EVANS ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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 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

| The mission of Seminole County Public Schools and Evans Elementary is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

Provide the school's vision statement

Evan Elementary's vision is that all students will acquire the knowledge, skills, and attitudes to be productive citizens that can effectively collaborate with others to identify and solve problems. Every Evans Elementary student will make a minimum of 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
Stacie Hardy

Position Title
Principal

Job Duties and Responsibilities

Sets the vision, implements the School Improvement Plan through school-based professional learning and monitors progress, knows the school goals and selects strategies to achieve them, understands school data and uses data to set school goals and monitors goals being met. Cultivates a mindset of focus for the leadership team – prioritizes what is most important and aligns actions accordingly. Provides leadership for setting school targets and presents evidence to district of the plan for school improvement each year. Makes sure goals set in the School Improvement Plan are strategically aligned with district priorities. Understands school data and uses data to set school goals.

Leadership Team Member #2

Employee's Name
Sharon Klein

Position Title
Assistant Principal

Job Duties and Responsibilities

Assists with implementation of the School Improvement Plan, helps make decisions about curriculum, assessment, instruction, and professional learning to improve student learning outcomes, helps create a safe, nurturing learning environment for students. Assists in activating the school improvement plan through school-based professional learning and monitors progress, knows the school goals and selects strategies to achieve them, understands school data and uses data to set school goals, helps monitor progress of goals.

Leadership Team Member #3

Employee's Name
Carol Lynn Everett

Position Title
School Administrative Manager

Job Duties and Responsibilities

Helps implement the School Improvement Plan, helps make decisions about professional learning in order to improve student behavior and learning outcomes, helps create a safe and nurturing learning environment for students. Understands school data and uses data to set school goals, helps keep the focus on the targets and works to assure that the structures in place support the instructional program, helps monitor progress of the goals in the School Improvement Plan.

Leadership Team Member #4

Employee's Name
Ilaria Sessa

Position Title
Reading Coach

Job Duties and Responsibilities

Helps implement the School Improvement Plan, helps make decisions about ELA curriculum, ELA assessment, ELA instruction, and ELA professional learning to improve student learning outcomes, helps create a safe, nurturing learning environment for students. Understands school data and uses data to set school goals. Helps set school reading goals, and through effective and purposeful PLC meetings, assists teachers with designing strategies and monitoring progress in reading. Helps monitor progress of the goals in the School Improvement Plan.

Leadership Team Member #5

Employee's Name
Francesca Cimino

Position Title
Math Coach

Job Duties and Responsibilities

Helps implement the School Improvement Plan, helps make decisions about Math curriculum, Math assessment, Math instruction, and Math professional learning in order to improve student learning outcomes, helps create a safe, nurturing learning environment for students. Understands school data and uses data to set school goals. Helps set school math goals, and through effective and purposeful PLC meetings, assists teachers with designing strategies and monitoring progress in math. Helps monitor progress of the goals in the School Improvement Plan.

Leadership Team Member #6

Employee's Name
Lauren Patterson

Position Title
Guidance Counselor

Job Duties and Responsibilities

Helps implement the School Improvement Plan, helps make decisions using data on how to close academic and social-emotional gaps by connecting students with the services they need in order to improve student learning outcomes, and helps create a safe, nurturing learning environment for students. Understands school data and uses data to set school goals with respect to social and emotional needs of students and the training needed by staff. Helps set school goals, design strategies and monitor progress in social-emotional learning. Helps monitor progress of the goals in the School Improvement Plan.

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.

The School Advisory Committee, which includes parents, teachers, non-instructional personnel, and community members participated in the development of the School Improvement Plan. During a SAC meeting, ideas for student improvement were discussed by the committee and added to the plan. The plan includes strategies that will improve student achievement. Prior to the SAC reviewing plan, it was shared with the school leadership team, teachers and staff for feedback.

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 SIP will be regularly monitored by the leadership team and the faculty and staff following each progress monitoring testing window. Implementation checks will take place at SAC meetings following each progress monitoring testing window. Revisions will be made as needed.

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	**60.9%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**41.7%**
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) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: A** **2022-23: A*** **2021-22: A** **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	2	15	27	12	17	22				95
One or more suspensions	0	1	2	2	3	2				10
Course failure in English Language Arts (ELA)	5	4	15	2	4	0				30
Course failure in Math	4	2	8	6	6	11				37
Level 1 on statewide ELA assessment				2	15	23				40
Level 1 on statewide Math assessment				1	14	20				35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	15	5	16						40
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	5	6	8	10	8					37

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	6	11	13	10	22	28				90

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										0
Students retained two or more times										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										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

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										0

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										0
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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	71	66	57	68	61	53	74	65	56
ELA Grade 3 Achievement **	73	69	58	70	62	53			
ELA Learning Gains	66	62	60				70		
ELA Learning Gains Lowest 25%	52	55	57				46		
Math Achievement *	72	67	62	70	64	59	78	46	50
Math Learning Gains	71	64	62				80		
Math Learning Gains Lowest 25%	43	43	52				62		
Science Achievement *	78	68	57	77	65	54	80	65	59
Social Studies Achievement *								62	64
Middle School Acceleration								45	52
Graduation Rate								62	50
College and Career Readiness									80
ELP Progress	84	75	61	64	77	59	73		

*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.

**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	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	610
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
68%	74%	70%	61%		69%	65%

* 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	47%	No		
English Language Learners	67%	No		
Asian Students	76%	No		
Black/African American Students	41%	No		
Hispanic Students	67%	No		
Multiracial Students	78%	No		
White Students	71%	No		
Economically Disadvantaged Students	61%	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	45%	No		
English Language Learners	64%	No		
Asian Students	82%	No		
Black/African American Students	37%	Yes	1	
Hispanic Students	69%	No		
Multiracial Students	66%	No		
White Students	83%	No		
Economically Disadvantaged Students	60%	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	50%	No		
English Language Learners	72%	No		
Native American Students				
Asian Students	92%	No		
Black/African American Students	49%	No		
Hispanic Students	66%	No		
Multiracial Students	79%	No		
Pacific Islander Students				
White Students	78%	No		
Economically Disadvantaged Students	59%	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	71%	73%	66%	52%	72%	71%	43%	78%					84%
Students With Disabilities	43%	50%	52%	41%	47%	56%	45%	44%					
English Language Learners	64%		67%	64%	72%	70%	40%	77%					84%
Asian Students	79%	81%	60%		95%	85%	55%	55%					
Black/African American Students	47%	67%	36%	25%	35%	38%	40%	40%					
Hispanic Students	67%	60%	70%	61%	66%	69%	36%	84%					88%
Multiracial Students	71%		75%		81%	83%							
White Students	78%	82%	68%	57%	79%	75%	48%	84%					
Economically Disadvantaged Students	59%	61%	60%	46%	58%	70%	49%	66%					79%

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	68%	70%			70%			77%					64%
Students With Disabilities	34%	71%			32%			43%					
English Language Learners	50%	59%			63%			60%					86%
Asian Students	73%				79%			93%					
Black/African American Students	41%	53%			28%			27%					
Hispanic Students	64%	66%			64%			64%					86%
Multiracial Students	69%				63%								
White Students	77%	79%			82%			94%					
Economically Disadvantaged Students	54%	61%			51%			52%					81%

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	74%		70%	46%	78%	80%	62%	80%					73%
English Language Learners	63%		69%		70%	70%		87%					73%
Students With Disabilities	40%		56%	46%	49%	72%	47%	43%					
Native American Students													
Asian Students	91%		96%		94%	87%		92%					
Black/African American Students	45%		46%	38%	43%	67%	57%	50%					
Hispanic Students	68%		59%	28%	75%	76%	63%	81%					
Multiracial Students	79%		90%		69%								80%
Pacific Islander Students													
White Students	81%		77%	67%	85%	86%	65%	82%					
Economically Disadvantaged Students	58%		60%	39%	60%	68%	56%	69%					

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.

| | | 2023-24 SPRING | | | | |
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	71%	67%	4%	55%	16%
Ela	4	64%	62%	2%	53%	11%
Ela	5	71%	63%	8%	55%	16%
Math	3	69%	69%	0%	60%	9%
Math	4	65%	64%	1%	58%	7%
Math	5	65%	43%	22%	56%	9%
Math	6	100%	67%	33%	56%	44%
Science	5	75%	65%	10%	53%	22%

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?

The data component that showed the most improvement were the achievement level gains between levels 1 -5 in both ELA and Math

ELA Achievement Level Gains between Levels:

Level 1 to Level 2- 33% increase
       to Level 3 - 2.8% increase
       to Level 4 - 5.6% increase

Level 2 to Level 3- 24.5% increase
       to Level 4- 7.5% increase

Level 3 to Level 4- 41.3% increase
       to Level 5- 4.8% increase

Math Learning Gains between Levels:

Level 1 to Level 2- 13.9% increase
       to Level 3 - 11.1% increase

Level 2 to Level 3- 29.5% increase
       to Level 4- 4.5% increase

Level 3 to Level 4- 26.7% increase
       to Level 5- 1.7% increase

Level 4 to Level 5 - 47.7% increase

The new actions taken were:
- Purposeful PLC's where teachers reviewed framework assessment student   results and discussed instructional next steps
- Math Factastics
- Teachers went through coaching cycles specific to their content area, visited other schools to see Rigor and use of curriculum and framework
- Walk to interventions in ELA and Math
- Data chats between students/teacher, student/parents, teachers/admin
- School wide focus on student engagement through Academic Teaming.

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 data component that showed the lowest performance was the fourth grade learning gains in both ELA and Math regardless if they were in the lowest quartile.

ELA Learning Gains

Grade	Students in Lowest Quartile	Students Not in Lowest Quartile
4th	32%	38%
5th	64%	68%

Math Learning Gains

Grade	Students in Lowest Quartile	Students Not in Lowest Quartile
4th	27%	45%
5th	56%	58%

Connections with students that didn't transfer into academic connections.

Use of i-Station and Dreambox versus i-Ready did not result in results tied directly to instructional resources of standards/ skills not mastered because data did not directly correlate to standards being taught.

Prior years admin met with High 1's , 2's and low 3's but due to multiple students with high intensity behavior support needed, this was not as consistent as previous year.

4th grade- student delay in foundational skills due to starting school career virtualy due to Covid.

Greatest Decline

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

Our largest decline was with our asisan and white students.
Asian students dropped 11 % (82% - 71%)
White students dropped 12% (83% - 71%)

The factors that contributed to this decline:
- Use of i-Station and Dreambox versus i-Ready did not result in results tied directly to instructional resources of standards/ skills not mastered because data did not directly correlate to standards being taught.
- Prior years admin met with High 1's , 2's and low 3's but due to multiple students with high intensity behavior support needed, this was not as consistent as previous year.
- 4th grade- student delay in foundational skills due to starting school career virtualy due to Covid.
- Attendance absences and tardies an hour or more.
- Mental health and/or high intensity behavior of multiple students effected 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.

Dont have state average data

Overall Gaps in Learning Gains:
SWD 45% compared to 64% Non SWD
Black Students 38% compared to 61% Hispanic Studnets and 71% of White Students

The factors that contributed to this decline:
- Use of i-Station and Dreambox versus i-Ready did not result in results tied directly to instructional resources of standards/ skills not mastered because data did not directly correlate to standards being taught.
- Prior years admin met with High 1's , 2's and low 3's but due to multiple students with high intensity behavior support needed, this was not as consistent as previous year.
- 4th grade- student delay in foundational skills due to starting school career virtualy due to Covid.

- Attendance absences and tardies an hour or more.
- Mental health and/or high intensity behavior of multiple students effected instruction

EWS Areas of Concern

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

Areas of Concern:

1) 95 students that were absent 10% or more school days.

2) 90 students with 2 or more early warning indicators.

Highest Priorities

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

1- Attendance

2- Increase learning gains with lowest quartile in Math and ELA (core instruction)

3- Achievement of SWD

4- Achievement of students that are black.

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 Benchmark-aligned instruction, Collaborative Planning, Differentiation, ELA, Intervention, Professional Learning Communities, Small-group Instruction, Student Engagement

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.

As a result of the low percentage of learning gains with the lowest quartile students in the areas of ELA , our area of focus is Instructional Practice in ELA Core Programs. Specific instructional practices are digital benchmark assessments administered and data used to align instruction, Collaborative Planning, Differentiation, Small- group Instruction, and Student Engagement via Kagan Instruction and Academic Teaming.

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.

Overall, for the 2024 - 2025 school year we will see

ELA learning gains for the lowest quartile to increase from 51% to 60%.

This year's fifth graders in the lowest quartile will increase learning gains in ELA from 38% to 50 % as measured by students' achievement on PM#3 FAST.

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.

Ongoing monitoring:
- Standards based benchmark assessments pre, mid, after each unit of instruction in ELA. Planning based on specific standard results weekly in PLCs for differentiated small group instruction.

- iReady will be monitored weekly for fidelity and 80% year to date pass rate for every student K-5.

Person responsible for monitoring outcome
Stacie Hardy and Sharon Klein

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).

Rationale:
All levels - 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. All Levels - 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
Digital Standards Based ELA Benchmark Assessments for each Unit in ELA Framework.

Person Monitoring:	**By When/Frequency:**
Stacie Hardy, Sharon Klein, Ilaria Sessa	Google Form ResultsWeekly PLCs, Lesson Plans

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Standards based benchmark assessments pre, mid, after each unit of instruction in ELA . Planning based on specific standard results weekly in PLCs for differentiated small group instruction.

Action Step #2
iReady

Person Monitoring: **By When/Frequency:**
Stacie Hardy, Sharon Klein, Ilaria Sessa   iReady Weekly Reports

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Student: Weekly review of every student to ensure a minimum of 30 minutes in ELA with a minimum of 80% pass rate year to date. Class: Weekly review of every class and every student to have a minimum of 30 minutes in ELA with a minimum of 80% pass rate year to date. CLass meeting this will be awarded a certificate that is displayed in the cafeteria. Prize for grade level winner each quarter. School: 3rd diagnostic Stretch Growth Met in ELA will earn student a ticket to a Water Day Celebration.

Action Step #3
Academic Mentor for 4th and 5th graders (High 1, High 2, Low 3)

Person Monitoring: **By When/Frequency:**
Stacie Hardy, Sharon Klein, Ilaria Sessa   Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Fourth and fifth grade students identified as scoring a High 1, High 2 or Low 3 on last years final PM of FAST in ELA will meet with an academic mentor (Principal, Assistant Principal, Literacy Coach) to review iReady data charted in data binder. Ensuring student has met iReady minutes/pass rate and to review grades from previous week. Academic Mentor will meet with parent face to face or via phone to discuss student progress and next steps. Meeting will be documented in EdInsight.

Area of Focus #2

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

Instructional Practice specifically relating to Benchmark-aligned instruction, Collaborative Planning, Differentiation, Intervention, Math, Professional Learning Communities, Small-group Instruction, Student Engagement

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.

As a result of the low percentage of learning gains with the lowest quartile students in the area of Math, our area of focus is Instructional Practice in Math Core Programs. Specific instructional practices are digital benchmark assessments administered and data used to align instruction, Collaborative Planning, Differentiation, Small-group Instruction, and Student Engagement via Kagan Structures and Academic Teaming.

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.

Overall, for the 2024 - 2025 school year we will see Math learning gains for the lowest quartile to increase from 42% to 50%.

This year's fifth graders in the lowest quartile will increase learning gains in Math 26% to 50% measured by students' achievement on PM#3 FAST.

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.

Ongoing monitoring:

- Standards based benchmark assessments pre, mid, after each unit of instruction in Math. Planning based on specific standard results weekly in PLCs for differentiated small group instruction.
- iReady will be monitored weekly for fidelity and 80% year to date pass rate for every student K-5.

Person responsible for monitoring outcome
Stacie Hardy and Sharon Klein

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:
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:
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
Digital Standards Based Math Assessments for each Unit in Math Framework.

Person Monitoring:
Stacie Hardy and Sharon Klein

By When/Frequency:
Google Form ResultsWeekly PLCs, Lesson Plans

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Standards based benchmark assessments pre, mid, after each unit of instruction in Math . Planning based on specific standard results weekly in PLCs for differentiated small group instruction.

Action Step #2
iReady

Person Monitoring:
Stacie Hardy and Sharon Klein

By When/Frequency:
iReady Weekly Reports

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Student: Weekly review of every student to ensure a minimum of 30 minutes in Math with a minimum of 80% pass rate year to date. Class: Weekly review of every class and every student to have a minimum of 30 minutes in Math with a minimum of 80% pass rate year to date. CLass meeting this will be awarded a certificate that is displayed in the cafeteria. Prize for grade level winner each quarter. School: 3rd diagnostic Stretch Growth Met in Math will earn student a ticket to a Water Day Celebration.

Action Step #3
Academic Mentor for 4th and 5th graders (High 1, High 2, Low 3)

Person Monitoring:
Stacie Hardy and Sharon Klein

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Fourth and fifth grade students identified as scoring a High 1, High 2 or Low 3 on last year's final PM of FAST in ELA will meet with an academic mentor (Principal, Assistant Principal, Literacy Coach) to review iReady data charted in data binder. ensuring student has met iReady minutes/pass rate and to review grades from previous week. Academic Mentor will meet with parent face to face or via phone to discuss student progress and next steps. Meeting will be documented in EdInsight.

Area of Focus #3

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

Instructional Practice specifically relating to Benchmark-aligned instruction, Collaborative Planning, Differentiation, Professional Learning Communities, Science, Small-group Instruction, Student Engagement

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.

As a result of minimal change in Science, our area of focus is Instructional Practice in Science Core Programs. Specific instructional practices are district benchmark assessments administered and data used to align instruction, Collaborative Planning with the assistance of April Barnes, Differentiation,

Small group instruction, and student engagement via Academic Teaming.

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.

Overall, for the 2024 - 2025 school year we will see overall growth of 5 pints going from 78% to 82% proficiency.

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.

- Standards based benchmark assessments will be analyzed after each unit of instruction in Science. Planning based on specific standard results in PLCs for differentiated small group instruction.

Person responsible for monitoring outcome

Stacie Hardy and Francesca Cimino

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:

Rationale:

Tier of Evidence-based Intervention:

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
PLC's following District Science Benchmark Assessments

Person Monitoring: **By When/Frequency:**

Stacie Hardy and Francesca Cimino   Quarterly

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

Quarterly PLC's with April Barnes to discuss data collected and next instructional steps. Specific patterns in science standards across grade level and individual classes where the score is below proficiency will be idenitified and planned for. Specific students will be identified and reteaching planned for.

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.

Breakdown of students by grade with below 90% attendance

K- 2

1st - 15

2nd - 27

3rd- 12

4th- 17

5th - 22

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.

96 students were abset 10% or more school days. We will decrease this 25% per grade level for the 2024- 2025 school year .

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.

- Weekly attendance reports reviewed at leadership meetings, school social worker and

teachers of student.

Person responsible for monitoring outcome
Sharon Klein

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:
State statute requires that school teams shall be diligent in facilitating intervention services and make all reasonable efforts to resolve nonattendance behavior. Using the MTSS problem-solving model, teams are responsible for providing and monitoring appropriate interventions for individual students. To ensure students are provided with the necessary resources and interventions, schools should form comprehensive teams with clear roles and responsibilities.

Rationale:
levels-Through the use of evidence-based intervention supports, schools invest in fostering a culture that promotes engagement and attendance. However, some students struggle to attend school regularly. Unchecked absences can lead to lower achievement levels and gaps in knowledge that may prove challenging to overcome. It is critical for students and families to understand that absence due to arriving late, or missing full days, whether excused or unexcused can negatively affect learning. Efforts to curb tardiness, chronic absenteeism, and truancy can address the needs of students and families, mitigating student failure.

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
Preventative Measures for Attendance

Person Monitoring:	**By When/Frequency:**
Sharon Klein	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Data reports pulled and shared in leadership meetings and meetings with Social Worker, DMHC, and teachers. Parent meetings set up as needed. Ongoing information and attendance tips sent out regularly to all stakeholders.

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.

According to Panarama survey results, the area of Belonging is our area of focus with only 61% of teachers feeling connected to other adults at school and 59% of staff feeling connected to other adults at school. This affects student learning with lower performance work levels and lack of coherence in PLC discussions and planning.

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.

A minimum of 80% of teachers and staff will feel connected to other adults at Evans Elementary by the third survey.

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.

This area of focus will be monitored by:
- Monday Morning check-in responses from teachers and staff
- Panarama reults in Fall
- Feedback from Team Leader and Office meetings

Person responsible for monitoring outcome
Stacie Hardy and Sharon Klein

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 interventions being implemented to achieve the measureable outcome are: -Pre-plan (Bowling on preset, mixed teams and Boardroom Breakout team competition) -Monthly Culture Activities where staff engages with others not on their team 1 early release day a month. - 1 to 1 check ins with admin and staff each semester.

Rationale:
During discussions of survey results last Spring, teachers and staff requested increased opportunities to meet each other and spend time together to learn each other's talents and strengths to pull from.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Teacher Check-ins

Person Monitoring:	**By When/Frequency:**
Stacie Hardy and Sharon Klein	Weekly/Monthly/ Following Diagnostic/Progress Monitoring Window

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Weekly- How You Doin'? Google doc sent to staff to determine support needed for each staff member personal and professionsal. Monthly- Culture Faculty meetings- Different grade level/department provides snack and culture building activity for entire staff. Shouts from staff to staff are shared. Administration discusses any topics raised by staff/ team leaders. One to One teacher meetings to review student assessment data and to determine barriers that need to be removed, and support needed for teacher.

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