. Planning lessons using evidence-based vocabulary instructional strategies will provide additional supports in small group to increase reading comprehension. Deficits in foundational reading areas (i.e., phonics, decoding, etc.) will be addressed via a school-wide intervention block in the master schedule. This intervention time is designated as "What I Need" (WIN) time, and skills deficits will be addressed through UFLI and Reading Plus.

Measurable Outcome:

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

Mid-year DIBELS results for students performing at or above level will increase to 55%; end of year data results will increase to 75%.

Progress monitoring of students in subgroups (African American, Students with Disabilities, Multi-Racial, and Free/Reduced Lunch) will be conducted weekly and bi-weekly, and adjustments to interventions will be made accordingly.

Monitoring:

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

School administration and leadership team will conduct classroom walkthroughs during core instructional times to ensure alignment to benchmarks; and during WIN time for each grade level to ensure that interventions are targeted to students' needs.

DIBELS and Reading Plus data will be monitored and analyzed to group and regroup students, and to make instructional adjustments as needed.

Person responsible for monitoring outcome:

Christiana Robbins (robbincl@gm.sbac.edu)

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 master schedule includes 30 minutes of WIN for each grade level to occur 4 times per week. Students needing tier 2 and tier 3 support will work in small groups with a teacher on specific deficit skills.

Data chats with teachers will allow for identification of students needing tier 2 or tier 3 support, and planning will allow for teachers to determine the intervention and programs to employ.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

End of the year (2022-2023) DIBELS data demonstrate that over 70% of students have foundational reading deficits. At least 60% of students in grades 1-3 require intensive support. These students will receive tier 2 and tier 3 support during WIN time.

Subgroups of students are performing well below proficiency. Proficiency of all students (including those in subgroups) need to improve; 26% of all students in grades 3-5 were proficient on FAST ELA test.

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.

Train all teachers in components of DIBELS, and in Reading Plus. Testing team will be developed and trained to administer DIBELS, and will conduct progress monitoring.

Person Responsible: Jessica McCreary (mccrearyjr@gm.sbac.edu)

By When: This action step will begin August 17, 2023.

Provide expectations of WIN time, and train teachers on implementing interventions. Indicate designated time in the master schedule for each grade level.

Person Responsible: Michele O'Neil (oneilml@gm.sbac.edu)

By When: This action step will begin September 4, 2023, and will continue through May 2024.

Classroom walkthrough monitoring schedule will be developed to particularly monitor WIN time interventions. Teachers will be provided with feedback, and progress-monitoring will occur weekly. Teachers will be tiered based on walkthrough data.

Person Responsible: Kichelle Sheppard (sheppardks@gm.sbac.edu)

By When: Schedule will be developed the week of August 28, 2023. This action step will continue through May, 2024.

Develop professional learning plan and schedule to provide differentiated learning opportunities for teachers based on the tiers of support for each teacher.

Person Responsible: Jessica McCreary (mccrearyjr@gm.sbac.edu)

By When: Schedule will be developed by the week of August 28, 2023, and will continue through May, 2024.

#3. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

When students come to school daily, learning time increases. When students are present, their chances of making academic improvements are maximized, which leads to an overall positive culture.

Measurable Outcome:

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

Reduce absences by 3%.

Decrease tardies each month by 10%.

Monitoring:

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

1. Review attendance reports each week
2. Set up conferences with families to develop a plan for individual students to improve their attendance
3. Have Family Liaison work with families to help improve tardies and overall attendance

Person responsible for monitoring outcome:

Michele O'Neil (oneilml@gm.sbac.edu)

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.)

School will run attendance reports each week to identify students who are at risk of chronic absenteeism. Parents will received personalized attendance reports coupled with an attendance plans. Reports will be sent home with students and mailed each week. The Family Liaison will work with the parents/families on ways to improve attendance. The school will work with local community organization (Gainesville Chamber of Commerce), and will hold an attendance celebration each month for students who make improvements each month.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Keeping parents abreast of attendance issues via weekly reports, and providing assistance to them through the Family Liaison will allow parents and students opportunities to continuously improve. Hosting attendance celebrations further demonstrates to parents and students how much the school hold attendance as a priority for all students.

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.

Develop a student attendance plan, which includes weekly attendance reports personalized for identified students.

Person Responsible: Michele O'Neil (oneilml@gm.sbac.edu)

By When: Attendance plan will be developed in August, 2023; plan will be carried out through May, 2024.

Family Liaison and school Social Worker will conduct home visits, as needed. Parents who are unresponsive to requests to meet will receive visits. Home visits will also be conducted for all families of students identified as at risk for chronic absenteeism. A schedule for weekly (tier 3) and monthly (tier 2) visits will be developed.

Person Responsible: Michele O'Neil (oneilml@gm.sbac.edu)

By When: Home visits schedule will be developed in September, 2023. Visits will continue through May, 2024.

Scheduling of parent Education Planning Team (EPT) meetings to discuss the importance of school attendance and to develop an attendance improvement plans.

Person Responsible: Kelsey Anhalt (anhaltkm@gm.sbac.edu)

By When: EPT meetings will be scheduled after the first full week of school (to begin August 21st), and will continue as needed through May, 2024.

The school will hold monthly attendance celebrations/rallies to recognize students whose attendance has improved.

Person Responsible: Christiana Robbins (robbincl@gm.sbac.edu)

By When: Schedules for celebrations were developed in July, 2023. Celebrations begin in September, and will continue through May, 2024.

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 principal and SI Principal will review the data to ensure the identified areas of focus and action steps align to school needs as the data indicates. Subgroup data will be identified in addition to overall goals. Ongoing progress will be monitored on regular intervals to ensure alignment of action steps and student needs, including identified subgroups. Subgroups will be monitored in addition to school-wide, overall group data. The Title I department will facilitate the budget alignment processes to ensure student needs are met.

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

Benchmarks-aligned instruction is a critical area in need of improvement. Understanding the grade level benchmarks (B.E.S.T.) and aligning instruction to those benchmarks ensures that students have a fair and equitable opportunity to master the skills comprised within those benchmarks.

Teachers will participate in collaborative planning sessions weekly, and data discussions monthly with administrators and literacy coaches. Additionally, progress monitoring will occur bi-weekly with unit assessments, and three times per year with DIBELS data Star Early Literacy and Star Reading data. Teachers will utilize evidence-based instructional materials for interventions. Further, on-going professional learning in the areas of standards-aligned instruction, differentiated instruction, and data-informed instruction will take place throughout the school year. The State Regional Literacy Director (SRLD) will be facilitating ELA professional learning sessions monthly, and will participate in walkthroughs (following the professional learning session) and collaborative planning sessions.

The percentages of students in grades K-2 from 2022-2023 who are not on track to scoring a Level 3 or above on the statewide, standardized ELA assessment are as follows:

Kindergarten: 73%

First: 63%

Second: 72%

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

Benchmarks-aligned instruction is a critical area in need of improvement. Understanding the grade level benchmarks (B.E.S.T.) and aligning instruction to those benchmarks ensures that students have a fair and equitable opportunity to master the skills comprised within those benchmarks.

Teachers will participate in collaborative planning sessions weekly, and data discussions monthly with administrators and literacy coaches. Additionally, progress monitoring will occur bi-weekly with unit assessments, and three times per year with DIBELS data Star Early Literacy and Star Reading data. Teachers will utilize evidence-based instructional materials for interventions. Further, on-going professional development in the areas of standards-aligned instruction, differentiated instruction, and data-informed instruction will take place throughout the school year. The State Regional Literacy Director (SRLD) will be facilitating ELA professional learning sessions monthly, and will participate in walkthroughs (following the professional learning session) and collaborative planning sessions.

The percentages of students in grades 3-5 from 2022-2023 who are not on track to scoring a Level 3 or above on the statewide, standardized ELA assessment are as follows:

Third: 77%

Fourth: 71%

Fifth: 76%

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

At least 42% of all students will score at or above proficiency on the PM3 F.A.S.T. ELA and Math assessment as well as on the FCAT 2.0 Science assessment.

Classroom walkthrough data will demonstrate teachers delivering explicit benchmark-aligned, grade level instruction in incremental improvement with midyear meeting at least 80% and end of year at least 95%.

Chapter and Unit assessments will provide frequent opportunities to monitor student progress in meeting the grade-level benchmarks. Common assessment results will show at least a 10% improvement in each benchmark as it is assessed multiple times throughout the year, based on the scope and sequence.

PM1 to PM2 results will demonstrate at least a 20% increase in students who are proficient.

Grades 3-5 Measurable Outcomes

At least 42% of all students will score at or above proficiency on the PM3 F.A.S.T. ELA assessment.

Classroom walkthrough data will demonstrate teachers delivering explicit benchmark-aligned, grade level instruction in incremental improvement with midyear meeting at least 80% and end of year at least 95%.

Chapter and Unit assessments will provide frequent opportunities to monitor student progress in meeting the grade-level benchmarks. Common assessment results will show at least a 10% improvement in each benchmark as it is assessed multiple times throughout the year, based on the scope and sequence.

PM1 to PM2 results will demonstrate at least a 20% increase in students who are proficient.

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.

To monitor how well instruction is aligned to standards, and to ensure that students are making progress in the area of ELA, the following ongoing monitoring will take place:

- 1) Weekly Classroom Walkthroughs
- 2) Weekly Collaborative planning will be facilitated by coaches and/or administration to ensure alignment to benchmark/standards and on grade level.
- 3) Curriculum-Based unit and chapter assessments (approx. once every 3 weeks)
- 4) Monthly data chats
- 5) PM1 & PM2 assessments

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Robbins, Christiana, robbincl@gm.sbac.edu

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?

School will strengthen Tier 1/core instruction by focusing on pedagogy and instructional delivery methods and incorporating writing in collaborative planning/PLC's and providing rigorous, benchmark-aligned instruction and student tasks will result in increased student proficiency. Core instruction will include grade-level text and instructional materials and student tasks will be aligned to the benchmark and will include writing.

Reading (Tier 2) interventions will be provided to students identified in the lowest 25th percentile. Interventions will occur at least 4 days per week, for at least 30 minutes per session, and will be provided by Title 1 Intervention Teachers (2), and trained paraprofessionals (3). Students will be provided these interventions as a supplemental support to the core reading instruction they will receive daily. Furthermore, the intervention groups will not exceed 8 students, and students who demonstrate a need for more intensive support will receive (Tier 3) intervention instruction in groups not to exceed 3 students. Evidence-based, district-approved programs will be utilized for interventions including Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS); Benchmark Advance Intervention programs in the areas of Phonics and Word Recognition, Phonological Awareness, and Comprehension; and Reading Plus.

Weekly collaborative Planning/PLC's will involve vertical alignment, achievement level descriptors and student data focused on instructional delivery/pedagogy and student results. Collaborative planning facilitated by coaches and administration will ensure planned instruction aligns with benchmark and standards. School will also receive monthly support from the State Regional Literacy Director (SRLD).

School Improvement Principal Specialist will provide weekly support tied to instructional strategies and benchmarks helping with next steps and feedback.

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?

All students can meet and exceed high performance standards. All students, when provided with grade level, core (Tier 1) instruction and learning tasks that are culturally responsive with high expectations, in a high quality learning environment, with equitable resources, can reach their full potential. Tier 2 and tier 3 intervention offer more targeted, focused instruction to remediate deficit skills, to provide immediate corrective feedback, and to provide additional practice and application for students. SIPPS will be utilized at the tier 2 and tier 3 levels, addressing deficits in the areas of phonological awareness and phonics, as measured by DIBELS. SIPPS helps accelerate progress in closing achievement gaps and helps students engage in reading at their grade level. Similarly, Benchmark Advance Intervention programs will be utilized for deficits in the areas of Phonics and Word Recognition, Phonological Awareness, and Comprehension. Finally, Great Leaps will be utilized to address deficits in reading fluency. All three programs are evidence-based, demonstrating effectiveness for students who have deficits in the identified areas. This is critical for our lowest 25th percentile students, as well as for students identified in these subgroups: Students with Disabilities, African American, Multiracial, and Economically-Disadvantaged students.

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
Weekly collaborative planning sessions by grade level will be conducted and facilitated by school-based coach and administration (who are also part of the Literacy Leadership team). A collaborative planning tool for ELA will be utilized to guide through the process.	Robbins, Christiana, robbincl@gm.sbac.edu
Professional learning will be in conjunction with collaborative planning sessions.	
Weekly classroom walkthrough schedule will be developed; administration and coaches will calibrate; weekly look-fors will be developed based on collaborative planning and student data (from exit tickets, unit assessments and chapter assessments).	O'Neil, Michele, oneilm1@gm.sbac.edu
Literacy coaches (school-based and district-provided) will be assigned to teachers in need of tier 2 or tier 3 support based on walkthrough data and student assessment data.	
Assessment schedules were developed, and students' progress on unit and chapter tests, as well as on F.A.S.T. assessments from PM1 to PM2 will be monitored to inform instruction (i.e., make adjustments to instruction based on students' needs).	Sheppard, Kichelle, sheppardks@gm.sbac.edu
Professional learning opportunities will be provided based on assessment data.	

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.

Methods for dissemination of the School Improvement Plan include sharing the SIP at quarterly SAC meetings, sharing via our school website, which will be accessible to local business partners, organizations, and families. We will also share progress of our goals from our SIP with families through our monthly newsletter.

The SIP can also be found on the school's website at: <https://www.sbac.edu/domain/6432>.

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))

The school has a Parent/Family Engagement Plan that outlines several activities for families to engage with the school. This aids in building positive relationships between the school and families. Some

activities include Donuts for Dads, STEAM Nights, Grade Level Student Data Chats with Parents, and Coffee/Tea with the Principal. These activities are scheduled to take place throughout the school year, and are opportunities for parents to build knowledge regarding our school improvement needs and plans, to review progress towards goals, and to inquire about how their students' needs can be met.

The Parent/Family Engagement Plan can be found on the school's website at www.sbac.edu/metcalfe.

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))

To strengthen the academic program in the school, the school plans to provide professional development to teachers in the areas of benchmark-aligned instruction and small group instruction. In addition, the school plans to incorporate supplemental interventions to students, as well as after-school tutoring. Further, school-wide "What I Need" or WIN time is designated for 30 minutes, four days per week.

An area of focus is small group instruction. A focus in this area will increase the quality of instruction to students by differentiating instruction in order to provide remediation or enrichment to 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))

The school will be utilizing the services of high-dose tutors, which are paraprofessionals who provide tier 3 interventions to students. Students are identified from progress monitoring data, and receive support daily.

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))

Metcalfe ensures that mental health and support services are in place to support students by identifying needs in a bi-yearly screener. The SSRS-IE is a universal screener designed to identify levels of risk for students based on internalizing and externalizing behaviors. Additionally, the screener helps identify classrooms that may benefit from additional Tier 1 strategies as well as students who may need additional Tier 2 or Tier 3 supports.

At the Tier 1 level, every student receives classroom guidance lessons provided by the school counselor on a monthly basis. These lessons focus on responsibility, listening, empathy, citizenship, coping skills, teamwork, resolving conflicts, being a good friend, handling peer pressure, etc.

Students who are identified as moderate risk on the SRSS will receive Tier 2 interventions such as mentoring or small group counseling. Small groups are available for students in need of additional support from the school counselor and peers who are facing a similar situation. Groups are usually organized through referral or identification of a common area for growth.

Students who are identified as high risk on the SRSS will receive Tier 3 interventions and supports such

as short-term individual counseling by the school counselor, a referral to our school-based mental health agency, social worker intervention, and crisis interventions as needed.

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 are made aware of postsecondary opportunities and the workforce through a variety of exposure activities. Students will get to learn about different careers during the school's spring career fair. Students will also be exposed to collegiate opportunities through meeting college mentors, seeing college degrees of teachers and staff hung on walls, and visiting the local colleges and universities for events.

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).

Tier 1: teacher classroom management and posting classroom rules; class clip-charts to track student behaviors; posting school-wide expectations in high traffic areas; character trait of the month lessons

Tier 2: Checking in and out with the BRT or other staff member; small group counseling; mentoring; skill building and support groups

Tier 3: Functional Behavior Assessment and Behavior Intervention Plan; safety plans; threat and/or risk assessments; referrals to outside agencies

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))

Metcalfe teachers will participate in regular collaborative planning funded by the Title I, Part A allocation. Teacher stipends and materials will be provided and the staff will be planning for and utilizing Standards Focus Boards to drive instructional practices.

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))

Metcalfe Elementary facilitates the annual Kindergarten Round-up event to assist families of incoming Kindergarten students with registration requirements and Kindergarten Readiness activities to ensure a smooth transition.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$182,541.13
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

	6300	110	0101 - W. A. Metcalfe Elementary School	UniSIG	0.12	\$13,575.20
			Notes: Salary for School Improvement Principal Specialist to work in partnership with the school administration to review the data to ensure the identified areas of focus and action steps align to school needs as the data indicates. Subgroup data will be identified in addition to overall goals. Ongoing progress will be monitored on regular intervals to ensure alignment of action steps and student needs, including identified subgroups. Subgroups will be monitored in addition to school-wide, overall group data as outlined in Section IV.			
	6300	210	0101 - W. A. Metcalfe Elementary School	UniSIG		\$1,842.17
			Notes: Retirement benefits @ 13.57% for School Improvement Principal Specialist			
	6300	220	0101 - W. A. Metcalfe Elementary School	UniSIG		\$1,038.50
			Notes: SSI benefits @ 7.65% for School Improvement Principal Specialist			
	6300	230	0101 - W. A. Metcalfe Elementary School	UniSIG		\$1,018.56
			Notes: Insurance benefits for School Improvement Principal Specialist			
	6300	290	0101 - W. A. Metcalfe Elementary School	UniSIG		\$69.23
			Notes: Early Retirement benefits @ 0.51% for School Improvement Principal Specialist			
	7730	330	0101 - W. A. Metcalfe Elementary School	UniSIG		\$4,631.43
			Notes: BSI Conference for Administrators: Hotel (3 nights x 3 admin)@ \$389.00 per night; Per Diem Meals (4 days at \$36/day); Mileage (3 cars at \$120.68); Tolls (3 cars at \$30) Parking (3 cars at \$28 per day)			
	6400	310	0101 - W. A. Metcalfe Elementary School	UniSIG		\$21,000.00
			Notes: Training Consultant for Core Connections Writing PD: 15 days on staff training at \$1,400.00/day			
	6400	510	0101 - W. A. Metcalfe Elementary School	UniSIG		\$247.42
			Notes: General office supplies (paper, pens, chart paper, markers) needed for the Core Connections Writing training sessions			
	6300	120	0101 - W. A. Metcalfe Elementary School	UniSIG		\$22,800.00
			Notes: 38 Teacher Stipends for 30 hours each @ \$20/hr. for collaborative planning in July, 2024 known as Gear-Up. This collaborative planning provide the opportunity for teachers to review final assessment data and plan for appropriate instructional delivery based on the data.			
	6300	120	0101 - W. A. Metcalfe Elementary School	UniSIG		\$1,744.20
			Notes: SSI Benefits @ 7.65% for 38 Teacher Stipends for 30 hours each @ \$20/hr. for collaborative planning in July, 2024 known as Gear-Up.			
	6300	510	0101 - W. A. Metcalfe Elementary School	UniSIG		\$2,802.80
			Notes: General office supplies (paper, pens, chart paper, markers, binders, dividers, post-its, highlighters, notebooks) needed to facilitate the collaborative planning in July, 2024 known as Gear-Up.			

	5900	330	0101 - W. A. Metcalfe Elementary School	UniSIG		\$6,800.00
			<i>Notes: Field Trip entry fees for 174 first and second grade students @ \$39.08/students to Wild Adventures to participate in the educational program designed to help students the basic needs of plants and animals including the life cycle of the alligator. Students will be able to obtain, evaluate and communicate this real world information.</i>			
	7800	360	0101 - W. A. Metcalfe Elementary School	UniSIG		\$6,500.00
			<i>Notes: Charter Bus Transportation Rental Fees for 4 buses at \$1,625 each for the Field Trip to Wild Adventures for first and second grade students.</i>			
	5900	330	0101 - W. A. Metcalfe Elementary School	UniSIG		\$4,410.00
			<i>Notes: Field Trip entry fees for 90 fourth grade students @ \$49 each to Busch Gardens to participate in the educational program designed to help students connect academic learning to real-world situations. Students will participate in 2 animal exhibits including hands-on experiences with reptiles, birds, and mammals. Specific life cycles will be a focus of these experiences.</i>			
	7800	360	0101 - W. A. Metcalfe Elementary School	UniSIG		\$3,400.00
			<i>Notes: Charter Bus Transportation Rental Fees for 2 buses at \$1,700 each for the Field Trip to Busch Gardens</i>			
	6300	120	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$13,680.00
			<i>Notes: Collaborative Planning PLC: 38 Teacher Stipends @\$20/hour (684 total stipend hours)</i>			
	6300	220	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$1,046.52
			<i>Notes: Collaborative Planning PLC: 38 Teacher Stipend Fringe -- Social Security @ 7.65%</i>			
	6300	510	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$2,132.98
			<i>Notes: Collaborative Planning PLC: Materials</i>			
	6300	390	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$4,154.00
			<i>Notes: Collaborative Planning PLC: Duplication of Standards Focus Boards</i>			
	5100	369	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$3,800.00
			<i>Notes: Flocabulary</i>			
	5100	369	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$5,241.60
			<i>Notes: Smarty Ants (K-2)</i>			
	5100	369	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$10,974.80
			<i>Notes: Achieve 3000</i>			
	5100	369	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$9,763.00
			<i>Notes: IXL Learning (ELA, Science)</i>			

	5100	369	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$178.00
			<i>Notes: Write Score - Roster Sync</i>			
	5100	520	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$3,150.00
			<i>Notes: Write Score</i>			
	5100	520	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$16,775.00
			<i>Notes: J & J Science Bootcamp</i>			
	5100	520	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$3,378.54
			<i>Notes: Lumos Learning</i>			
	5100	520	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$16,387.18
			<i>Notes: Teacher Created Materials -iCivics Readers</i>			
2	III.B.	Area of Focus: Instructional Practice: Small Group Instruction				\$482,073.42
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	150	0101 - W. A. Metcalfe Elementary School	UniSIG	0.75	\$17,205.12
			<i>Notes: Salary for 1, 6-hour Instructional Paraprofessional to provide small group intervention.</i>			
	5100	210	0101 - W. A. Metcalfe Elementary School	UniSIG		\$2,334.73
			<i>Notes: Retirement benefits @ 13.57% for 1, 6-hour Instructional Paraprofessional to provide small group intervention.</i>			
	5100	220	0101 - W. A. Metcalfe Elementary School	UniSIG		\$1,316.19
			<i>Notes: SSI benefits @ 7.65% for 1, 6-hour Instructional Paraprofessional to provide small group intervention.</i>			
	5100	230	0101 - W. A. Metcalfe Elementary School	UniSIG		\$8,473.00
			<i>Notes: Insurance benefits for 1, 6-hour Instructional Paraprofessional to provide small group intervention.</i>			
	5100	290	0101 - W. A. Metcalfe Elementary School	UniSIG		\$87.75
			<i>Notes: Early Retirement benefits @ 0.51% for 1, 6-hour Instructional Paraprofessional to provide small group intervention.</i>			
	5100	120	0101 - W. A. Metcalfe Elementary School	UniSIG	0.2	\$12,495.60
			<i>Notes: Salary for 1, 20% Intervention Teacher (1.5 hrs. daily) to provide small group instruction</i>			
	5100	210	0101 - W. A. Metcalfe Elementary School	UniSIG		\$1,695.65
			<i>Notes: Retirement @ 13.57% for 1, 20% Intervention Teacher (1.5 hrs. daily) to provide small group instruction</i>			

	5100	220	0101 - W. A. Metcalfe Elementary School	UniSIG		\$955.91
			<i>Notes: SSI benefits @ 7.65% for 1, 20% Intervention Teacher (1.5 hrs. daily) to provide small group instruction</i>			
	5100	230	0101 - W. A. Metcalfe Elementary School	UniSIG		\$2,457.17
			<i>Notes: Group Insurance for 1, 20% Intervention Teacher (1.5 hrs. daily) to provide small group instruction</i>			
	5100	290	0101 - W. A. Metcalfe Elementary School	UniSIG		\$63.73
			<i>Notes: Early Retirement benefits @.51% for 1, 20% Intervention Teacher (1.5 hrs. daily) to provide small group instruction</i>			
	5100	120	0101 - W. A. Metcalfe Elementary School	UniSIG	1.0	\$43,520.25
			<i>Notes: Salary for 1, Intervention Teacher to provide small group instruction</i>			
	5100	210	0101 - W. A. Metcalfe Elementary School	UniSIG		\$5,905.70
			<i>Notes: Retirement Benefits at 13.57% for 1, Intervention Teacher to provide small group instruction</i>			
	5100	220	0101 - W. A. Metcalfe Elementary School	UniSIG		\$3,329.30
			<i>Notes: SSI Benefits at 7.65% for 1, Intervention Teacher to provide small group instruction</i>			
	5100	230	0101 - W. A. Metcalfe Elementary School	UniSIG		\$8,473.00
			<i>Notes: Group Insurance for 1, Intervention Teacher to provide small group instruction</i>			
	5100	290	0101 - W. A. Metcalfe Elementary School	UniSIG		\$221.95
			<i>Notes: Early Retirement Benefits @ 0.51% for 1, Intervention Teacher to provide small group instruction</i>			
	5100	120	0101 - W. A. Metcalfe Elementary School	Title, I Part A	2.5	\$147,192.90
			<i>Notes: Salary - 3, Intervention Teachers</i>			
	5100	210	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$19,974.07
			<i>Notes: Retirement Benefits - 3, Intervention Teachers</i>			
	5100	220	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$11,260.25
			<i>Notes: SSI Benefits - 3, Intervention Teachers</i>			
	5100	230	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$25,419.00
			<i>Notes: Insurance Benefits - 3, Intervention Teachers</i>			
	5100	290	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$750.69
			<i>Notes: Early Retirement Benefits - 3, Intervention Teachers</i>			

	6400	130	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$46,085.10
<i>Notes: Salary - Title I Instructional Intervention Coach</i>						
	6400	210	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$6,253.75
<i>Notes: Retirement Benefits - Title I Instructional Intervention Coach</i>						
	6400	220	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$3,525.51
<i>Notes: SSI Benefits - Title I Instructional Intervention Coach</i>						
	6400	230	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$8,473.00
<i>Notes: Insurance Benefits - Title I Instructional Intervention Coach</i>						
	6400	290	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$235.03
<i>Notes: Early Retirement Benefits - Title I Instructional Intervention Coach</i>						
	7300	110	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$71,374.56
<i>Notes: Salary - Supplemental Assistant Principal</i>						
	7300	210	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$9,685.53
<i>Notes: Retirement Benefits - Supplemental Assistant Principal</i>						
	7300	220	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$5,460.15
<i>Notes: SSI Benefits - Supplemental Assistant Principal</i>						
	7300	230	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$8,488.00
<i>Notes: Insurance Benefits - Supplemental Assistant Principal</i>						
	7300	290	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$364.01
<i>Notes: Early Retirement Benefits - Supplemental Assistant Principal</i>						
	5100	120	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$1,718.20
<i>Notes: Title I Lead Teacher Supplemental - Monitoring and implementation of the schoolwide Title I program.</i>						
	5100	220	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$131.45
<i>Notes: SSI benefits for the Title I Lead Teacher Supplemental</i>						
	6400	130	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$2,625.00
<i>Notes: EDI -- IIC @ \$28/hr 75hrs + planning 18.75hrs = 93.75 hrs</i>						
	6400	220	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$200.81
<i>Notes: EDI-- IIC SSI @ 7.65%</i>						

	6400	130	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$3,549.96
			Notes: Salary - ESY IIC @ \$32.87 x 18, 6 hr days			
	6400	210	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$481.73
			Notes: ESY IIC Retirement 13.57% - 18,6-hour day X \$32.87			
	6400	220	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$271.57
			Notes: ESY IIC SSI 7.65% - 18, 6-hour day x \$32.87/hour			
	6400	290	0101 - W. A. Metcalfe Elementary School	Title, I Part A		\$18.10
			Notes: ESY IIC Early Retirement 0.51% - 18,6-hour day X \$32.87/hour			
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$0.00
Total:						\$664,614.55

Budget Approval

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

No