Clay County Schools

Swimming Pen Creek Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Swimming Pen Creek Elementary School

1630 WOODPECKER LN, Middleburg, FL 32068

http://spc.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.

Swimming Pen Creek Elementary is committed to working collaboratively with all stakeholders to provide students with an educational experience that is motivating, challenging, and rewarding.

Provide the school's vision statement.

Our vision is to empower students by providing an innovative and engaging learning environment that prepares them for future success.

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
Larson, Cheryl	Principal	Oversees all school initiatives
Nebesnyk, Heidi	Teacher, ESE	SAC chair and serves our struggling and ESE students
Davis, Kimberly	Teacher, K-12	Leads PLC team and is part of our school literacy and problem solving team
Dryden, Katherine	Instructional Media	Serves as our Instructional Application Facilitator
Heitman, Andrew	Teacher, K-12	Leads PLC team and is part of our school literacy and problem solving team
Maly, Kelly	Teacher, PreK	Leads PLC team and is part of our school literacy and problem solving team
Mills, Katlyn	Teacher, ESE	Serves as our Intervention Team Facilitator
McCord, Amy	Teacher, K-12	Leads PLC team and is part of our school literacy and problem solving team
Ohlendorf, Faith	Teacher, K-12	Leads PLC team and is part of our school literacy and problem solving team
Paternoster, Dawn	Teacher, ESE	Leads PLC team and is part of our school literacy and problem solving team
Smith, Laura	Assistant Principal	Assists in overseeing school initiatives

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.

Our school improvement plan has been created based on multiple sources of data and stakeholder input and vetted through our leadership team.

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))

Our SAC team will meet quarterly to review data and refine the plan in order to achieve our goals in meeting the State's academic standards. We will be highly focused on our students with disabilities to ensure growth is occurring.

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	No
2022-23 Minority Rate	37%
2022-23 Economically Disadvantaged (FRL) Rate	53%
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)* 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	15	15	7	18	15	15	6	0	0	91
One or more suspensions	0	0	0	0	0	0	1	0	0	1
Course failure in English Language Arts (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	3	10	17	19	0	0	49
Level 1 on statewide Math assessment	0	0	0	3	15	16	23	0	0	57
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	3	10	12	15	0	0	40

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	2	1	0	3	0	0	0	0	0	6
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	0	32	10	16	14	12	10	0	0	94
One or more suspensions	0	0	0	0	1	0	1	0	0	2
Course failure in ELA	2	0	0	1	1	0	0	0	0	4
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	16	18	4	0	0	38
Level 1 on statewide Math assessment	0	0	0	0	20	12	5	0	0	37
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	0	0	2	15	18	4	0	0	43

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	2	0	0	2	15	18	0	0	0	37

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	0	0	1	1	0	0	0	0	4
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	0	32	10	16	14	12	10	0	0	94
One or more suspensions	0	0	0	0	1	0	1	0	0	2
Course failure in ELA	2	0	0	1	1	0	0	0	0	4
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	16	18	4	0	0	38
Level 1 on statewide Math assessment	0	0	0	0	20	12	5	0	0	37
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	0	0	2	15	18	4	0	0	43

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	2	0	0	2	15	18	0	0	0	37

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	0	0	1	1	0	0	0	0	4
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*	52	59	53	61	63	56	70		
ELA Learning Gains				61			75		
ELA Lowest 25th Percentile				53			53		
Math Achievement*	54	64	59	64	51	50	72		
Math Learning Gains				65			62		
Math Lowest 25th Percentile				57			76		
Science Achievement*	50	65	54	75	69	59	74		
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](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	213
Total Components for the Federal Index	4
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	62

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	436
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	28	Yes	2	1
ELL				
AMI				
ASN				
BLK	37	Yes	1	
HSP	46			
MUL	50			
PAC				
WHT	59			
FRL	47			

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	1	
ELL				
AMI				
ASN				
BLK	44			
HSP	57			

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%
MUL	57			
PAC				
WHT	66			
FRL	54			

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	52			54			50					
SWD	28			28			16				4	
ELL												
AMI												
ASN												
BLK	37			37							2	
HSP	41			50							2	
MUL	40			60							2	
PAC												
WHT	57			57			66				4	
FRL	44			49			41				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	61	61	53	64	65	57	75					
SWD	29	43	45	22	42	50						
ELL												
AMI												
ASN												

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
BLK	38	63		31	44							
HSP	56	60		52	60							
MUL	63	40		63	60							
PAC												
WHT	64	63	56	70	69	69	73					
FRL	52	52	44	56	56	41	76					

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	70	75	53	72	62	76	74					
SWD	36	53	54	50	76	73	46					
ELL												
AMI												
ASN												
BLK	40			58								
HSP	73	90		59	50							
MUL	72			78								
PAC												
WHT	74	77	50	77	60		81					
FRL	63	77		68	55		74					

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	47%	61%	-14%	58%	-11%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	59%	61%	-2%	47%	12%
03	2023 - Spring	57%	59%	-2%	50%	7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	78%	75%	3%	54%	24%
03	2023 - Spring	52%	62%	-10%	59%	-7%
04	2023 - Spring	58%	67%	-9%	61%	-3%
05	2023 - Spring	37%	59%	-22%	55%	-18%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	48%	63%	-15%	51%	-3%

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.

Our lowest performance was in the following grade levels: 4th ELA with 47% proficiency; 5th ELA with 44% proficiency; 5th Math with 37% proficiency. Our SWD and students in the black/african american subgroup were under 50%proficient with 5th grade being the lowest. There are a large population of SWD in our 4-6 grade students who have historically performed below grade level.

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

Our 5th grade students demonstrated a significant decline in proficiency. Behaviors have contributed to the academic deficiency.

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.

Based on our progress monitoring data and state assessment data, our 4th and 5th ELA proficiency, especially with our subgroups SWD and black/african american students, has the greatest gap compared with the state. Attendance and behavior are 2 contributing factors that have impacted proficiency.

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

Our Math proficiency, especially in 6th grade showed the most improvement. The 6th grade math teacher has high engagement and uses our PBIS model in his classroom.

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

Our main area of concern is attendance which negatively impacts proficiency.

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

-Continue strengthening attendance through monthly attendance meetings and scheduled Success Team meetings with families.
-Continue strengthening our PBIS/ trauma-informed approach to improve home-school relationships, which will improve attendance, behavior and academics
-Increase collaboration between general education teachers and support facilitators through collaborative planning bi-weekly in the master schedule.
-Success Block for grades 4-6 that target specific area of need in ELA (intervention/enrichment) that is provided daily and is part of the master schedule. These groups are fluid based on progress monitoring.
-Support PLC work to strengthen core instruction
-Provide monthly (at minimum) supports (through school and district) for teachers new to grade level, school or county. District coaches are provided to new teachers to support curriculum and management.
-Regular data meetings held to analyze student data and provide necessary supports

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

#1. 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.

Deepen standards based academic instruction to increase ELA proficiency. We will focus on intentional planning for explicit instruction to increase student achievement in overall proficiency because over the past 2 years proficiency scores have declined, especially our SWD. Small group instruction will be tailored to students' needs with an emphasis on essential standards. Through collaborative planning, we will target our subgroup (SWD) and meet monthly to monitor that adequate progress is happening for all students.

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

In May, 2023 26% of our 3-6 grade SWD scored proficient on the ELA FAST PM3. By May, 2024 41% of 3-6 grade SWD will demonstrate proficiency on the ELA FAST PM3. The students scoring below proficiency will make a minimum of a 10 point gain from ELA FAST PM1 to PM3.

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

Academic proficiency will be monitored through the following:
-monthly MTSS meetings - teachers/ ESE/ ITF
-FAST PM data - teacher/ admin
-Student Success Binders - student track their own data (Lexia, Intervention/ Enrichment progress monitoring, classroom performance)

Person responsible for monitoring outcome:

Cheryl Larson (cheryl.larson@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.)

We have implemented a schoolwide Success Block that is on the master schedule daily for 4-6 grade students. Diagnostic data was used to place students in a targeted intervention/ enrichment group to address the area of need in ELA. District adopted evidence-based material is used for each group including Corrective Reading for students in need of interventions. SWD have been strategically placed in smaller groups, and this time is in addition to the services received by their support facilitator. Our SWD that are served in a self-contained setting are receiving this intervention with their non-disabled peers.

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

Based on cubed assessment and corrective reading placement tests, students are receiving specially designed instruction to meet their are of need.

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.

Diagnostic and placement tests given to all 4-6 grade students to provide targeted instruction and create groups based on students' needs. All ESE, general education teachers and trained paras are assigned a group based and specific district approved material that addresses area of need. The Success Block is scheduled in the master calendar daily and is sacred time to close gaps and enrich learners.

Person Responsible: Cheryl Larson (cheryl.larson@myoneclay.net)

By When: Complete by August 18 to begin Success Block on August 21; new students should be placed within 2 school days

General education teacher and support facilitator meet for collaborative planning bi-weekly for 40 minutes as part of the master schedule.

Person Responsible: Cheryl Larson (cheryl.larson@myoneclay.net)

By When: The schedule begins the first full week of school

Monthly MTSS meetings are planned on the meeting matrix to progress monitor students identified as having a substantial reading deficit between the general education teachers, ESE teachers and Intervention Team Facilitator.

Person Responsible: Katlyn Mills (katlyn.mills@myoneclay.net)

By When: Second Wednesday of each month

#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.

Deepen standards based academic instruction to increase ELA proficiency. We will focus on intentional planning for explicit instruction to increase student achievement in overall proficiency because over the past 2 years proficiency scores have declined. Small group instruction will be tailored to students' needs with an emphasis on essential standards.

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

In May, 2023 51.91% of 3-6 grade students scored proficient on the ELA FAST PM3. By May, 2024 61% of 3-6 grade students will demonstrated proficiency on the ELA FAST PM3. The students scoring below proficiency will make a 10 point gain at minimum from ELA FAST PM1 to PM3.

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

Monthly MTSS meetings for student identified with a substantial deficiency in Reading - Teachers/ ESE/ ITF
FAST PM and Lexia data meetings - teacher/ admin
Student Success binders - students track their own data

Person responsible for monitoring outcome:

Cheryl Larson (cheryl.larson@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.)

Professional Learning communities focus on strengthening tier 1 instruction and choose essential standards to track mastery of prerequisite skills through vertical teams. Administration and district specialists will support the work in PLC and promote high leverage practices. Professional development will be provided based on needs of students and teachers according to data.

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

By systematically designing instruction toward specific learning goals, teachers build capacity and are more equipped to close learning gaps with students.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

A plan for PLC was created over the summer with input from teacher leaders. Weekly meeting times are non-negotiable and expectations of participation were shared with faculty during pre-planning. Teachers have the year at a glance plan with the understanding that revisions could be made based on data and

stakeholder input. Administration is working with district specialists to support teachers in their professional learning communities.

Person Responsible: Cheryl Larson (cheryl.larson@myoneclay.net)

By When: Dedicated time for work in PLC on the meeting matrix each Thursday from 7:30-8:15

Learning walkthroughs will be conducted by administration on a regular basis to ensure that high-leverage strategies are being used in classrooms and the data from these will be discussed in faculty meetings as well as individual conferences with teachers. During whole group PLC work, administration will model engagement strategies while sharing walk through data and conveying expectations for strong instruction that is aligned with and meets rigor of BEST standards. The administration team has a system to ensure that all teachers receive feedback at a minimum of two times a month. The administration team meets weekly to calibrate feedback and determine next steps for support of teachers and students.

Person Responsible: Cheryl Larson (cheryl.larson@myoneclay.net)

By When: ongoing throughout the school year

#3. Positive Culture and Environment specifically relating to Early Warning System

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

If we increase student engagement and investment in learning through the use of a schoolwide positive behavior support program with a trauma informed approach, our overall attendance will improve. Having a common language across the campus will positively impact school culture, which is critical in supporting sustainable schoolwide improvement initiatives. Based on our 2023 Climate Survey, our greatest area of need for both student and school based personnel was Class Management, which demonstrates a need for a consistent, systematic plan. We will continue to strengthen the implementation of our current PBIS plan to include a safe place in each classroom to allow a student to de-escalate. We also have scheduled training in trauma informed practices that help faculty understand the brain states and regulation strategies. All students with 2 or more Early Warning Indicators attended below 90% of the year. Students who feel safe in their learning environments will have a desire to come to school each day.

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

In May, 2023 our overall attendance average for k-6 students was 86.98%. Byy May, 2024 our average attendance for K-6 students will be 96%.

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

Our attendance team, which includes administration, school counselor and social worker, meets each month to analyze attendance data and schedule Success Team Meetings that include the teachers and academic data. The MTSS monthly meetings will also address attendance as we communicate progress monitoring data with families.

Person responsible for monitoring outcome:

Laura Smith (laura.smith1@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.)

An attendance system has been implemented so that the first communication comes from the teacher after an absence so that a discussion regarding the impact on academics occurs. After repeated absences the teacher completes a social work referral providing anecdotal information about the child. At the attendance meetings, the team reaches out to the families to share concerns and schedule a Success Team Meeting.

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

The meetings are designed to remove barriers to attendance for students at risk and partner with families to improve

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.

We will deepen understanding of learning and human development to create a safe and respectful learning environment. Otter Values lessons will be given at the beginning of the year and throughout the the year as needed to coach on school expectations. Monthly Otter Values Team meetings are held to analyze discipline. Conscious Discipline strategies/ videos will be provided to faculty in a weekly newsletter as well as professional development on brain research and regulation strategies.

Person Responsible: Laura Smith (laura.smith1@myoneclay.net)

By When: Weekly on going throughout the school year

We are creating a culture in which all teachers and staff purposefully develop relationships with students and their families in order to create a sense of belonging on campus. Parent education will be provided throughout the year to strengthen the school-home partnership.

Person Responsible: Laura Smith (laura.smith1@myoneclay.net)

By When: Monthly family newsletters and ongoing family engagement activities

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

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

Deepen standards based academic instruction to increase ELA proficiency. We will focus on intentional planning for explicit instruction to increase student achievement in overall proficiency because over the past 2 years proficiency scores have declined. Small group instruction will be tailored to students' needs with an emphasis on essential standards. Through collaborative planning, we will target our subgroup (SWD) and meet monthly to monitor that adequate progress is happening for all students.

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

In May, 2023 37% of our 3-6 grade black/African American students scored proficient on the ELA FAST PM3. By May, 2024 41% of 3-6 grade SWD will demonstrate proficiency on the ELA FAST PM3. The students scoring below proficiency will make a minimum of a 10 point gain from ELA FAST PM1 to PM3.

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

Academic proficiency will be monitored through the following:
-monthly MTSS meetings - teachers/ ESE/ ITF
-FAST PM data - teacher/ admin
-Student Success Binders - student track their own data (Lexia, Intervention/ Enrichment progress monitoring, classroom performance)

Person responsible for monitoring outcome:

Cheryl Larson (cheryl.larson@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.)

We have implemented a schoolwide Success Block that is on the master schedule daily for 4-6 grade students. Diagnostic data was used to place students in a targeted intervention/ enrichment group to address the area of need in ELA. District adopted evidence-based material is used for each group including Corrective Reading for students in need of interventions. SWD have been strategically placed in smaller groups, and this time is in addition to the services received by their support facilitator. Our SWD that are served in a self-contained setting are receiving this intervention with their non-disabled peers.

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

Based on cubed assessment and corrective reading placement tests, students are receiving specially designed instruction to meet their area of need.

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.

Diagnostic and placement tests given to all 4-6 grade students to provide targeted instruction and create groups based on students' needs. All ESE, general education teachers and trained paras are assigned a group based and specific district approved material that addresses area of need. The Success Block is scheduled in the master calendar daily and is sacred time to close gaps and enrich learners.

Person Responsible: Cheryl Larson (cheryl.larson@myoneclay.net)

By When: Complete by August 18 to begin Success Block on August 21; new students should be placed within 2 school days

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).

We have 4 allocations for ESE Inclusion teachers. There roles are as followed:
Teacher 1 - Montessori classes and Intervention Team Facilitator for the school
Teacher 2 - Kindergarten, 1st and 4th grades
Teacher 3 - 2nd and 5th
Teacher 4 - 3rd and 6th
Our ESE Inclusion teachers lead our schoolwide initiative to provide targeted ELA instruction to all 4-6 grade students. They assessed students and provided each group materials that addressed areas of need or enrichment. They meet with administration to design tools for progress monitoring so that the groups can be flexible based on data. All ESE teachers have a small intervention group and implement SDI with our SWD during our Success Block daily. In addition, our SWD are served through support facilitation in the general education setting. The ESE teachers also facilitate the collaborative planning with their general education teachers bi-weekly.

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

N/A

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

ELA proficiency in 4th and 5th grade are below 50% and SWD ELA proficiency was below 50% in 3-6 grades

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

n/a

Grades 3-5 Measurable Outcomes

In May, 2023 51.91% of 3-6 grade students scored proficient on the ELA FAST PM3. By May, 2024 61% of 3-6 grade students will demonstrated proficiency on the ELA FAST PM3.
In May, 2023 27% of SWD in 3-6 grade scored proficient on the ELA FAST PM3. By May, 2024 41% of SWD in 3-6 grade will demonstrated proficiency on the ELA FAST PM3.

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.

Our teams will meet monthly at a minimum with administration to analyze data and refine plan to ensure learning gaps are closing, especially for our SWD.
MTSS/ Attendance Meeting - 2nd Wednesday of each month
Collaborative planning with ESE Inclusion teacher and general education teacher - biweekly schedule
PLC meets weekly Thursday 7:30-8:15
Otter Values Team - 2nd Friday of each month
New Teacher Support - 2nd Tuesday of each month
Literacy Team Meeting - 4th Tuesday of each month
ESE team meeting w/ Administration - 1st Friday of each month

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

Larson, Cheryl, cheryl.larson@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?

Success Block - Intervention material: Corrective Reading, Enrichment: Simple Rigor strategy
Implementing tier 1 district approved materials with fidelity
4th grade - tier 1 includes Spelling Through Morphology
Use data and decision tree to drive instruction

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?

Intervention materials were selected based on Cube-Assessments and Corrective Reading Placement tests.

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
Literacy Coaching - Utilize district specialists to support PLC work Secured new teacher coaches for our 2 new teachers Secured coaches for teachers new to school/ grade level	Larson, Cheryl, cheryl.larson@myoneclay.net
Assessment: ESE Inclusion teachers will develop a system to track progress with Success Block for students to keep in their Success Binders. They will also train teachers and paras to assess students using Acadiance.	Larson, Cheryl, cheryl.larson@myoneclay.net

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.

Information will be shared at Open House, SAC meetings and the information will be available on our website as well as a link in our family newsletter.

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))

SPC fosters positive family relationships through ongoing engagement activities during and after school throughout the year. Activities such as fun Run/ Walk events, flagpole ceremonies, family nights, Chorus events and the family picnic are ways we positively connect to the community. We also have an active parent volunteer organization that supports learning on campus through various tasks. The implementation of the Conscious Discipline approach is communicated to all stakeholders through a monthly newsletter to strengthen the home-school connection. A weekly Tuesday folder is sent home to keep families up to date with classroom performance and monthly progress monitoring is communicated when students are receiving academic or behavior interventions.

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))

Our Success Block is a schoolwide initiative that addresses proficiency for all students. Instructional time is protected and the expectation is for teaching to occur from bell to bell. Collaborative planning is part of

the master schedule to ensure our ESE and general education teachers have time to plan for targeted instruction for SWD.

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

<div style="background-color:#6b9ed6;">

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

</div>

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))

Our school counselor provides monthly resiliency based lessons to all homeroom classes. In addition, she teachers the required 360 Suite lessons. Our school counselor, Mental Health Counselor and our Military Family Life Counselor coordinate a variety of small groups weekly based on student needs. Teachers have been trained and have access to referral forms for our school counselor and our social worker. Students with behavioral needs on their IEP also receive individual counseling services with our Mental Health Counselor.l

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 - Our school counselor does provide transition activities for our 6th grade students to prepare them for junior high. This includes schedule planning where students are picking electives based on anticipated post-secondary career paths.

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).

Our PBIS program is called Otter Values. All students receive tier 1 instruction targeted around the values of being peaceful, responsible and safe. Lessons are provided to teach expectations across all school settings.

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))

All our first year teachers and teachers new to the school participate in monthly professional development opportunities focused on meeting teacher needs based on survey results. These meetings will lead to an increase in teacher retention. Additionally, identified teachers receive targeted and intentional support coaching utilizing district supports.

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))

Our preschool Montessori program provides students early access to the school environment and community. We partner with the community to host a kindergarten round up in the Spring where rising kindergarteners are able to tour the school and participate in classroom activities. Families receive kindergarten readiness materials to work with students at home. In the summer kindergartners are invited for individual screening sessions and another school tour to familiarize them with our school.

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: ESSA Subgroup: Students with Disabilities	$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	$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