Charles E. Bennett Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Charles E. Bennett Elementary School

1 S OAKRIDGE AVE, Green Cove Springs, FL 32043

http://ceb.oneclay.net

School Board Approval

This plan was approved by the Clay County School Board on 10/5/2023.

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.

At Charles E. Bennett Elementary, our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achie by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Throu these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement.

Charles E. Bennett Elementary exists to prepare life-long learners for success in a global and competitive workpl in acquiring applicable life skills.

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 dropdo Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Strickland, Amanda	Principal	Responsible for all leadership activities and the vision of the school. Responsible for maintaining a school that has a safe and caring environment as well as quality instructio Administers a balanced budget promotes a positive work environment, and involves community stakeholders and parents. Monitors data and provides professional develop improve practices for attendance, PBIS Tier 1 support, MTSS, and SWD inclusion mod
Hiers, Christina	Assistant Principal	Responsible for maintaining school wide discipline, interviewing and hiring teachers and staff, monitors attendance, textbook coordinator and testing coordinator. Promotes an environment that fosters learning and collegial atmosphere for teachers and staff.
Lilliard, Leigh	Math Coach	Responsible for Title 1 compliance and coaching teachers to improve math instruction a student academic achievement scores.
Fedorowich, Lori	Reading Coach	Responsible for Title 1 compliance and coaching teachers to improve reading instructio student academic achievement scores.

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 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.

CEB's Leadership Team developed school improvement goals that included teacher, staff, and family input. CEB
School Advisory Council met on August 21, 2023 to discuss and approve School Improvement Goals and Plan.

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

CEB Leadership Team will meet monthly to discuss progress toward school improvement goals with an emphasi
SWD and ELL data. The leadership team, in partnership with SAC will discuss data and develop action plans to p
continuous improvement toward school improvement goals.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	43%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 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 each early warning indicator listed:

Indicator	Grade Level								
	K	1	2	3	4	5	6	7	8
Absent 10% or more days	35	36	19	31	28	23	26	0	
One or more suspensions	1	4	8	11	9	12	22	0	
Course failure in English Language Arts (ELA)	4	4	0	0	0	0	0	0	
Course failure in Math	4	2	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	32	37	21	29	0	
Level 1 on statewide Math assessment	0	0	0	31	31	34	31	0	
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	

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

Indicator	Grade Level								
	K	1	2	3	4	5	6	7	8
Students with two or more indicators	6	5	4	4	26	18	37	0	0

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level								
	K	1	2	3	4	5	6	7	8
Retained Students: Current Year	2	1	4	21	1	0	0	0	0
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								
	K	1	2	3	4	5	6	7	8
Absent 10% or more days	0	37	29	22	26	22	27	0	
One or more suspensions	0	2	8	3	12	5	4	0	
Course failure in ELA	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	19	19	32	0	
Level 1 on statewide Math assessment	0	0	0	0	16	18	27	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	3	16	19	19	32	0	

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

Indicator	Grade Level								
	K	1	2	3	4	5	6	7	8
Students with two or more indicators	0	1	0	1	15	12	16	0	0

The number of students identified retained:

Indicator	Grade Level								
	K	1	2	3	4	5	6	7	8
Retained Students: Current Year	1	10	5	6	15	12	19	0	0
Students retained two or more times	0	0	0	1	1	0	1	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								
	K	1	2	3	4	5	6	7	8
Absent 10% or more days	0	37	29	22	26	22	27	0	0
One or more suspensions	0	2	8	3	12	5	4	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	19	19	32	0	0
Level 1 on statewide Math assessment	0	0	0	0	16	18	27	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	3	16	19	19	32	0	0

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

Indicator	Grade Level								
	K	1	2	3	4	5	6	7	8
Students with two or more indicators	0	1	0	1	15	12	16	0	0

The number of students identified retained:

Indicator	Grade Level								
	K	1	2	3	4	5	6	7	8
Retained Students: Current Year	1	10	5	6	15	12	19	0	0
Students retained two or more times	0	0	0	1	1	0	1	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 (elemen
middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible student
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
removed from this publication.

Accountability Component	2023			2022			2021	
	School	District	State	School	District	State	School	District
ELA Achievement*	36	59	53	45	63	56	40	
ELA Learning Gains				56			54	
ELA Lowest 25th Percentile				43			51	
Math Achievement*	35	64	59	52	51	50	42	
Math Learning Gains				63			38	
Math Lowest 25th Percentile				50			28	
Science Achievement*	36	65	54	31	69	59	47	
Social Studies Achievement*					70	64		
Middle School Acceleration					61	52		
Graduation Rate					64	50		
College and Career Acceleration						80		
ELP Progress	50	55	59	25			37	

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in 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)	A
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	A
OVERALL Federal Index – All Students	

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
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 Ye Subgroup is Below 32
SWD	15	Yes	4	1
ELL	26	Yes	2	1
AMI				
ASN				
BLK	28	Yes	1	1
HSP	38	Yes	1	
MUL	34	Yes	1	
PAC				
WHT	42			
FRL	36	Yes	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 Ye Subgroup is Below 32
SWD	35	Yes	3	
ELL	37	Yes	1	
AMI				
ASN				
BLK	44			
HSP	41			
MUL	78			
PAC				

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 Ye Subgroup is Below 32
WHT	50			
FRL	44			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and wa 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
All Students	36			35			36				
SWD	10			18			11				4
ELL	10			19							3
AMI											
ASN											
BLK	28			19							3
HSP	32			36			31				5
MUL	42			25							2
PAC											
WHT	41			42			40				4
FRL	35			33			34				5

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
All Students	45	56	43	52	63	50	31				
SWD	20	46	43	26	52	46	14				
ELL	24	50	36	24	64						
AMI											
ASN											
BLK	33	54	44	37	60	53	25				
HSP	35	55	38	38	67	55	18				
MUL	69	83		77	83						

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
PAC											
WHT	51	54	40	60	62	47	37				
FRL	41	54	38	48	59	42	28				

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
All Students	40	54	51	42	38	28	47				
SWD	18	49	50	22	36	30	41				
ELL	33			20							
AMI											
ASN											
BLK	27	55		22	34	38	22				
HSP	39	53		34	24						
MUL	46			42							
PAC											
WHT	44	53	60	50	43	22	62				
FRL	42	59	58	40	41	32	52				

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 percer 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	Scho Sta Compa
05	2023 - Spring	37%	55%	-18%	54%	-17
04	2023 - Spring	39%	61%	-22%	58%	-19
06	2023 - Spring	38%	61%	-23%	47%	-9%
03	2023 - Spring	38%	59%	-21%	50%	-12

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	30%	75%	-45%	54%	-24
03	2023 - Spring	43%	62%	-19%	59%	-16
04	2023 - Spring	51%	67%	-16%	61%	-10
05	2023 - Spring	32%	59%	-27%	55%	-23

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	36%	63%	-27%	51%	-15

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 performance and discuss any trends.

All components showed low performance; however, fifth-grade science scored the lowest with 36 percent. The greatest contributing factor is teacher turnover during the school year. All fifth-grade science students did not have a consistent teacher during the school year. Consistent teacher turnover in grades third through sixth during the school year contributed to the lack of Tier 1 standards-based instruction in core subject areas. Differentiated small-group instruction was inconsistent in most classrooms due to teacher attendance and teacher turnover.

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

Math achievement showed the greatest decline with a 13-point drop. The factor that contributed to this decline is teacher turnover throughout the school year for third, fourth, and fifth grades. Student discipline and attendance were contributing factors to the decline in sixth-grade math achievement scores.

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.

Math achievement scores had the greatest gap when compared to the state average due to teacher turnover throughout the school year and sections never having a permanent teacher throughout the school year.

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

All data components dropped and did not show an improvement. New actions were not taken by former administration.

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

The EWS shows that CEB has a high percentage rate of students who miss more than 10% of the school year and suspensions due to discipline concerns. A high percentage of students have two or more EWS indicators.

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

Increase attendance by three percent.
Decrease discipline incidents by 25 percent.
Increase ELA achievement by five percentage points.
Increase math achievement by five percentage points.
Increase science achievement by 14 percentage points.
All of these priorities can be met with consistency in classroom teachers and differentiated small-group instruction

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-perfor
subgroup must be addressed.

If CEB provides high-quality instruction centered around the Science of Reading, then students will close their gaps
reading deficiencies and increase their reading achievement. Teachers and teaching assistants will receive profess
development on LETRS training and micro-credentials to provide targeted reading differentiated instruction.

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

Based on FAST data, our area of focus will be ELA. Using strategies and our action plan will increase our proficien
38% to 43% by the end of the 2023-2024 school year.

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

Student's progress will be monitored through SRA Corrective Reading Mastery Checks and Acadience quarterly ch

Person responsible for monitoring outcome:

Christina Hiers (christina.hiers@myoneclay.net)

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

1) Explicit and Systematic Phonological Awareness and Phonemic Awareness Instruction (ELA)
2) Systematic-explicit-recursive and cumulative phonics instruction (ELA)
3) Explicit vocabulary instruction (ELA)
4) Explicit Comprehension Strategy Instruction (ELA)

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

1) Phonological Awareness and Phonemic Awareness Instruction (Strong): The National Reading Panel found posi
effects of phonemic awareness (PA) instruction on improving students' ability to apply phonemic awareness in their
reading and spelling. Learning to manipulate phonemes in words helped the students learn to read.
Explicit, systematic phonological awareness instruction: strong evidence; https://ies.ed.gov/ncee/wwc/Docs/Practice
wwc_foundationalreading_040717.pdf#page=28
Systematic, direct-explicit instruction: strong evidence; https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/
adlit_pg_082608.pdf#page=22

2) Explicit, systematic phonics instruction: moderate impact; https://evidenceforlearning.org.au/education-evidence/
teaching-learning-toolkit/phonics/technical-appendix
Systematic, direct-explicit instruction: strong evidence; https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/
adlit_pg_082608.pdf#page=22

3) Explicit vocabulary instruction: strong evidence; https://www2.ed.gov/programs/readingfirst/support/rmcfinal1.pdf

4) Explicit Comprehension Strategy Instruction: strong evidence; https://iris.peabody.vanderbilt.edu/module/ss2/cre
q1/p03/

*Students who have been explicitly taught multiple comprehension strategies demonstrate greater improvements in
reading comprehension. However, students should be proficient with each strategy before they attempt to combine

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as d
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 resp
for monitoring each step.

Explicit and Systematic Phonological Awareness and Phonemic Awareness Instruction (ELA) - Classroom teachers
assistants will provide small group instruction to explicitly and systematically teach phonological awareness and ph
awareness. Teachers will use Wilson FUNdations daily for all kindergarten through second students. Student progr
be monitored through Acadience monthly checks.

Person Responsible: Amanda Strickland (amanda.strickland@myoneclay.net)

By When: Begin on August 14, 2023

Systematic-explicit-recursive and cumulative phonics instruction (ELA) - Classroom teachers and assistants will pro
small group instruction to explicitly and systematically teach phonological and phonemic awareness. Teachers will u
SRA Corrective Reading daily for all third through sixth-grade students.

Person Responsible: Christina Hiers (christina.hiers@myoneclay.net)

By When: Will begin September 5, 2023

Explicit vocabulary instruction (ELA) - Classroom teachers will provide small group instruction to explicitly and
systematically teach vocabulary. Teachers will use Spelling Morphology daily for all fourth through sixth grade stud
Student progress will be monitored through teacher-created vocabulary assessments.

Person Responsible: Christina Hiers (christina.hiers@myoneclay.net)

By When: Will begin September 5, 2023

Explicit Comprehension Strategy Instruction (ELA) - Classroom teachers will explicitly teach strategies to improve r
comprehension. Teachers will use SAVVAS daily for all kindergarten through sixth grade students. Student progres
be monitored through teacher-created comprehension assessments.

Person Responsible: Lori Fedorowich (lori.fedorowich@myoneclay.net)

By When: Teachers will begin on August 30, 2023

#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-perfor
subgroup must be addressed.

CEB teachers will provide high-quality instruction centered on Mathematic profiency with the primary focus on num
sense and operations. Students will close the gaps in their math deficiencies and increase their math achievement.
Teachers and support staff will provide differentiated data-driven small group instruction to close gaps and increase
achievement.

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

Based on FAST data, our area of focus will be Math. Using strategies and our action plan will increase our proficien
from 39% to 44% by the end of the 2023-2024 school year.

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

Teachers will create Common Formative Assessments developed during Professional Learning Communities that
used to monitor student progress toward our goal. FAST, iReady, and Reflex data will also be used to monitor prog
toward our goal.

Person responsible for monitoring outcome:

Amanda Strickland (amanda.strickland@myoneclay.net)

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

1) Dedicated time for Math in School Schedule
2) Frequent Student Practice
3) Individual & Small Group Instruction
4) Progress Monitoring

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

1) Dedicated time for Math in School Schedule - Tier 1, Strong
Source: Teaching Math to Young Children (NCEE 2014- 4055). https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/
early_math_pg_111313.pdf

2) Frequent Student Practice - Tier 2, Promising; https://journals.sagepub.com/doi/pdf/10.1177/00400599120440004
Source: Doabler, C. T., Cary, M. S., Jungjohann, K., Clarke, B., Fien, H., Baker, S., . . . Chard, D. (2012). Enhancin
Mathematics Instruction for Students At Risk for Mathematics Disabilities. Teaching Exceptional Children, 44(4), 48
Retrieved May 7, 2018.

3) Individual & Small Group Instruction - Tier 2, Promising
Source: Structuring Out-of-School Time to Improve
Academic Achievement (NCEE 2009-012).

4) Tier 1, Strong; https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/early_math_pg_111313.pdf
Source: Teaching Math to Young Children (NCEE 2014- 4055).

Tier 3, Promising; https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf
Source: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle
Schools (NCEE 2009-4060).

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as d
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 resp
for monitoring each step.

Dedicated time for Math in School Schedule - CEB included dedicated differentiated small group instruction into the
master schedule for all grade levels and included frequent student practice with iReady and Reflex math for math fa
fluency.

Person Responsible: Christina Hiers (christina.hiers@myoneclay.net)

By When: August 10, 2023

Frequent Student Practice - Students will use Reflex Math fluency program to increase their math fact fluency at lea
three times a week during small group math instructional time. Student progress will be monitored weekly and will b
included in student data notebooks. Additional Chromebooks will be used for Reflex Math fluency program.

Person Responsible: Leigh Lilliard (leigh.lillard@myoneclay.net)

By When: September 5, 2023

Individual & Small Group Instruction - Differentiated data-driven small group instruction will be provided by Title 1 fu
teachers, math teachers, and assistants.

Person Responsible: Leigh Lilliard (leigh.lillard@myoneclay.net)

By When: September 5, 2023

Progress Monitoring - The teacher will create Common Formative Assessments developed during Professional Lea
Communities.

Person Responsible: Leigh Lilliard (leigh.lillard@myoneclay.net)

By When: Monthly beginning August 30, 2023

#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-perfo
subgroup must be addressed.

If CEB provides high-quality instruction centered around Positive Behavioral Interventions and Supports (PBIS), the
students will feel a part of the safe and inclusive learning environment which will decrease unwanted behaviors and
increase academic achievement. Teachers and teaching assistants will receive professional development on Tier 1
expectations and acknowledge all students positively.

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

By using the strategies and action plan described below, we will increase time on task, and student engagement ar
decrease discipline referrals from 398 to 300 by the end of the 2023-2024 school year.

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

PBIS team and administrators will weekly analyze discipline, attendance, and PBIS Tier 1 data to determine if stude
being responsible, innovative, confident, engaged, and reflective.

Person responsible for monitoring outcome:

Amanda Strickland (amanda.strickland@myoneclay.net)

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

PBIS Supporting and Responding to Students' Social, Emotional, and Behavioral Needs

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

The effectiveness of these practices are maximized when: practices are implemented within a schoolwide MTSS
framework, such as positive behavioral interventions and supports. The Supporting and Responding To Students' S
Emotional, and Behavioral Needs: Evidence-Based Practices
for Educators will be implemented schoolwide. https://drive.google.com/file/d/1UpnHEiSk-QRpMBmk_uhTuuoYqQr
view

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as d
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 resp
for monitoring each step.

Teachers and staff will receive professional development and coaching on classroom management, PBIS, and how
positively recognize students for wanted behaviors.

Person Responsible: Amanda Strickland (amanda.strickland@myoneclay.net)

By When: October 2023

#4. ESSA Subgroup specifically relating to Students with Disabilities

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

If CEB provides high-quality instruction using high leverage practices for inclusion classrooms then students will inc
their reading and math achievement. Teachers and teaching assistants will receive professional development on
differentiated small group instruction and using high leverage practices for all students.

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

Currently, our students with disabilities are at 15% proficient in ELA and 19% proficient in Math. Using strategies ar
action plan we will increase our students with disabilities proficiency to 30% in ELA to 40% in Math by the end of th
2023-2024 school year.

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

Exceptional Student Education teachers will monitor students' progress by collecting weekly data to support their
Individual Education Plan goals.

Person responsible for monitoring outcome:

[no one identified]

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

Small group instruction

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

Provide focused, intensive small-group interventions to SWD. Explicit, direct instruction should be the primary
means of instructional delivery to improve reading comprehension outcomes.
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf#page=27

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as d
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 resp
for monitoring each step.

ESE and General Education teachers will receive professional development and coaching cycles to improve differe
small group instruction for our students with disabilities.

Person Responsible: Amanda Strickland (amanda.strickland@myoneclay.net)

By When: October 2023

#5. ESSA Subgroup specifically relating to English Language Learners

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-perfor
subgroup must be addressed.

If CEB provides high-quality instruction to ensure that English Language Learners have a repetition of comprehens
language that's related to grade-level instruction. Teachers and teaching assistants will receive professional develo
in differentiated small group instruction.

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

Currently, our ELL students are at 8% proficient in ELA and 17% proficient in Math. Using strategies and our action
we will increase our ELL proficiency from 20% in ELA and 30% in Math by the end of the 2023-2024 school year.

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

CEB's ELL paraprofessional will weekly monitor students' progress in the English language. Our Guidance Counse
teachers will create formative assessments for our ELL students to determine mastery of the standards.

Person responsible for monitoring outcome:

Amanda Strickland (amanda.strickland@myoneclay.net)

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

1) Systematic, direct-explicit instruction

2) Small group instruction; https://www.google.com/url?q=https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/
20074011.pdf%23page%3D27&sa=D&source=docs&ust=1693094558998874&usg=AOvVaw0RLPjGAhQu7UQHX

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

Systematic, direct-explicit instruction creates best reading comprehension outcomes. https://ies.ed.gov/ncee/wwc/D
PracticeGuide/adlit_pg_082608.pdf#page=22

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as d
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 resp
for monitoring each step.

Teachers and assistants will receive professional development and coaching to provide students with strategies to
increase the repetition of comprehensible language that's related to grade-level instruction and monitor students' pr
in language acquisition.

Person Responsible: Amanda Strickland (amanda.strickland@myoneclay.net)

By When: November 2023

#6. ESSA Subgroup specifically relating to Economically Disadvantaged

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-perfo
subgroup must be addressed.

If CEB provides high-quality instruction using high leverage practices for classrooms then students will increase the
reading and math achievement. Teachers and teaching assistants will receive professional development on differer
small group instruction and using high leverage practices for all students.

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

Currently, our Economically Disadvantaged students are at 36 on the Federal Index. Using strategies and our actio
we will increase our students to 39 on the Federal Index by the end of the 2023-2024 school year.

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

Title 1 teachers and administrators will monitor student progress on state and district assessments.

Person responsible for monitoring outcome:

Leigh Lilliard (leigh.lillard@myoneclay.net)

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

Small group instruction

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

Provide focused, intensive small-group interventions. Explicit, direct instruction should be the primary
means of instructional delivery to improve reading comprehension outcomes.
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf#page=27

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as d
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 resp
for monitoring each step.

No action steps were entered for this area of focus

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

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

If CEB provides high-quality instruction using high leverage practices for classrooms then students will increase the
reading and math achievement. Teachers and teaching assistants will receive professional development on differen
small group instruction and using high leverage practices for all students.

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

Currently, our Black/African American students are at 28 on the Federal Index. Using strategies and our action plan
increase our students to 31 on the Federal Index by the end of the 2023-2024 school year.

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

Title 1 teachers and administrators will monitor student progress on state and district assessments.

Person responsible for monitoring outcome:

Leigh Lilliard (leigh.lillard@myoneclay.net)

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

Small group instruction

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

Provide focused, intensive small-group interventions. Explicit, direct instruction should be the primary
means of instructional delivery to improve reading comprehension outcomes.
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf#page=27

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as d
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 resp
for monitoring each step.

No action steps were entered for this area of focus

#8. ESSA Subgroup specifically relating to Multi-Racial

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-perfor
subgroup must be addressed.

If CEB provides high-quality instruction using high leverage practices for classrooms then students will increase the
reading and math achievement. Teachers and teaching assistants will receive professional development on differer
small group instruction and using high leverage practices for all students.

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

Currently, our Multi-Racial students are at 34 on the Federal Index. Using strategies and our action plan we will incr
our students to 37 on the Federal Index by the end of the 2023-2024 school year.

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

Title 1 teachers and administrators will monitor student progress on state and district assessments.

Person responsible for monitoring outcome:

Leigh Lilliard (leigh.lillard@myoneclay.net)

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

Small group instruction

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

Provide focused, intensive small-group interventions. Explicit, direct instruction should be the primary
means of instructional delivery to improve reading comprehension outcomes.
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf#page=27

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as d
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 resp
for monitoring each step.

No action steps were entered for this area of focus

#9. ESSA Subgroup specifically relating to Hispanic

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-perfor
subgroup must be addressed.

If CEB provides high-quality instruction using high leverage practices for classrooms then students will increase the
reading and math achievement. Teachers and teaching assistants will receive professional development on differer
small group instruction and using high leverage practices for all students.

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

Currently, our Hispanic students are at 38 on the Federal Index. Using strategies and our action plan we will increas
students to 41 on the Federal Index by the end of the 2023-2024 school year.

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

Title 1 teachers and administrators will monitor student progress on state and district assessments.

Person responsible for monitoring outcome:

Leigh Lilliard (leigh.lillard@myoneclay.net)

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

Small group instruction

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

Provide focused, intensive small-group interventions. Explicit, direct instruction should be the primary
means of instructional delivery to improve reading comprehension outcomes.
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf#page=27

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as d
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 resp
for monitoring each step.

No action steps were entered for this area of focus

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 grad
below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need
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. Identificat
  criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 o
  statewide, standardized ELA assessment.

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

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

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

CEB teachers will provide explicit and systematic phonological awareness and phonemic awareness instruction t
provide students with foundational reading skills to increase their reading academic achievement.

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

CEB teachers will provide systematic, explicit, recursive, and cumulative phonics instruction to provide students w
foundational reading skills and close reading deficits to increase their reading academic achievement.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-bas
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 mo
  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 statewi
  standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Using Lexia Baseline data, CEB students are struggling with foundational skills.
At the beginning of the school year, 84 percent of our Kindergarteners are working below grade level. By the end
school year, 75 percent of our Kindergarteners will be on grade level.

At the beginning of the school year, 84 percent of our first graders are working below grade level. By the end of t
school year, 75 percent of our first graders will be on grade level.

At the beginning of the school year, 80 percent of our second graders are working below grade level. By the end
school year, 75 percent of our second graders will be on grade level.

Grades 3-5 Measurable Outcomes

At the beginning of the school year, 93 percent of our third graders are working below grade level. By the end of t
school year, 75 percent of our third graders will be on grade level.

At the beginning of the school year, 80 percent of our fourth graders are working below grade level. By the end of school year, 75 percent of our fourth graders will be on grade level.

At the beginning of the school year, 82 percent of our fifth graders are working below grade level. By the end of t school year, 75 percent of our fifth graders will be on grade level.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of h ongoing monitoring will impact student achievement outcomes.

The areas of focus will be monitored through progress monitoring systems such as SRA Mastery Tests, FUNdati assessments, Acadience, and FAST data.

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

Hiers, Christina, christina.hiers@myoneclay.net

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in ead and describe how the identified practices/programs will be monitored. The term "evidence-based" means demons a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.(§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

1) Explicit and Systematic Phonological Awareness and Phonemic Awareness Instruction (ELA) - Classroom tea Title 1 teachers, and paraprofessionals will provide small group instruction to explicitly and systematically teach phonological awareness and phonemic awareness. Teachers will use Wilson FUNdations daily for all kindergarte through second students. Student progress will be monitored through Acadience monthly checks. FAST data will analyzed after each assessment.

2) Systematic-explicit-recursive and cumulative phonics instruction (ELA) - Classroom teachers, Title 1 teachers, paraprofessionals will provide small group instruction to explicitly and systematically teach phonological and pho awareness. Teachers will use SRA Corrective Reading daily for all third through sixth grade students. Student pr will be monitored through SRA Mastery Assessments and Acadience quarterly checks. FAST data will be analyze each assessment.

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the prac
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?

Phonological Awareness and Phonemic Awareness Instruction (Strong): The National Reading Panel found posit
effects of phonemic awareness (PA) instruction on improving students' ability to apply phonemic awareness in th
reading and spelling. Learning to manipulate phonemes in words helped the students learn to read.
Explicit, systematic phonological awareness instruction: strong evidence; https://ies.ed.gov/ncee/wwc/Docs/
PracticeGuide/wwc_foundationalreading_040717.pdf#page=28
Systematic, direct-explicit instruction: strong evidence; https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/
adlit_pg_082608.pdf#page=22

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, identi
action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible Monitoring
Teachers and staff will receive professional development centered on the Science of Reading to have a better understanding of how to teach and assess students who are struggling to read at grade level.	Strickland, Amanda, amanda.strickland@myon
CEB created a Literacy Leadership Council to analyze data and progress toward RAISE and SIP goals. The Literacy Leadership Council will meet monthly and will also receive professional development on the CERP.	Hiers, Christina, christina.hiers@myoneclay

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
requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not requi
non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., student 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, pro 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 is shared with stakeholders through quarterly School Advisory Council meetings, Title 1 Annual Meeting newsletters, and the school's webpage (https://ceb.myoneclay.net/title-1-resources).

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 child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(

CEB plans to build positive relationships with parents, families, and the community by ensuring that all stakehold a part of our students' academic experience. Stakeholders will receive weekly newsletters, Facebook posts, robo and flyers for school events such as Back to School Kickoff, Cambridge Night, Math Game Night, Learning with t Library, and many others. (https://ceb.myoneclay.net/title-1-resources)

Describe how the school plans to strengthen the academic program in the school, increase the amount a quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Fo addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

CEB increased the amount of quality learning time in the master schedule with an emphasis on third and fifth gra Teachers have also received professional development to increase bell-to-bell teaching strategies and decrease classroom instruction due to unwanted behaviors.

If appropriate and applicable, describe how this plan is developed in coordination and integration with ot Federal, State, and local services, resources and programs, such as programs supported under ESSA, vi prevention programs, nutrition programs, housing programs, Head Start programs, adult education prog career and technical education programs, and schools implementing CSI or TSI activities under section 1 (ESSA 1114(b)(5))

The SIP has been developed to coordinate and integrate Title 1 programs, Exceptional Student Education, and E Language Learners. Using Title 1 funds, additional teachers and assistants were hired to support differentiated s group instruction to increase academic achievement for our ESSA groups and all students.