LAYER ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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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)

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 Layer Elementary School is to build a community of confident problem solvers and productive citizens of tomorrow.

Provide the school's vision statement

Layer Elementary is dedicated to creating life-long learners through academic exploration, positive behavior, and creative thinking so that we become productive citizens of the future.

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
Lindsay Todd

Position Title
Principal

Job Duties and Responsibilities

Instructional Leader, SAC/PTA Administrator, MTSS/SST Facilitator, Facilities, School Budget, HR Components, and Monitor SIP

Leadership Team Member #2

Employee's Name
Artranise Wright

Position Title
Assistant Principal

Job Duties and Responsibilities

Instructional Leader, Test Coordinator, Professional Development Coordinator, Discipline, Business Partner/Dividend Coordinator, and Monitor SIP

Leadership Team Member #3

Employee's Name
Rebecca Holcomb

Position Title
Reading Instructional Coach

Job Duties and Responsibilities

Reading Coach, Monitors Reading data/SRD, Facilitates Reading/Writing/Social Studies PLCs, iReady Champion, PD Facilitator, Reading Intervention/MTSS Facilitator

Leadership Team Member #4

Employee's Name
Heather Mahon-Richards

Position Title
Math Instructional Coach

Job Duties and Responsibilities

Math Coach, Monitors Math Data/SMD, Facilitates Math/Science PLCs, iReady Champion, PD Facilitator, Monitors Math Intervention, MTSS Facilitator

Leadership Team Member #5

Employee's Name
Kristi Borrazzo

Position Title
Media Specialist/STEM Coach

Job Duties and Responsibilities

Computer Technology Facilitator, PBIS Facilitator, Media Specialist, and School Communication

Leadership Team Member #6

Employee's Name
Brittani Foster

Position Title
Behavior Interventionist

Job Duties and Responsibilities

Conditions for Learning Chair, Behavior Support, Proactive groups for behavior intervention

Leadership Team Member #7

Employee's Name
Neva Akins

Position Title
Guidance Counselor

Job Duties and Responsibilities

 Attendance, Behavior Support, Student Study Meetings, 504 Meetings, SEL Support to teachers, Counseling Support

Leadership Team Member #8

Employee's Name
Nicole Gonzalez

Position Title
ESE Support Facilitator

Job Duties and Responsibilities

ESE IEP Goal Support, Intervention Groups, Monitoring data of ESE students, Community Involvement Contact

Leadership Team Member #9

Employee's Name
Melissa Botens

Position Title
ESOL Teacher/Instructional Support Team Leader

Job Duties and Responsibilities

 ESOL Instruction and Support, Spanish Liaison, Wellness Champion, Intervention Support

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.

Layer Elementary included the data collected from the 5 Essentials Survey and Safety Surveys completed in the spring to focus on all components that were indicated as areas of growth. At the first SAC meeting of the 2024-2025 school year, achievement data from 2023-2024 will be shared (iReady and FAST). The SIP will also be shared at the first staff meeting and the first SAC meeting, so all stakeholders can collaborate and provide feedback on the goals.

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 Layer leadership team will review our goals based on the progress monitoring data each quarter. We will connect our PLCs and PD focuses based on the achievement levels and data trends. We will continue to share our iReady and FAST data each quarter with our SAC and staff, in addition to discussing our instructional practices/next action steps.

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	**63.3%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**56.4%**
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: C** **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		10	10	13	13	10				56
One or more suspensions		1		10	5	4				20
Course failure in English Language Arts (ELA)		2	4	1	5	3				15
Course failure in Math		4	2	1	6	4				17
Level 1 on statewide ELA assessment				1	8	15				24
Level 1 on statewide Math assessment				1	8	15				24
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	3	17	23						44
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		8	5	11	9					33

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		12	5	17	18	18				70

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	2		3	4						9
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	10	21	16	14	13	12				86
One or more suspensions		2	6	2	3					13
Course failure in ELA		3	2	2	4					11
Course failure in Math		2	3		3					8
Level 1 on statewide ELA assessment				3	22	9				34
Level 1 on statewide Math assessment				3	18	8				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)	1	8	12	13						52

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		6	7	6	21	7				47

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	1	3	3	3						10
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 *	74	66	57	64	61	53	63	65	56
ELA Grade 3 Achievement **	74	69	58	61	62	53			
ELA Learning Gains	74	62	60			57	57		50
ELA Learning Gains Lowest 25%	76	55	57				30		
Math Achievement *	67	67	62	67	64	59	55	46	50
Math Learning Gains	68	64	62				45		
Math Learning Gains Lowest 25%	50	43	52				26		
Science Achievement *	70	68	57	58	65	54	60	65	59
Social Studies Achievement *							62	62	64
Middle School Acceleration							45	45	52
Graduation Rate								62	50
College and Career Readiness									80
ELP Progress	73	75	61	74	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 (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	70%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	626
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
70%	69%	48%	38%		61%	58%

* 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	57%	No		
English Language Learners	62%	No		
Asian Students	79%	No		
Black/African American Students	55%	No		
Hispanic Students	68%	No		
Multiracial Students	70%	No		
White Students	72%	No		
Economically Disadvantaged Students	63%	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	36%	Yes	4	
English Language Learners	74%	No		
Asian Students	79%	No		
Black/African American Students	37%	Yes	2	
Hispanic Students	68%	No		
Multiracial Students	54%	No		
White Students	69%	No		
Economically Disadvantaged Students	58%	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	32%	Yes	3	
English Language Learners	52%	No		
Native American Students				
Asian Students				
Black/African American Students	27%	Yes	1	1
Hispanic Students	46%	No		
Multiracial Students	42%	No		
Pacific Islander Students				
White Students	58%	No		
Economically Disadvantaged Students	37%	Yes	1	

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	74%	74%	74%	76%	67%	68%	50%	70%					73%
Students With Disabilities	42%	45%	71%	78%	46%	68%	55%	50%					
English Language Learners	53%		71%	78%	47%	64%							73%
Asian Students	71%				86%								
Black/African American Students	54%	54%	85%		38%	46%							
Hispanic Students	77%	85%	75%	76%	68%	64%	41%	59%					68%
Multiracial Students	77%				62%								
White Students	77%	71%	73%	62%	72%	74%	69%	81%					
Economically Disadvantaged Students	67%	69%	70%	72%	57%	57%	42%	70%					65%

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	64%	61%			67%			58%					74%
Students With Disabilities	32%	39%			40%			32%					
English Language Learners	73%				55%								94%
Asian Students	75%				83%								
Black/African American Students	44%				37%			29%					
Hispanic Students	60%	61%			68%			60%					93%
Multiracial Students	54%				54%								
White Students	72%	65%			74%			66%					
Economically Disadvantaged Students	52%	48%			55%			42%					92%

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%		57%	30%	55%	45%	26%	60%					
Students With Disabilities	40%		46%	25%	22%	38%	24%	30%					
English Language Learners	46%		50%		62%	50%							
Native American Students													
Asian Students													
Black/African American Students	35%		39%		28%	24%	18%	15%					
Hispanic Students	57%		49%		43%	50%	36%	39%					
Multiracial Students	46%				38%								
Pacific Islander Students													
White Students	74%		66%	57%	67%	45%	20%	80%					
Economically Disadvantaged Students	50%		44%	29%	41%	35%	20%	43%					

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	70%	62%	8%	53%	17%
Ela	5	72%	63%	9%	55%	17%
Math	3	65%	69%	-4%	60%	5%
Math	4	69%	64%	5%	58%	11%
Math	5	48%	43%	5%	56%	-8%
Math	6	100%	67%	33%	56%	44%
Science	5	70%	65%	5%	53%	17%

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?

Overall, our ELA Learning Gains and Math Learning Gains increased significantly since 2021-2022. ELA Learning Gains were 74% this year and 57% for the 21-22 year. Math Learning Gains were 68% this year and 45% for the 21-22 year. The school collaborated with each grade level to intentionally form intervention groups that targeted individual student needs. We consistently discussed every student's progress every six weeks with all stakeholders involved. Shifts were made for grade level instruction and intervention based on data trends.

Lowest Performance

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

Our Lowest Quartile Math Learning Gains was 50% for the 2023-24 school year. However, it was an increase from the 2021-22 school year which was 26% achieving learning gains. We did monitor all lowest quartile students through data dives, peer mentoring, and strategic planning with instructional support teachers. We allocated one day a week for school-wide math intervention, however it didn't provide consistency for closing achievement gaps with grade level benchmarks.

Greatest Decline

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

As we reviewed subgroup data, our ELL students had the greatest decline. In 2022-2023, the ELA achievement was at 73% and the Math achievement was at 55%. For the 2023-2024 school year, the ELA achievement was at 42% and the Math achievment was at 37%. Our ESOL population has increased significantly with transient families, many being non-english speaking. Many students needed foundational skills with academics and self regulation strategies as they joined our community.

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.

Looking at specific grade levels, our greatest gap compared to the state average was fifth grade math. The 2023-24 proficiency percentage was at 48 and the state average was 56%. Our district average was at 40%. As we focus on acceleration, a quarter of our fifth graders were placed in a RAMP course testing in sixth grade benchmarks. The RAMP students were at 100% proficiency, above the state average for sixth graders which was 56%.

EWS Areas of Concern

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

1. Student Attendance of 15+ Missed Days

Highest Priorities

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

1. Maintaining Achievement and Learning Gains for overall student population
2. Math Learning Gains for Lowest Quartile
3. ELA Proficiency for SWD
4. ELA and Math Proficiency for ELL
5. Math Proficiency for 5th Grade

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 Differentiation, ELA, Intervention, Math, Science, Small-group Instruction

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.

Over the last two years, Layer shifted instructional practices and structures to incorporate more small group opportunities for all students. Strategic intervention, consistent coaching support/PLCs, differentiated teacher tables, student collaboration at task-aligned stations, instructional rounds/ differentiated PDs, and school-wide Conditions for Learning Practices have made a tremendous impact on student achievement. All of these initatives are continued focuses that will help maintain overall school performance for the 2024-25 school year.

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.

Looking at math, we plan to move all accountability buckets for learning gains and proficiency to at least 70%. In ELA and Science, we plan to move all accountability buckets for learning gains and proficiency to at least 75%

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.

For the 2024-2025 school year, we will maintain our planning and monitoring efforts by reviewing iReady, SBA, and FAST data as it is collected. Each team will drill down to note specific standards to remediate/accelerate during grade level instruction. We will monitor all student learning gains in 4th and 5th grade, in addition to closely determining instructional support for lowest quartile students.

Person responsible for monitoring outcome

Administration and Instructional Coaches

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 in reading 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), Success for All – FastTrack Phonics (at Title 1 schools) (strong evidence), Reading Mastery (promising evidence), FastForward (promising evidence), Corrective Reading (strong evidence),and Quick Reads (strong evidence). The following evidence-based interventions are available to support students in math based upon the area of need of the individual student: iReady, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy Project.

Rationale:
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 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
Intervention Instruction and Grouping

Person Monitoring:	**By When/Frequency:**
Instructional Coaches	Every 6 weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
As we analyze iReady and FAST data in ELA and Math and SBA data in Science, we will identify student areas of need based on benchmarks/domains. Grouping all students and determining resources to differentiate for their need will push all students toward a learning gain. Data will be kept on all students to monitor their progress for the six week intervention cycle.

Action Step #2
Task-Aligned Practice Stations and Differentiated Teacher Table

Person Monitoring:	**By When/Frequency:**
Instructional Coaches	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and Coaches will meet weekly for ELA, for Science, and for Math to develop standard

based, task-aligned student practice stations with a monitoring component. Based on student/class performance with unit assessments, teachers identify areas to review during student collaboration stations. In addition, teachers will plan scaffolded support with grade level bechmarks to increase competency in ELA and Math. This will include questioning that will enhance student thinking towards proficiency.

Action Step #3
Collaboration and Engagement

Person Monitoring:	**By When/Frequency:**
Administration and Instructional Coaches	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During PLCs and Professional Developments, teachers will share impacting practices and will gain knowledge on how to effectively implement engaging techniques to reach all student learning styles. Additional teacher supports will include: Quarterly Instructional Rounds, Engagement Practice of the Month, Specific Feedback from Admin/Coach walks, and "Pop Up PDs" to reinforce best practices.

Area of Focus #2

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

Instructional Practice specifically relating to Small-group Instruction

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.

Our ELL student data from 2023-24 school year showed ELA achievement was at 73% and the Math achievement was at 55%. For the 2023-2024 school year, the ELA achievement was at 42% and the Math achievment was at 37%. Our ESE student data from 2023-24 school year increased from 32% to 40% for ELA proficiency and 40% to 46%. Both subgroups have made learning gains, however the majority are not on grade level. With intentional strategies and small group support within the grade level classroom, we intend to increase proficiency.

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.

Looking at both the ELL and the ESE subgroups, we plan to move ELA learning gains to at least 70% and Math learning gains to at least 65%. For both the ELL and the ESE subgroups, we plan to move all proficiency accountability buckets to at least 60%.

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.

For the 2024-2025 school year, we will collaborate with the instructional support team to determine appropriate resources and UDL strategies to increase confidence within the grade level classrooms. We will monitor all student learning gains in 4th and 5th grade, in addition to closely monitoring intervention/push-in groups for lowest quartile ELL and SLD students.

Person responsible for monitoring outcome
ESOL Teacher, Support Facilitators, Instructional Coaches, Administration

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 in ELA 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), Success for All – FastTrack Phonics (at Title 1 schools) (strong evidence), Reading Mastery (promising evidence), FastForward (promising evidence), Corrective Reading (strong evidence),and Quick Reads (strong evidence). The following evidence-based interventions are available to support students in Math based upon the area of need of the individual student: iReady, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy Project.

Rationale:
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 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
Mentors for Lowest Quartile Students

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

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

At the start of the year, teachers will determine which student(s) they will check in with each week. They will collaborate with the student about their grades, iReady progress, assessment data, and weekly goals. Reinforcing growth and achievement will increase morale and relationships for each student. Administration will have monthly meetings to share successes/barriers from the mentor meetings.

Action Step #2
PLCs/PDs Emphasizing MTRs, EEs, and UDL Practices

Person Monitoring:	**By When/Frequency:**
Instructional Coaches, All Teachers	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To ensure that all student learning needs are met, coaches and teachers will collaborate during PLCs to strategically plan for implementing MTRs, EEs, and UDLs within their daily instruction. Creating hands-on opportunities for students to incorporate reading, writing, speaking, and listening skills through all content areas will build student competency.

Action Step #3
Lowest Quartile Data Dives to Align Instructional Support

Person Monitoring:	**By When/Frequency:**
Administration, Instructional Coaches, Instructional Support Teachers	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
In addition to MTSS data meetings, we will have Lowest Quartile Chats where teachers, instructional support, and ESE/ELL teachers gather to discuss student progress and determine next steps for all settings. Each stakeholder will have a specific domain to focus on during push-in support, which will be different than intervention skills so that student achievement gaps will decrease.

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.

According to 2023-2024 data, students with 15 or more absences (excused and unexcused) decreased from 24% in 2022-2023 to 21%. To increase access to learning, students need to be present for all subjects in order to have small group and teacher table opportunities.

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.

With clear communication and proactive goal setting with families, we plan to decrease our 15+ attendance data by 5% for the 2024-25 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.

Our attendance team will meet weekly to review absences for the week, to schedule parent meetings, and to create support groups to reinforce attendance goals. In addition, student academic data and attendance trends will be reviewed every six weeks in MTSS meetings. Consistency of monitoring by the team will allow us to keep up with attendance as it happens in order to make positive changes with families.

Person responsible for monitoring outcome
Administration, Guidance Counselor, Behavior Support Interventionist

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:
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
Reinforcements for students to attend

Person Monitoring:	**By When/Frequency:**
Guidance Counselor	Weekly

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

step:
Members of the behavior support team will review student attendance/progress to determine support groups for individual goals. Each student will determine a reinforcement with their attendance goals to help them prioritize coming to school. In addition, the team will celebrate individual, class, and grade level attendance on the news each week to highlight the importance of attending school.

Action Step #2
Clear Communication with Families about Attendance

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

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
In our weekly communicator to families, we will share grade level attendance data trends. We will provide resources about attendance and supports to partner in education. In addition, we will continue to be clear about excused and unexcused absences. Calls and letters from administration will be conducted consistently to identify our school expectations for attendance.

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.

Layer has consistently implemented routines and procedures as it relates to Conditions for Learning in the classroom as a PBIS school. Since student achievement has significantly increased, we have had more teachers returning to work at Layer. We will continue to emphasize having a positive culture with our staff, that focuses on developing growth mindset with students and collaborating with our peers.

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.

According to the 2024 5Essentials Survey, teachers responded in the neutral range (50%) for teacher-to-teacher trust. On the SCPS Panorama Survey in Spring 2024, staff rated the school culture at 64%, Belonging at 76%, and Staff-Leadership Relationships at 77%.

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.

With continued culture work, we expect an increase for teacher-to-teacher trust to fall in the strongly agree (green) range. On the Panorama survey, we want Belonging, School Climate, and Staff-

Leadership Relationships to increase to 80% in each category.

Person responsible for monitoring outcome
Administration

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:
To ensure students are provided with the necessary resources and interventions, schools should form comprehensive teams with clear roles and responsibilities.

Rationale:
Through the use of evidence-based intervention supports, schools invest in fostering a culture that promotes engagement and attendance.

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

Action Step #1
Teacher and Staff Survey

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

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will ask teachers to anonymously answer the same specific questions quarterly and ask for open input so all stakeholders can give suggestions on how to grow trust and belonging within the collaborative teacher domain.

Action Step #2
Vertical Alignment Teams

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

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will select a school team to be on that will meet quarterly to discuss instructional alignment. In addition, the focus team will support determining resources and trainings that the school may need.

Action Step #3
Team Meeting Check-Ins and Open Chats

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

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

To mirror what we are doing with Restorative Practice circles with students each morning, we will start every team meeting with a quick question for everyone to answer. Our intent is to create trust, foster relationships, and focus on successes of the work. In addition, Administration will host open sessions during planning time to talk data trends, to talk specific goals, or to talk about needed supports.

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