Clay County Schools

Montclair Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Montclair Elementary School

2398 MOODY AVE, Orange Park, FL 32073

http://mce.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.

(*Title I Schoolwide Plan/SIP/PFEP can be made available in most languages.)

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 promote 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
Miller, William	Principal	
Harrison , Kristen	Assistant Principal	
Pugh, Melissa	Teacher, Adult	

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.

SAC meets each quarter to review the Comprehensive Needs Assessment, budget from Title I, goals for the SIP/CNA and Parent and Family engagement plan. All required stakeholders vote on these items however the meeting is open to anyone who would like to attend. SAC meetings as well as the Annual Title I meeting is used to involve parents and get input from them as well as businesses and community leaders. Teachers are involved in SAC for decision making as well as faculty meetings so they are giving input and helping to development the plan. Input is used from the previous years SAC meeting to help inform and create the plan for this year as well.

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))

We will look at the FAST data during grade level meetings each month to ensure students are in small groups and receiving instruction to fill their gaps according to the counties Decision Tree. Students who are not meeting the state benchmarks will be placed in groups and monitored using SRA Decoding, SIPPS, SRA Comprehension and other approved materials mastery test. The CNA will be used to monitor gains each time testing occurs for FAST to ensure the school is on track to meet our goals listed in the Title I plan.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	44%
2022-23 Economically Disadvantaged (FRL) Rate	98%
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) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 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	1	9	12	6	2	4	5	0	0	39
One or more suspensions	1	1	1	1	1	5	9	0	0	19
Course failure in English Language Arts (ELA)	2	0	0	0	0	0	0	0	0	2
Course failure in Math	1	0	0	0	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	8	2	6	12	0	0	28
Level 1 on statewide Math assessment	0	0	0	0	2	10	12	0	0	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	12	24	15	18	19	0	0	92

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	2	0	2	1	2	6	13	0	0	26

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	5	1	7	0	1	0	0	0	17
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	11	14	12	12	11	10	13	0	0	83
One or more suspensions	8	3	0	3	5	10	8	0	0	37
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	8	18	14	17	0	0	57
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	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	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	0	2	5	9	11	0	0	29

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	0	2	1	1	0	0	0	6
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	11	14	12	12	11	10	13	0	0	83
One or more suspensions	8	3	0	3	5	10	8	0	0	37
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	8	18	14	17	0	0	57
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	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	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	0	2	5	9	11	0	0	29

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	0	2	1	1	0	0	0	6
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	59	63	56	57		
ELA Learning Gains				61			61		
ELA Lowest 25th Percentile				46			47		
Math Achievement*	58	64	59	60	51	50	53		
Math Learning Gains				62			56		
Math Lowest 25th Percentile				47			52		
Science Achievement*	58	65	54	69	69	59	57		
Social Studies Achievement*					70	64			
Middle School Acceleration					61	52			
Graduation Rate					64	50			
College and Career Acceleration						80			
ELP Progress	29	55	59	44			55		

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)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	259
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	448
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	32	Yes	4	
ELL	32	Yes	1	
AMI				
ASN				
BLK	29	Yes	3	1
HSP	46			
MUL	38	Yes	1	
PAC				
WHT	66			
FRL	52			

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	39	Yes	3	
ELL	41			
AMI				
ASN				
BLK	37	Yes	2	
HSP	52			
MUL				
PAC				
WHT	66			
FRL	48			

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			58			58					29
SWD	32			31			32				3	
ELL	29			38							3	29
AMI												
ASN												
BLK	26			32			30				3	
HSP	47			53			63				5	27
MUL	38			38							2	
PAC												
WHT	65			65			62				4	
FRL	50			50			50				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	59	61	46	60	62	47	69					44
SWD	31	47	46	32	49	29	40					
ELL	42	43	30	42	45	40						44
AMI												
ASN												
BLK	40	48	27	43	45	18						
HSP	51	55	42	54	62	56						43
MUL												
PAC												
WHT	64	65	55	67	70	59	80					
FRL	45	48	42	48	57	43	52					

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	61	47	53	56	52	57					55
SWD	26	40	25	24	37	36						
ELL	29	64		42	91							55
AMI												
ASN												
BLK	40	50		31	50		50					
HSP	51	57		49	61		60					58
MUL	61	71		56	57							
PAC												
WHT	65	66	33	60	56	38	60					
FRL	39	53	47	38	45	59	48					50

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	44%	55%	-11%	54%	-10%
04	2023 - Spring	63%	61%	2%	58%	5%
06	2023 - Spring	55%	61%	-6%	47%	8%
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	47%	62%	-15%	59%	-12%
04	2023 - Spring	63%	67%	-4%	61%	2%
05	2023 - Spring	57%	59%	-2%	55%	2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	59%	63%	-4%	51%	8%

III. Planning for Improvement

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

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

Students in the subgroup black students had the lowest performance at 37%. Factors that contribute to this data is lack of parent involvement according to teacher communication logs. Teachers struggled to get in contact with parents via a working phone line or to get parents to come in for conferencing. Attendance was also a contributing factor for this subgroup. Many of the parents do not have transportation and if their student misses the bus they have no way to get them to school. Our next lowest data point is SWD at 39%. A large portion of that percentage is our Self Contained scholars who are coming to school with academic goals but also a goal to self-regulate through the day.

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

None of our subgroups exhibit a decline. They all showed an increase or stayed the same. Outside of school factors affect this.

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

Our 5th grade data of 44% was below the state average data in both ELA and Math. This grade level group had a high number of ESE scholars both in the general education population and in our self-contained units and an increase in ELL numbers. Outside of school factors such as family dynamics and behavioral disorders contributed to this gap.

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

ELL students showed the greatest improvement. Our Title I team started targeting these students by testing them in reading to find out where their gaps were. Then we targeted their instruction in either decoding or comprehension using SRA decoding or comprehension programs in small groups 4 times a week. 5th grade ELL scholars also grew in their Reading Lexile scores through Achieve 3000.

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

Black students and students with disabilities are two potential areas of concern as their attendance, background knowledge, and behaviors have an affect on their progress.

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

Black, students with disabilities, and ELL are ranked equally as priorities.
ELL students are doing Imagine Learning, working with our 2 ESOL assistants for enhanced small groups, and doing small group interventions with state and county approved programs to ensure their growth. School Leadership Team is working with the county ESOL specialist to ensure student gains are being monitored and changes are made as needed to accommodate these students. School Leadership Team is tracking ESOL students as well as black and SWD progress to ensure they are making gains and if not looking at changes to their interventions in small group.

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

#1. Positive Culture and Environment specifically relating to Student Engagement

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 Synergy data, our area of focus will be positive culture and environment.

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

By using the strategies and action plan described below, we will increase Student Engagement and decrease referrals from 105 to 95 by the end of the 2023-2024 school year.

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

Each grade level will meet monthly with administration to look at the referral data and how the goal is being work towards

Person responsible for monitoring outcome:
William Miller (william.miller@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.)

7 Mind Sets will be used in all classrooms to deliver SEL instruction.
Kagan Strategies Flipbooks will be used for teaching activities in all classrooms.
Communication Folders for students will be taken home every Tuesday for better school/home communications.
Parent Night to help parents get the app for PBIS and ParentVue for postive behavior communications/ strategies for parents to use for calming behaviors

PBIS Rewards used for accountability and positive student behaviors

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

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

Each school will identify the Tier 1 universal prevention strategies and Tier 2 secondary prevention strategies for the specific topic they identify as their focus for the year.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

No description entered

Person Responsible: [no one identified]

By When:

#2. 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 FAST data, our area of focus will be Reading.

By using the strategies and action plan described below, we will increase our Reading Proficiency from 58.00% to 65.00% by the end of the 2023-2024 school year.

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

65% of students will score proficient on FAST in ELA.

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

Data Monitoring Source: Grade Specific Focus Supporting Larger Goal
FAST K Letters and Sounds
1 Phonics
2 Phonics
3 Comprehension
4 Comprehension
5 Comprehension
6 Comprehension
These will be measured each time the FAST is taken.

Person responsible for monitoring outcome:

William Miller (william.miller@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.)

Students will recieve instruction weekly on Core5 and PowerUp
Primary teachers will use Heggerty and Kid LIPS
FAST and STAR will be used 3 times a year to progress monitor
Phonics for Reading will be used in grades K-3
Cubed assessments will be given for placement and area of need for any students showing a reading defiency
Sound Partners will be used for small group intervention
SRA Comprehension will be used for 3-6 students in need of comprehension strengthening
SRA Decoding will be used in grades 3-6 for students who are not proficient with decoding
Wilson will be used by trained title 1 teachers for interventions
Acadience will be used with primary students as needed to monitor progress
Data Meetings with grade levels each quarter
ESOL data meetings to analyze what we can do to better serve these students and strengthen their scores

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

Evidence-Based Program that addresses the identified gaps aligned with the 5 Components of Reading (ELA)

Explicit and Systematic Phonological Awareness and Phonemic Awareness Instruction (ELA)

Systematic-explicit-recursive and cumulative phonics instruction (ELA)

Small group instruction

Progress Monitoring

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

No action steps were entered for this area of focus

#3. 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 FAST data, our area of focus will be Math Numbers and Operations.

By using the strategies and action plan described below, we will increase proficiency in Numbers and Operations from 66.00% to 70.00% by the end of the 2023-2024 school year.

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

Data Monitoring Source: Grade Specific Focus Supporting Larger Goal
FAST K Numbers and Operations
1 Numbers and Operations
2 Numbers and Operations
3 Numbers and Operations
4 Numbers and Operations
5 Numbers and Operations
6 Numbers and Operations

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

After each FAST testing the data will be reviewed by all grade levels with admin to determine what changes need to be made.

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, TSI or CSI must include one or more evidence-based interventions.)

Teachers will give explicit instruction daily using Eureka Squared
Small group instruction will be utilized to fill gaps and enhance tier 1 instruction as needed daily
BEST Standards will be closely followed to ensure strong tier 1 instruction that is focused
Teachers will use manipulatives to enhance student learning and give frequent opportunities to practice
Title I teachers will use small groups to model efficient ways to compute math problems using manipulatives in all parts of life and not just math class
Teachers will use computer based assessments like FAST, Renaisance and I-Ready to guide instruction and to scaffold students at their level for weekly individualized instruciton. Headphones and earbuds will be provided for this to ensure the most accurate results and instructions are being given.
Teachers will meet each quarter to discuss data and goal setting/needs assessments to reach goals

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

Teacher Modeling

Visual Representations

Frequent Student Practice

Instructional Scaffolding

Integrate Math Instruction Throughout School Day

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

No action steps were entered for this area of focus

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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.

Positive Culture and Environment: All scholars need a positive and safe school environment and for some school is their one place they are safe and have their needs met. We meet the needs of all scholars including our low-performing subgroups of Black, SWD, and ELL. Students are recognized daily and awarded points using the PBIS app. All teachers can give students points for showing our school mission goals of Be safe, respectful, responsible, and kind and scholars can shop with points each quarter. Enhanced Tier 1 instruction and Small Group Intervention.
Students who show a need based on data will receive small group instruction to help close the gap in reading and math. This progress will be monitored on a regular basis by teachers, admin, and the students through data chats. This is an area of focus for our subgroups of Black ethnicity as performance was 37% and our SWD was 39%.
Our school is a low-income area school and many families are below or at poverty level. Scholars need their free breakfast and lunch, school supplies, and the safe connections and support offered.

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

85% of students in these subgroups will score above a level 1 on PM3 for reading and math. This will occur with small group interventions utilizing evidenced based resources and progress monitoring.

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

Student data will be tracked and progress monitored through mastery tests monthly. State Progress Monitoring three times a year.
Monthly Grade level data meetings with Admin and Leadership Team.
Data Meetings with School Leadership Team after PM1 and PM2.
Lexia Core5 and Powerup weekly monitoring for unit areas completed.
I-Ready and Aleks math programs used weekly and monitored for mastery.

Person responsible for monitoring outcome:

Kristen Harrison (kristen.harrison@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.)

SRA decoding, SRA comprehension, Sound Partners, Building Fact Fluency, SIPPS, FCRR resources, Spelling through Morphographs
Students will receive instruction weekly on Core5 and PowerUp and headphones/earbuds will be provided to ensure this is done in the best setting possible
Primary teachers will use Heggerty and Kid LIPS
Phonics for Reading will be used in grades K-3
Cubed assessments will be given for placement and area of need for any students showing a reading defiency
Sound Partners will be used for small group intervention

Wilson will be used by trained title 1 teachers for interventions
Acadience will be used with primary students as needed to monitor progress

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

Improving Reading
Evidence-Based Program that addresses the identified gaps aligned with the 5 Components of Reading: adaptive blended learning program
Systematic and structured approach to six areas of reading: phonological awareness, phonics, vocabulary, structural analysis, automaticity/fluency, and comprehension.
Meeting the needs of each scholar based on the identified learning gaps from our specific assessments.
Evidence-based interventions that were chosen because of the data results collected. Each intervention is chosen for the scholar according to specific needs and used in small group settings.
Lexia Core5 and Lexia PowerUp(Strong Evidence for All struggling students): Adaptive
Scholars are grouped together in small groupings according to needs.

Explaining relevant math concepts and notation in the context of a problem-solving activity, prompting students to describe how worked examples are solved using mathematically valid explanations, and introducing algebraic notation systematically helps students develop new ways of reasoning, which will help them solve mathematical problems.

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.

7Mindsets used to reinforce positive culture.
Kagan Strategies to increase engagement and decrease referrals
PBIS points awarded
Parent Nights with communication / strategies
Strengthen Tier 1 Instruction through PD and resources
Poverty Book Study

Person Responsible: Kristen Harrison (kristen.harrison@myoneclay.net)

By When: PBIS points may be redeemed quarterly. Parent Nights are September, November, January 2024. Poverty Book Study in summer 2024. Tier 1 instruction will continue through May 2024.

#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-performing subgroup must be addressed.

An Area of Focus is on our ELL population. Many of these scholars have a culture at home that may be very different from that at school. They may have a conflict in their learning styles and language or limited support to complete academic work.

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

We plan to acheive 55% of our ELL population in 3rd - 6th grade will score above a level 1 on their end of year FAST assessment.

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

Measuring the success of our ELL population will be done through FAST Progress Monitoring assessments broken down by subgroup.

Person responsible for monitoring outcome:

Kristen Harrison (kristen.harrison@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.)

ELLs identified in need will use evidence- based Imagine Learning during their daily ELA Intervention block and receive ESOL support from ESOL team. ELLs identified as not needing Imagine Learning will receive ESOL support determined by their need. ELLs have access to the Translating app within their school portal.

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

Evidenced Based strategies have proven to be effective in increasing academic achievement.

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.

ELLs will be screened once they begin at our school. They will also receive WIDA screening later in the year.

Person Responsible: Clarence Bilbray (clarence.bilbray@myoneclay.net)

By When: By May 28, 2024, end of Fourth quarter when we have completed all Progress Monitoring Assessments for FAST.

ELL Leadership Team meets monthly and will review progress on Progress Monitoring assessments, classroom data, and Imagine Learning or Lexia data.

Person Responsible: Kristen Harrison (kristen.harrison@myoneclay.net)

By When: By May 28, 2024, end of Fourth quarter when we have completed all Progress Monitoring Assessments for FAST.

#6. 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-performing subgroup must be addressed.

Positive Culture and Environment: All scholars need a positive and safe school environment and for some school is their one place they are safe and have their needs met. We meet the needs of all scholars including our low-performing subgroups of Multi-Racial. Students are recognized daily and awarded points using the PBIS app. All teachers can give students points for showing our school mission goals of Be safe, respectful, responsible, and kind and scholars can shop with points each quarter.
Enhanced Tier 1 instruction and Small Group Intervention.
Students who show a need based on data will receive small group instruction to help close the gap in reading and math. This progress will be monitored on a regular basis by teachers, admin, and the students through data chats. This is an area of focus for our subgroup of Multi-Racial as performance was 38%
Our school is a low-income area school and many families are below or at poverty level. Scholars need their free breakfast and lunch, school supplies, and the safe connections and support offered.

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

55% of students in these subgroups will score above a level 1 on PM3 for reading and math. This will occur with small group interventions utilizing evidenced based resources and progress monitoring.

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

Student data will be tracked and progress monitored through mastery tests monthly. State Progress Monitoring three times a year.
Monthly Grade level data meetings with Admin and Leadership Team.
Data Meetings with School Leadership Team after PM1 and PM2.
Lexia Core5 and Powerup weekly monitoring for unit areas completed.
I-Ready and Aleks math programs used weekly and monitored for mastery.

Person responsible for monitoring outcome:

Kristen Harrison (kristen.harrison@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.)

SRA decoding, SRA comprehension, Sound Partners, Building Fact Fluency, SIPPS, FCRR resources, Spelling through Morphographs
Students will receive instruction weekly on Core5 and PowerUp and headphones/earbuds will be provided to ensure this is done in the best setting possible
Primary teachers will use Heggerty and Kid LIPS
Phonics for Reading will be used in grades K-3
Cubed assessments will be given for placement and area of need for any students showing a reading defiency
Sound Partners will be used for small group intervention
Wilson will be used by trained title 1 teachers for interventions
Acadience will be used with primary students as needed to monitor progress

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

Improving Reading
Evidence-Based Program that addresses the identified gaps aligned with the 5 Components of Reading: adaptive blended learning program
Systematic and structured approach to six areas of reading: phonological awareness, phonics, vocabulary, structural analysis, automaticity/fluency, and comprehension.
Meeting the needs of each scholar based on the identified learning gaps from our specific assessments.
Evidence-based interventions that were chosen because of the data results collected. Each intervention is chosen for the scholar according to specific needs and used in small group settings.
Lexia Core5 and Lexia PowerUp(Strong Evidence for All struggling students): Adaptive
Scholars are grouped together in small groupings according to needs.

Explaining relevant math concepts and notation in the context of a problem-solving activity, prompting students to describe how worked examples are solved using mathematically valid explanations, and introducing algebraic notation systematically helps students develop new ways of reasoning, which will help them solve mathematical problems.

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.

7Mindsets used to reinforce positive culture.
Kagan Strategies to increase engagement and decrease referrals
PBIS points awarded
Parent Nights with communication / strategies
Strengthen Tier 1 Instruction through PD and resources
Poverty Book Study

Person Responsible: Kristen Harrison (kristen.harrison@myoneclay.net)

By When: By May 28, 2024, end of Fourth quarter when we have completed all Progress Monitoring Assessments for FAST.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Title 1 funding is used to provide highly qualified teachers for small group interventions for black and SWD. Funding is used to purchase materials that are research based and state approved to be used as tier 2 and tier 3 interventions with these subgroups. Students are provided with opportunities to receive free at home supplies and practice materials during school events at the school and during an event at the apartment complex where many of them live. Teacher engagement materials have been purchased with Title I funds to help train teachers in Kagan strategies each month and boost student engagement in class. ESE teachers are using county approved intervention materials purchased by Title I to ensure SWD are receiving specially designed instruction to meet their needs.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

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

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

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

The area of focus for k-2 is decoding and phonemic awareness. These are the basis for a strong reader so we are using Heggerty in K-3 to strengthen our students phonemic awareness as well as Bridge the Gap as an intervention as needed in small groups to target this area of instruction. We are using strong tier 1 instruction in phonics using From Phonics to Reading for decoding. Students are using Lexia each week as a targeted phonics program as well that meets them at their level. If they need additional support in Lexia they receive small group instruction using Lexia small group teacher led lessons. We are also using SIPPS and Sound Partners as an intervention in the area of phonics to support students who need small groups and are still struggling with phonics in K-2.

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

Third grade students were identified as having 50% or more non proficient. We are targeting these students who show a significant reading deficiency with using the Cubed testing to identify if it's a decoding or comprehension issue. According to their needs we are placing them in a small group for either SRA decoding or comprehension. These students will receive small group instruction 4 days a week in these programs. All students in 3-5 are receiving Lexia weekly to meet their individual needs. When necessary students will also receive Lexia teacher led lessons in small group. All students will have SAVVAS for strong tier 1 instruction in ELA. Students in 3rd grade will do Heggerty for additional phonemic awareness instruction to strengthen their reading foundational skills. Students who have shown they have a substantial reading deficiency in grade 3-6 will be Cubed and do small group 4 days a week according whether they need SRA decoding or comprehension to fill their gaps.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

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

Grades K-2 Measurable Outcomes

Using the Renaissance Star testing our K-2 goals are to move students in the area of basic reading skills from 58% to 65%. We plan to move students from 58% during PM1 to 62% by PM2 and 65% by the end of year testing.

Grades 3-5 Measurable Outcomes

Using the FAST testing in grades 3-6 our goal is to move students from 50% proficiency to 65%. Our plan is to focus on comprehension and move from 50% in PM1 to 58% by PM2 and 65% by PM3 at the end of year testing.

Monitoring

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

Teachers will meet once a month during T3 meetings with admin to look at data and monitoring of progress as well as quarterly grade level data meetings with Admin, Title 1 and ESE. We will use mastery test from interventions, grade level assessments, Acadience, teacher observations, and Cubed testing to monitor the progress of students. Students groups will be fluid to ensure student success and that students who continue to struggle and need further supports receive them. Admin, Title I, general ed teachers, and ESE teachers will discuss students progress, attendance, and engagement monthly at the T3 meetings to ensure communications about progress are shared with all stakeholders. Students will have data chats with teachers about their progress after each testing as well so they know their goals and how to obtain these goals. Parents will also be involved in conferencing, talks, and notes home about student progress toward their goal that way they are aware of the goals and progress towards them.

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

Harrison , Kristen, kristen.harrison@myoneclay.net

Evidence-based Practices/Programs

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

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

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

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

K-6 the evidence based programs being used to meet student needs are SAVVAS, Heggerty, Lexia, Phonics to Reading, SIPPS, Sound Partners, Core5, PRIDE, Spelling Mastery, SRA Decoding, and SRA Comprehension. These programs all meet Florida requirements for evidence based, as well as Clay County, and meet the BEST standards.

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

- Do the evidence-based practices/programs address the identified need?

- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

These programs are evidence based, they use explicit and systematic instruction, some use direct instruction for more intensified needs. These address the 5 areas of reading and are proven effective for our target population.

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Communication about student progress through data meetings: Our school has created a Literacy Leadership team that will meet monthly to look at student data in ELA and discuss areas of focus as well as our goals and progress towards them. We will address student gains and what needs to occur for students who are not making progress towards their goal. PMP, MTSS, and specific student needs will be discussed in these meetings to ensure all student needs are being addressed. Literacy Coaching from a county coach will be done regularly for new teachers to ensure they understand the county and school vision and goals. New teachers will look at data with their coach in addition to their admin and team. The coach will help guide them to make decisions about instruction and set up modeling opportunities for them to see other teachers who are highly effective teachers of ELA for an additional support. Assessments will occur as a grade level using district programs and these assessments will be analyzed and discussed during team meetings as well as T3 meetings.FAST testing will be discussed and monitored for progress towards the goal during T3 meetings with the grade level, ESE teachers, Title 1 teachers, and admin. Professional Learning will occur through grade levels data professional learning communities every Wednesday. Grade levels will look at assessments and work samples to monitor progress and make decisions about changes that need to occur to ensure the goal is being moved towards. Communications that need to be addressed with ESE, Title 1, and admin will be discussed so that these needs can be discussed at T3 meetings each month.	Harrison , Kristen, kristen.harrison@myoneclay.net
Small group instruction The Literacy Leadership team will look at groups each month and keep them fluid to ensure student growth is occuring. Literacy coaching will occur as needed to ensure small group programs are being taught by trained teachers with fidelity. The county coaches will be used to train anyone who has not taught a specific program before. The programs used for small group all have Mastery test built in and will be used as the assessment piece to ensure students are grouped correctly and moving forward as needed. Professional Learning Communities will occur every Wednesday to ensure communication about assessments given in small groups are being communicated within the grade level. T3 meetings will occur monthly as well to ensure ESE, Title 1, and admin are communicated with about the small groups and student progress in them.	Harrison , Kristen, kristen.harrison@myoneclay.net
Data meetings each quarter: The Literacy Leadership team will meet each month to discuss data meetings and the protocols. Needs assessments based on progress towards the goal will be discussed and if changes need to be made within a grade level to ensure better	Harrison , Kristen, kristen.harrison@myoneclay.net

Action Step	Person Responsible for Monitoring

progress towards the goal.

Literacy coaching will be offered to all teachers during the data meeting to be sure all teachers know who they can ask for help with questions and concerns in ELA. Teachers will be able to schedule coaching sessions with district specialist or request additional training for programs they currently teach to ensure all programs are being implemented with fidelity.

Data meetings will be used to look at grade level and state wide assessment results. We will use the data tracking wall in the data room to look at progress towards the goals, address specific students there are concerns about, and what is being done to address student needs for those who are not meeting the goal or progressing towards it.

Professional learning will occur monthly during whole group PLC to address how we look at data, student engagement to help increase learning, Universal Design for Learning, and how we are moving towards our goals as a school.

Black Subgroup

Literacy Leadership will look at the progress monitoring for the black subgroup each month to ensure they are progress towards their goal. If they are not making progress towards their goal the committee will look at changing the intervention being used.

Literacy Coaching will be used to ensure all teachers teaching interventions for this subgroup have been trained and are teaching the intervention programs with fidelity.

Assessments will be given to these students through mastery test in the SRA programs they are receiving. These test will be monitored to be sure the students are progressing as needed to meet proficiency. These students' FAST testing will be monitored 3 times a year to ensure they are making growth. If they are not showing growth the Title 1 team, regular ed. teachers, and ESE teachers will look at if a change of intervention is needed.

Professional Learning will help target these students with student engagement strategies each month using Kagan strategies. A poverty book study will be taking place during quarter 2 to help address high quality instruction in schools with high poverty.

Harrison , Kristen, kristen.harrison@myoneclay.net

Students with Disabilities

Literacy Leadership team will meet each month to discuss with ESE teachers the progression of Students with Disabilities. The team will look at FAST testing as well as Mastery Test for the programs being taught and teacher assessments to analyze this data.

Literacy Coaching will be available to all ESE teachers to ensure they are trained and teaching the programs with fidelity and that these programs meet their students individual needs.

Assessments will be looked at with ESE teachers on each grade level during T3

Harrison , Kristen, kristen.harrison@myoneclay.net

Action Step	Person Responsible for Monitoring

meetings with regular ed teachers each month to ensure communication about assessments is happening across the board. All stakeholders will give input about the students' progress and if the intervention is working for each student.

Professional Learning will take place throughout the year for Kagan engagement strategies during PLC whole group time to ensure all students are actively engaged in their learning. Teachers will learn about Universal Design for Learning each month during PLC whole group. FIN will be brought in at least once during the year to help answer questions and guide ESE teachers in making schedules and reaching all SWD to meet their needs. A poverty book study will be offered to help enhance the ESE teachers and Regular Ed. teachers ability to reach all learners from poverty with high quality instruction.Summer ESE Summit trainings were made available to all ESE teachers and regular ed teachers to help enhance their ability to reach all learners and understand all different modalities of learners.

Title I Requirements

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

School Guidance Counselor leads lessons and supports individual students as needed. Our Mental Health Counselor supports students with a schedule for all students with counseling on their IEP and attends to crisis needs as they arise.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

We have a MTSS process for academics and behaviors. We have scheduled IEP meetings, additional IEP and SST meetings in addition to regular parent conferences.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

We provide the district training schedule to teachers, encourage district support at the school for additional training, new teachers receive district coaching, and we offer monthly professional development in PLC and T3 sessions.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

We do not have a preschool program. We do help parents sign up for a free book each month through DPIL until their child turns 5 years of age.