W E Cherry Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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W E Cherry Elementary School

420 EDSON DR, Orange Park, FL 32073

http://wec.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.

(* The Title I Schoolwide Plan/SIP/PFEP can be made available in any language upon request.)

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 achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and individual responsibility.

Provide the school's vision statement.

The School District of Clay County exists to prepare life-long learners for success in a global and competitive workplace and 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 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
Whiddon, Angie	Principal	The duties of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction of all students. Data to be analyzed includes K-6 iReady Math diagnostics, FAST data (PM2, PM2, PM3) and data from Lexia. The principal leads the meetings and provides a common vision for members in order to make data informed decisions.
Hogmire, Joshua	Assistant Principal	The duties of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction of all students. Data to be analyzed includes K-6 iReady Math diagnostics, FAST data (PM2, PM2, PM3) and data from Lexia. The assistant principal coleads the meetings and provides a common vision for members in order to make data informed decisions.
Conley, Angela	Teacher, ESE	The Chair of the SAC committee shall assist the principal in leading the committee to develop the SIP, PFEP and school's annual budget. ESE teachers provide information about the accommodations made for the ESE students to be successful with the core curriculum.
Bonnette, Morgan	Math Coach	Instructional coaches facilitate and support: best practices in the classroom, data collection, MTSS and implementation of curriculum.
Lee, Kristie	SAC Member	SAC committee members assist the principal in leading the committee to develop the SIP, PFEP and school's annual budget.
Cummings, Katheryn	Teacher, K-12	Title I teachers participate in student data collection, deliver Tier 1 instruction in a small group setting, collaborate with staff to provide Tier 2 interventions and integrate Tier 1 materials/instruction with Tier 2/3 support.
Ganey, Emmalee	Teacher, K-12	General education teachers provide information about core instructional practices and curriculum, participate in student data collection, deliver Tier 1 instruction, collaborate with staff to provide Tier 2 interventions and integrate Tier 1 materials/instruction with Tier 2/3 support.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school based leadership team develops a draft SIP based on previous year's FAST data and is then presented to the SAC members for feedback and additional suggestions.

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))

Grade level teams meet weekly to review current data and develop targeted interventions for students who are in the lowest quartile. Leadership team will meet with each grade level following the scheduled progress monitoring cycle (PM1, PM2, PM3). Once data is assessed and if revision is needed, the administration will request a SAC meeting to present proposed revisions to the SIP.

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	59%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: B
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	7	10	12	11	11	10	5	0	0	66
One or more suspensions	0	2	0	2	3	1	2	0	0	10
Course failure in English Language Arts (ELA)	0	4	11	3	3	1	4	0	0	26
Course failure in Math	0	4	5	1	4	8	2	0	0	24
Level 1 on statewide ELA assessment	0	0	0	5	9	15	17	0	0	46
Level 1 on statewide Math assessment	0	0	0	3	5	21	14	0	0	43
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	11	6	10	13	12	0	0	57

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	0	0	3	4	13	0	0	0	20

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	6	5	0	5	0	1	1	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	22	20	20	19	18	19	29	0	0	147
One or more suspensions	2	0	2	3	1	2	9	0	0	19
Course failure in ELA	4	11	3	3	1	4	3	0	0	29
Course failure in Math	4	5	1	4	8	2	8	0	0	32
Level 1 on statewide ELA assessment	0	0	0	7	9	10	13	0	0	39
Level 1 on statewide Math assessment	0	0	0	7	10	16	14	0	0	47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	11	6	10	0	0	0	0	0	32

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	3	2	6	5	3	0	0	21

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	7	2	6	3	4	7	0	0	34
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	22	20	20	19	18	19	29	0	0	147
One or more suspensions	2	0	2	3	1	2	9	0	0	19
Course failure in ELA	4	11	3	3	1	4	3	0	0	29
Course failure in Math	4	5	1	4	8	2	8	0	0	32
Level 1 on statewide ELA assessment	0	0	0	7	9	10	13	0	0	39
Level 1 on statewide Math assessment	0	0	0	7	10	16	14	0	0	47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	11	6	10	0	0	0	0	0	32

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	3	2	6	5	3	0	0	21

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	7	2	6	3	4	7	0	0	34
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	55	59	53	60	63	56	57		
ELA Learning Gains				62			52		
ELA Lowest 25th Percentile				65			48		
Math Achievement*	54	64	59	66	51	50	59		
Math Learning Gains				74			64		
Math Lowest 25th Percentile				69			44		
Science Achievement*	69	65	54	68	69	59	57		
Social Studies Achievement*					70	64			
Middle School Acceleration					61	52			
Graduation Rate					64	50			
College and Career Acceleration						80			
ELP Progress		55	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](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	238
Total Components for the Federal Index	4

2021-22 ESSA Federal Index	
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	464
Total Components for the Federal Index	7
Percent Tested	96
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	40	Yes	1	
ELL	46			
AMI				
ASN				
BLK	50			
HSP	60			
MUL	66			
PAC				
WHT	63			
FRL	60			

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	55			
ELL	57			
AMI				
ASN	100			
BLK	56			
HSP	58			
MUL	69			
PAC				
WHT	70			
FRL	64			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	55			54			69					
SWD	38			39			43				4	
ELL	42			50							2	
AMI												
ASN												
BLK	48			41			50				4	
HSP	53			53			71				4	
MUL	60			71							2	
PAC												
WHT	60			58			75				4	
FRL	53			54			70				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	60	62	65	66	74	69	68					
SWD	44	49	56	52	62	64	57					
ELL	46	45		62	73							
AMI												
ASN	100			100								
BLK	50	53	40	50	72	64	60					
HSP	49	50	60	65	65	67	50					
MUL	71	81		71	82		42					
PAC												
WHT	63	62	75	68	75	65	83					
FRL	58	58	55	61	76	76	64					

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	57	52	48	59	64	44	57					
SWD	40	37	31	46	55	31	43					
ELL	26	42		56	73							
AMI												
ASN	77			100								
BLK	42	55	50	42	60	39	31					
HSP	48	42	33	52	65	62	42					
MUL	63	60		65	56		75					
PAC												
WHT	65	53	80	66	69	40	64					
FRL	56	52	35	54	63	40	56					

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	56%	55%	1%	54%	2%
04	2023 - Spring	53%	61%	-8%	58%	-5%
06	2023 - Spring	58%	61%	-3%	47%	11%
03	2023 - Spring	56%	59%	-3%	50%	6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	66%	75%	-9%	54%	12%
03	2023 - Spring	63%	62%	1%	59%	4%
04	2023 - Spring	49%	67%	-18%	61%	-12%
05	2023 - Spring	57%	59%	-2%	55%	2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	64%	63%	1%	51%	13%

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.

4th grade Math proficiency was our lowest category. Based on the 22-23 FAST Math results only 50% of our 4th graders scored at the proficiency level. We introduced a new math curriculum, so we had to adjust to a different mindset when approaching instruction. Also, there were several changes that took place with instructional leaders within the grade level.

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

4th grade Math proficiency was our greatest decline. Based on the 22-23 FAST Math results only 50% of our 4th graders scored at the proficiency level. We introduced a new math curriculum, so we had to adjust to a different mindset when approaching instruction. Also, there were several changes that took place with instructional leaders within the grade level. It dropped from 55% profiency to 50%.

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.

Fourth grade math and sixth grade ELA were 11% lower than the state average. Students adjusted to a different test and format. Also, we introduced a new math program and approach to math instruction.

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

Third grade math improved from 50% profiency to 65%. This is attributed to a highly effective professional learning community that consistently analyzed data and student performance. District math coaches were in the classrooms regularly assisting the teachers with using the new math curriculum with fidelity.

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

A potential area of concern is the students with two or more indicators. The largest spike was our last year's 4th graders only having 6 students who had two or more indicators to current 5th graders with 13 students having two or more indicators.

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

1. 4th grade Math
2. 4th grade ELA
3. All grade levels ELA & Math proficiency due to proficiency levels dropping from previous year.

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

#1. Instructional Practice specifically relating to ELA

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

Based on 22-23 FAST ELA Reading data, only 56% of our 3rd through 6th graders showed proficiency in Reading. This is a 4% decline from the previous year.

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

We plan to increase our overall proficiency in Reading to 61%.

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

Administration will oversee student data and work with all teachers in an ongoing manner to use the data to drive instructional decisions. Data meetings via Professional Learning Communitiies will be held after each Progress Monitoring window.

Person responsible for monitoring outcome:

Angie Whiddon (angela.whiddon@myoneclay.net)

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

The following interventions will take place: small group instruction, progress monitoring, after school tutoring for our lowest quartile students, teachers having an expectation of success for all students and students using nonverbal instructional tools.

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

Small group instruction - providing targeted assistance to students whose needs extend beyond what they can receive in the traditional classroom setting must be focused and targeted. Closely aligning the content and pacing of instruction with student needs will result in better student performance.

Progress monitoring - by continually monitoring a child's progress, teachers can gather the information they need to match lessons to an individual child's knowledge level.

After school tutoring - supplementing learning from the school day and providing targeted assistance will ensure better student performance.

Teachers having an expectation of success for all students - teacher expectations act as self-fulfilling prophecies because student achievement reflects expectations.

Nonverbal instructional tools - utilizing Chromebooks and desktop computers in the classroom provide individualized practice for testing and instruction.

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.

Administration will oversee student data and work with all teachers in an ongoing manner to use the data to drive instructional decisions. Data meetings will be held after each progress monitoring window.

Person Responsible: Angie Whiddon (angela.whiddon@myoneclay.net)

By When: After PM1, PM2 and PM3.

Title I will meet and discuss data in order to create small group and individual assignments in order to develop an inclusion schedule for those identified students.

Person Responsible: Kristie Lee (kristie.lee@myoneclay.net)

By When: Schedules will be made after PM1 and will be adjusted periodically based on teachers' needs.

Title I will prepare an after school tutoring schedule in addition to ESSER funded tutoring to provide extra support for those students identified as needing extra support.

Person Responsible: Katheryn Cummings (katheryn.cummings@myoneclay.net)

By When: The first session of after school tutoring begin mid October and end on December 15, 2023. The second session will begin in late January and will end mid April, 2024.

Chromebooks, headphones, monitors, desktop computers will be utilized to meet the academic needs of each child.

Person Responsible: Joshua Hogmire (joshua.hogmire@myoneclay.net)

By When: Technology devices will be ordered throughout the school year.

#2. Instructional Practice specifically relating to Math

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

Based on 22-23 FAST Math data, only 60% of our 3rd through 6th graders showed proficiency in Math. This is a 6% decline from the previous year.

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

We plan to increase our overall proficiency in Math to 63%.

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

The school leadership team and Math teachers will meet quarterly to analyze iReady Math, FAST Math Progress Monitoring and Eureka data.

Person responsible for monitoring outcome:

Morgan Bonnette (morgan.bonnette@myoneclay.net)

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

The following interventions will take place: small group instruction, progress monitoring, after school tutoring for our lowest quartile students, teachers having an expectation of success for all students and students using nonverbal instructional tools.

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

Small group instruction - providing targeted assistance to students whose needs extend beyond what they can receive in the traditional classroom setting must be focused and targeted. Closely aligning the content and pacing of instruction with student needs will result in better student performance.

Progress monitoring - by continually monitoring a child's progress, teachers can gather the information they need to match lessons to an individual child's knowledge level.

After school tutoring - supplement learning from the school day and provide targeted assistance to ensure better student performance.

Teachers having an expectation of success for all students - teacher expectations act as self-fulfilling prophecies because student achievement reflects expectations.

Nonverbal instructional tools - utilizing Chromebooks and desktop computers in the classroom provide individualized practice for testing and instruction.

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.

Title I and administration will meet and discuss data in order to create small groups and individual assignments in order to develop an inclusion schedule for those identified students.

Person Responsible: Kristie Lee (kristie.lee@myoneclay.net)

By When: Schedules will be made after PM1 and will be adjusted periodically based on student mastery and progress.

Administration will oversee student data and work with all teachers in an ongoing manner to use the data to drive instructional decisions. Data meetings will be held after each progress monitoring window.

Person Responsible: Angie Whiddon (angela.whiddon@myoneclay.net)

By When: After PM1, PM2 and PM3.

Title I will prepare an after school tutoring schedule in addition to ESSER funded tutoring to provide extra support for those students identified as needing extra support.

Person Responsible: Katheryn Cummings (katheryn.cummings@myoneclay.net)

By When: The first session of after school tutoring begin mid October and end on December 15, 2023. The second session will begin in late January and will end mid April, 2024.

Chromebooks, headphones, monitors, desktop computers will be utilized to meet the academic needs of each child.

Person Responsible: Joshua Hogmire (joshua.hogmire@myoneclay.net)

By When: Technology devices will be ordered at the beginning of the school year.

#3. Positive Culture and Environment specifically relating to Other

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.

Our area of focus this school year will be building staff relationships with each other, students and families.

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

Increase the "Strongly Agree" responses from 66% to 70% on the student and teacher climate surveys that relate to a positive environment.

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

Climate and informal surveys.

Person responsible for monitoring outcome:

Angie Whiddon (angela.whiddon@myoneclay.net)

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

Staff and students completed "All About Me" questionnaires. Teachers, students and parents will attend a monthly grade level parent night to learn strategies to continue the learning at home.

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

A positive environment will be achieved when teachers, students and parents work together to create positive morale and a sense of community.

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.

Create a mentorship program with new teachers and experienced teachers.

Person Responsible: Angie Whiddon (angela.whiddon@myoneclay.net)

By When: This is on-going and incorporated in our professional development program.

Create a school-wide discipline plan with input from teacher leaders.

Person Responsible: Angie Whiddon (angela.whiddon@myoneclay.net)

By When: This was completed before school started in August.

Create a calm corner in each room when students need to decompress.

Person Responsible: Angie Whiddon (angela.whiddon@myoneclay.net)

By When: The corners will be created in each classroom before the year starts.

All About Me forms will be distributed to students, so teachers can form relationships with students.

Person Responsible: Angie Whiddon (angela.whiddon@myoneclay.net)

By When: This will be completed by Labor Day.

Parents will participate in community/family nights that include academic acitivities.

Person Responsible: Angie Whiddon (angela.whiddon@myoneclay.net)

By When: Events will occur throughout the year.

#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-performing subgroup must be addressed.

Based on 23-24 proficiency data our Students with Disabilities subgroup dropped from 55% to 40%.

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

We plan to increase our overall proficiency of our students with disabilities to 42%.

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

The school leadership team and ESE teachers will meet quarterly to analyze iReady Math, FAST Math and ELA Progress Monitoring and Lexia data.

Person responsible for monitoring outcome:

Angie Whiddon (angela.whiddon@myoneclay.net)

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

The following interventions will take place: small group instruction, SIPPS, progress monitoring, after school tutoring, teachers having an expectation of success for all students and students using nonverbal instructional tools.

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

Small group instruction - providing targeted assistance to students whose needs extend beyond what they can receive in the traditional classroom setting must be focused and targeted. Closely aligning the content and pacing of instruction with student needs will result in better student performance.

SIPPS - according to Evidence for ESSA chart, SIPPS is recognized as an evidence based intervention.

Progress monitoring - by continually monitoring a child's progress, teachers can gather the information they need to match lessons to an individual child's knowledge level.

After school tutoring - supplement learning from the school day and provide targeted assistance to ensure better student performance.

Teachers having an expectation of success for all students - teacher expectations act as self-fulfilling prophecies because student achievement reflects expectations.

Nonverbal instructional tools - utilizing Chromebooks and desktop computers in the classroom provide individualized practice for testing and instruction.

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 2 - Moderate 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.

Title I and administration will meet and discuss data in order to create small groups and individual assignments in order to develop an inclusion schedule for those identified students.

Person Responsible: Katheryn Cummings (katheryn.cummings@myoneclay.net)

By When: Schedules were made after PM2 and will be adjusted periodically based on student mastery and progress.

Administration will oversee student data and work with all teachers in an ongoing manner to use the data to drive instructional decisions. Data meetings will be held after each progress monitoring window.

Person Responsible: Angie Whiddon (angela.whiddon@myoneclay.net)

By When: After PM2 and PM3.

Title I will prepare an after school tutoring schedule in addition to ESSER funded tutoring to provide extra support for those students identified as needing extra support.

Person Responsible: Katheryn Cummings (katheryn.cummings@myoneclay.net)

By When: The second session will begin in late March and will end mid April, 2024.

Chromebooks, headphones, monitors, desktop computers will be utilized to meet the academic needs of each child.

Person Responsible: Joshua Hogmire (joshua.hogmire@myoneclay.net)

By When: Technology devices were ordered at the beginning of the school year.

SIPPS groups were formed after PM1 based on student need.

Person Responsible: Angie Whiddon (angela.whiddon@myoneclay.net)

By When: After PM1, PM2 and PM3.

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.

In addition to our webpage (https://wec.myoneclay.net/), we will disseminate the SIP and all progress to our stakeholders through quarterly SAC meetings held on campus. The plan will be given to the stakeholders in attendance for their review. If a stakeholder in attendance at the meeting requests a review of the data or language used in the SIP, the SAC will consider the request as a committee and determine if revisions need to be made. The plan will then be presented for approval with the understanding that revisions can be made as needed.

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))

In addition to our website (https://wec.myoneclay.net/), W.E. Cherry plans to build and grow our positive relationships with our parents, families, and other stakeholders in order to fulfill our mission by engaging them in grade-level parent nights, sharing upcoming events and activities on our school Facebook page, utilizing printed flyers to send home with each student and encouraging the parents to attend our Open House/Book Fair night.

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)

The administration will oversee student data and work with all teachers in an ongoing manner to use the data to drive instructional decisions. Data meetings via PLCs will be held after each Progress Monitoring window. The following interventions will take place: small group instruction, progress monitoring, after-school tutoring for our lowest quartile students, teachers having an expectation of success for all students, and students using nonverbal instructional tools.

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))

N/A

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: ELA	$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
		Total:	**$0.00**

Budget Approval

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

No