

Seminole County Public Schools

GENEVA ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 6
 - D. Demographic Data 7
 - E. Early Warning Systems 8
- II. Needs Assessment/Data Review 11
 - A. ESSA School, District, State Comparison 12
 - B. ESSA School-Level Data Review 13
 - C. ESSA Subgroup Data Review 14
 - D. Accountability Components by Subgroup 16
 - E. Grade Level Data Review 19
- III. Planning for Improvement 20
- IV. Positive Culture and Environment 25
- V. Title I Requirements (optional) 29
- VI. ATSI, TSI and CSI Resource Review 31
- VII. Budget to Support Areas of Focus 32

School Board Approval

This plan was approved by the Seminole County School Board on 10/8/24.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Geneva Elementary, in partnership with our families and community, provides a safe, supportive, and intentional learning environment where students acquire the knowledge, skills, and attitudes to be productive citizens and lifelong learners.

Provide the school's vision statement

At Geneva Elementary, we will have a safe, supportive, and intentional learning environment with high expectations of students to engage in rigorous tasks and applications.

Teachers participating in professional learning communities will produce standards-based student tasks. Student learning outcomes will demonstrate knowledge application through forms of verbal and written communications.

Students can be seen interacting purposefully and showing evidence of learning. Students will be engaged in the problem solving, collaborating, using evidence or artifacts to defend their thinking – knowledge built through complex texts and rigorous mathematical applications.

The goal of this vision is to provide all students with one year's growth, in one year's time.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Aimee Padilla

Position Title

Principal

Job Duties and Responsibilities

The Principal provides the school-based leadership required to sustain a focus on improving instruction to increase the achievement of all students in a safe learning environment while ensuring the orderly and efficient operation of the school. The principal role includes:: SIP, Low Quartile, MTSS, SST, Teacher Feedback, PBIS, Emergency Response, Teacher/Staff Evaluations, PDs, PLCs, PTA, Budget, SAC, Communications for stakeholders.

Leadership Team Member #2

Employee's Name

Jeff Fose

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal provides the school-based leadership required to sustain a focus on improving instruction to increase the achievement of all students in a safe learning environment while ensuring the orderly and efficient operation of the school. The assistant principal role includes:: SIP, Low Quartile, MTSS, SST, Teacher Feedback, PBIS, Emergency Response, Teacher/Staff Evaluations, PDs, PLCs, Testing, and Communications for stakeholders.

Leadership Team Member #3

Employee's Name

Alison Burke

Position Title

Certified School Counselor

Job Duties and Responsibilities

Assist school personnel, parents, and students with relevant educational and personal/social goals and planning. Develop and provide an effective comprehensive guidance and counseling program to serve the needs of all students.

Leadership Team Member #4

Employee's Name

Lisa Davidson

Position Title

Literacy Coach

Job Duties and Responsibilities

Collaborate with the school leadership team to plan and implement a consistent program of improving reading achievement using evidence based reading strategies and interventions designed in the science of reading. Collect and use data on instructional practices to inform and implement professional learning activities for staff.

Leadership Team Member #5

Employee's Name

Olivia Vonhagel

Position Title

Technology Facilitator/STEM Teacher

Job Duties and Responsibilities

Collaborate with school leadership team on global citizenship and future ready goals for student success. Coach and support teachers while coordinating and organizing instructional technology and applications.

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

Geneva employs parent and community involvement through various survey collections and local School Advisory Meetings. Stakeholders provide input to establish common goals and ideals aligned to our Seminole County mission and school wide vision. Input is utilized to collaborate and develop plans such as family events to impact the welfare and success of the school.

Our PTA supports our schools goals and improvement efforts by providing human and financial resources. Input and feedback from our SAC is used in developing this plan as well as SAC gives the final approval of the School Improvement Plan.

SIP Monitoring

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

The School Improvement Plan will be presented to the faculty and staff at the beginning of the school year. The goal will be to review the SIP after each FAST assessment and make necessary revisions to ensure continuous improvement.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	22.1%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	45.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: B* 2021-22: B 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	1	19	13	23	23	28				107
One or more suspensions	0	0	0	2	1	1				4
Course failure in English Language Arts (ELA)	1	3	3	1						8
Course failure in Math	1	3	3	1						8
Level 1 on statewide ELA assessment				4	1	14				19
Level 1 on statewide Math assessment				2	9	14				25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	5	2	9						17
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	4	2	2	0					9

Current Year 2024-25

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	6	4	7	3	13				33

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	5	1	2	0	0				9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2023-24) As Last 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 school days	6	21	10	10	9	8				64
One or more suspensions										0
Course failure in ELA	1	6	2		1					10
Course failure in Math	1	3	1							5
Level 1 on statewide ELA assessment					12	14				26
Level 1 on statewide Math assessment					9	20				29
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	6	4	11						42

Prior Year (2023-24) As Last Reported (pre-populated)

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	6	1	2	11	14				36

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	2	1							5
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	64	66	57	57	61	53	63	65	56
ELA Grade 3 Achievement **	67	69	58	59	62	53			
ELA Learning Gains	63	62	60				64		
ELA Learning Gains Lowest 25%	58	55	57				54		
Math Achievement *	67	67	62	58	64	59	70	46	50
Math Learning Gains	65	64	62				64		
Math Learning Gains Lowest 25%	34	43	52				35		
Science Achievement *	77	68	57	69	65	54	70	65	59
Social Studies Achievement *								62	64
Graduation Rate								62	50
Middle School Acceleration								45	52
College and Career Readiness									80
ELP Progress	75		61		77				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 (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	495
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
62%	61%	60%	56%		58%	59%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	44%	No		
Hispanic Students	63%	No		
White Students	62%	No		
Economically Disadvantaged Students	50%	No		

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%
Students With Disabilities	29%	Yes	3	1
Hispanic Students	70%	No		
White Students	60%	No		
Economically Disadvantaged Students	44%	No		

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%
Students With Disabilities	33%	Yes	2	
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students	73%	No		
Multiracial Students				
Pacific Islander Students				
White Students	59%	No		
Economically Disadvantaged Students	51%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	64%	67%	63%	58%	67%	65%	34%	77%					
Students With Disabilities	31%	35%	58%	61%	35%	52%	35%	47%					
Hispanic Students	68%		50%		77%	55%							
White Students	63%	64%	65%	62%	65%	69%	36%	75%					
Economically Disadvantaged Students	48%	54%	56%	59%	50%	48%	19%	64%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	57%	59%			58%			69%					
Students With Disabilities	29%	47%			24%			14%					
Hispanic Students	68%	67%			71%			73%					
White Students	55%	57%			56%			71%					
Economically Disadvantaged Students	38%	45%			41%			53%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	63%		64%	54%	70%	64%	35%	70%					
Students With Disabilities	20%		38%	43%	28%	34%	21%	50%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	70%		83%		72%	59%		82%					
Multiracial Students													
Pacific Islander Students													
White Students	62%		61%	48%	69%	65%	42%	69%					
Economically Disadvantaged Students	46%		66%	55%	54%	54%	26%	53%					

E. 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	65%	67%	-2%	55%	10%
Ela	4	59%	62%	-3%	53%	6%
Ela	5	64%	63%	1%	55%	9%
Math	3	66%	69%	-3%	60%	6%
Math	4	63%	64%	-1%	58%	5%
Math	5	53%	43%	10%	56%	-3%
Math	6	100%	67%	33%	56%	44%
Science	5	69%	65%	4%	53%	16%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

This year, we saw the most improvement in overall math proficiency. In 2023, 58% of our students were proficient. This year 67% of our students were proficient. This is an increase of 9 percentage points.

New actions included:

1. PLC- monitoring with district support
2. Targeted planning based on data results
3. Small group differentiated instruction
4. Math Walks with Feedback
5. School Improvement Team Math Book Study, "Math Pact"

Lowest Performance

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

The lowest performance was our math lowest quartile learning gains at 34%.

Contributing Factors:

1. teachers (inexperienced with planning, and teaching practices)

2. behavioral challenges (we worked closely with our district behavior coaching academy to support classroom management)

Greatest Decline

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

The lowest performance was our math lowest quartile learning gains at 34%. This is stagnate in comparison to the 2022 results for learning gains.

Contributing Factors:

1. building teacher capacity in the subject area (inexperienced with planning, and teaching practices)
2. closing gaps in small group instruction

Greatest Gap

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

The data component that was the lowest compared to a state average was ELA proficiency.

State: 53% Geneva: 64%

Although we were higher than state average, this is an area that we will continue to ensure we have positive movement and gains for student success through data monitoring.

EWS Areas of Concern

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

1. 103 students had 10+ absences (20%)
2. 25 students scored at a level 1 on the statewide Math assessment.

Highest Priorities

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

1. Continue to monitor planning sessions during PLCs to ensure that the BEST standards are being addressed to student mastery.
2. Strengthen small group instruction to ensure differentiation with a narrowed focus on lowest quartile.
3. Continue to focus on PBIS initiatives relating to behaviors and motivations for student attendance.
4. Communicate with parents about the importance of attendance
5. Continue to build a positive culture in the school

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA, Math, Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

ELA 63% of Geneva students demonstrated Learning Gains in ELA and 58% of the Low Quartile demonstrated gains. 19 students earned a level 1 on FAST P3.

Math 66% of students demonstrated a learning gain with 34% of your low quartile demonstrating gains. 25 students earned a level 1 on FAST P3.

Science 77% of students demonstrated proficiency in Science.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In ELA, with 19 earning a level one in grades 3 - 5, the outcome will be to reduce amount of students earning level one and increasing learning gains from 63% to 70%.

In Math, with 25 students earning a level one in grades 3 - 5, the outcome will be to reduce the amount of students learning a level one and increasing learning gains for the low quartile from 34% to 60%.

In Science, due to the increase in proficiency the goal is to maintain and continue to increase from 77% to 80%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Each grade level is required to input assessment data on our school google document.

The leadership team will review and monitor data with the teachers.

The data is used to inform and drive intentional instruction plans for student acquisition.

This process is completed weekly in a data PLC.

Person responsible for monitoring outcome

Aimee Padilla (Principal), Jeff Fose (Assistant Principal), Lisa Davidson (Literacy Coach)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

ELA: The following evidence-based interventions are available to support students based upon the area of need of the individual student: Magnetic Reading (promising evidence), Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) (moderate evidence), Wonders Tier 2 and Tier 3 Intervention (state approved adopted materials), iReady (moderate evidence), Reading Mastery (promising evidence), Corrective Reading (strong evidence), and Quick Reads (strong evidence). Math: The following evidence-based interventions are available to support students based upon the area of need of the individual student: iReady, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy Project.

Rationale:

ELA - A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence- Based Reading Plan. Math- All the listed interventions have research-based evidence for efficacy.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Data Analysis Professional Learning Community Meetings

Person Monitoring:

Aimee Padilla (Principal), Jeff Fose (Assistant Principal), Lisa Davidson (Literacy Coach), Teachers

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During the PLC, the team will review both qualitative and quantitative data such as formatives, summative, benchmark, and norm-referenced to identify needs analysis on student's mastery of standards. Teachers will use the data to plan for small group instruction to remediate student skills

and strategies for mastery acquisition in ELA, Math, and Science.

Action Step #2

Strategic Instructional Planning

Person Monitoring:

Aimee Padilla (Principal), Jeff Fose (Assistant Principal), Lisa Davidson (Literacy Coach)

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Weekly, teachers will meet with administration and the literacy coach to plan for intentional instruction that includes student collaboration, problem solving, defending evidence, and the use of teacher small group instruction to meet student needs. The team will work with district support to collaborate on pacing, strong tier one instruction, and a small group instructional plan to meet the needs of the learners.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our focus will be decreasing the number of students with 15+ absences. If students are absent, they are missing quality instruction of the BEST standards.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 23-24 school year, of the 479 total students, 117 had 15+(24%) absences and 97 had 10+ (20%) absences.

Goal for the 24-25 school year reduce percent of students with 15+ absences from 24% to 20%, and 10+ from 20% to 15%.

Monitoring

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

how ongoing monitoring will impact student achievement outcomes.

1. Information will be sent out regularly to parents about the importance of attendance. Including a guide in the welcome packet.
2. Teachers will use a tiered communication system to identify absences with families.
3. Our Social Worker will monitor attendance and send out letters.
4. Our Social Worker will review the truancy procedures with the staff.

Person responsible for monitoring outcome

Aimee Padilla (Principal), Jeff Fose (Assistant Principal), Alison Burke (Guidance), Glenda Agosto (Social Worker)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The Multi-Tiered Support System (MTSS) process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. MTSS provides a positive and effective means to support student learning, attendance and behavior. Schools should have evidence of a strong Tier 1 framework of support in all of these areas.

Rationale:

All Levels - MTSS methods are research-based and proven to positively impact school climate and increase academic performance. Interventions should be targeted to meet a specific need of students at the school based on data and should involve explicit teaching and monitoring.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Presentation of Truancy Procedures

Person Monitoring:

By When/Frequency:

Aimee Padilla (Principal), Jeff Fose (Assistant Principal) Annual

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

An MTSS PLC will be utilized to review attendance and truancy procedures, in addition to reviewing best practices for increasing engagement and attendance for students.

Action Step #2

Truancy/Attendance Communication

Person Monitoring:

Aimee Padilla (Principal), Jeff Fose (Assistant Principal), Glenda Agosto (Social Worker)

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Information will be sent out regularly to parents about the importance of attendance. Including a guide in the welcome packet. 2. Teachers will use a tiered communication system to identify absences with families. 3. Our Social Worker will monitor attendance and send out letters. 4. Our Social Worker will review the truancy procedures with the staff.

Area of Focus #2

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The Panorama Survey indicated that the school climate was rated at 76% from staff and 78% from teachers.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase the overall rating from 76%/78% to 90% for a positive climate, using Panorama to monitor the data..

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Analyze the data extracted from the Panoramic Survey results and take action utilizing the specific questions such as:

1 - How positive are the attitudes of your colleagues?

2- How much do you matter to your colleagues?

Person responsible for monitoring outcome

Aimee Padilla (Principal), Jeff Fose (Assistant Principal)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action Step #1

Cultivate positive attitudes with colleagues.

Person Monitoring:

Aimee Padilla (Principal), Jeff Fose (Assistant Principal)

By When/Frequency:

Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1 - Utilize a "pulse" survey to solicit information on the campus climate. 2 - Strengthen stakeholder vision for all stakeholders by conducting a day in the life Professional Development. 3. Strengthen colleague interactions and cultivate positive attitudes with the school improvement vertical planning teams.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii))

No Answer Entered

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00