WALKER 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

Joan Walker Elementary School will provide a positive learning environment that ensures cooperation, mutual respect, and the optimum development of the whole child. We will teach our students to think critically, to act responsibly, and to perform successfully in order to become lifelong learners and responsible citizens in a technological and diverse global society.

Provide the school's vision statement

Walker Elementary School will be a top five school in SCPS. Walker will be recognized at the district and the state level for high standards, academic performance, and offering students customized educational pathways 24/7/365. Walker will support the SCPS vision that every student will graduate from high school prepared for the future as a lifelong learner and a responsible citizen in a democratic society. All students will perform at the highest levels. There will be equitable facilities and opportunities for all students. The school personnel will be highly qualified, diverse, innovative, enthusiastic, energetic, and dedicated to the mission. All students will accelerate beyond proficiency to mastery.

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
Kelly Mitchell

Position Title
Principal

Job Duties and Responsibilities

The Principal provides the school-based leadership required to sustain a focus of improving instruction for the purpose of increasing the achievement of all students in a safe learning environment while ensuring the orderly and efficient operation of the school.

Leadership Team Member #2

Employee's Name
Alberto Quiroga

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant Principal supports the principal in providing the school-based leadership required to sustain a focus of improving instruction for the purpose of increasing the achievement of all students in a safe learning environment while ensuring the orderly and efficient operation of the school.

Leadership Team Member #3

Employee's Name
Jacqueline Allbritton

Position Title
Instructional Coach

Job Duties and Responsibilities

The Instructional Coach collaborates with teachers to develop and support a strategic plan for improving classroom instruction in areas determined by key school improvement goals.

Leadership Team Member #4

Employee's Name
Stephanie Bostrom

Position Title
Instructional Coach

Job Duties and Responsibilities

The Instructional Coach collaborates with teachers to develop and support a strategic plan for improving classroom instruction in areas determined by key school improvement goals.

Leadership Team Member #5

Employee's Name
Jenne Marino

Position Title
School Counselor

Job Duties and Responsibilities

The School Counselor develops and provides an effective comprehensive guidance and counseling program, works with students and parents to help guide students' academic, behavioral and social growth and assists with facilitating student study.

Leadership Team Member #6

Employee's Name
Catelynn Launer

Position Title
Intervention Teacher

Job Duties and Responsibilities

The Intervention Teacher:
1. Provides the appropriate educational opportunities and instruction for each student according to his/her needs and abilities as identified by classroom teachers, schools counselors, and/or the school's Multi-Tiered System of Supports (MTSS) team.
2. Establishes and maintains records of student progress and growth in specific areas of intervention.
3. Reports results of intervention efforts to each student's parents, classroom teacher(s), and/or the school's MTSS team

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.

Walker Elementary works closely with all stakeholders to ensure every voice is heard and opinions are considered when making decisions. The school will meet with the School Advisory Council (SAC), Parent Teacher Association (PTA) and the school faculty at the beginning of the school year. These groups are made up of teachers, faculty, parents, and community members. The SIP will be presented to all stakeholders.

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))*

Input on SIP development will be received from school stakeholders at the start of the year. Additionally, SIP goals and action steps will be revisited throughout the year to monitor progress. State and district progress monitoring data will be analyzed and used to modify plans, as needed. Data for targeted groups with the greatest achievement gaps, such as the lowest quartile, will be closely monitored and disaggregated.

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	**35.9%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**26.5%**
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)** **ASIAN STUDENTS (ASN)** **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	0	14	18	10	11	4				57
One or more suspensions	0	0	0	0	0	0				0
Course failure in English Language Arts (ELA)	0	1	9	3	1	0				14
Course failure in Math	0	3	5	2	0	2				12
Level 1 on statewide ELA assessment	0	0	0	2	3	7				12
Level 1 on statewide Math assessment	0	0	0	1	4	11				16
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	9	12	17						38
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	13	20	20	2					55

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	10	10	18	2	0				40

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	1	2	3	0	0				6
Students retained two or more times	0	0	0	0	0	0				0

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

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										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 *	81	66	57	73	61	53	82	65	56
ELA Grade 3 Achievement **	81	69	58	74	62	53			
ELA Learning Gains	68	62	60				73		
ELA Learning Gains Lowest 25%	57	55	57				56		
Math Achievement *	77	67	62	79	64	59	83	46	50
Math Learning Gains	67	64	62				75		
Math Learning Gains Lowest 25%	39	43	52				63		
Science Achievement *	88	68	57	77	65	54	65	65	54
Social Studies Achievement *								62	64
Middle School Acceleration								45	52
Graduation Rate								62	50
College and Career Readiness									80
ELP Progress	75	64	61	64	77	59			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	558
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	**2022-23**	**2021-22**	**2020-21**	**2019-20***	**2018-19**	**2017-18**
70%	76%	72%	64%		65%	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	43%	No		
Asian Students	85%	No		
Hispanic Students	63%	No		
Multiracial Students	83%	No		
White Students	71%	No		
Economically Disadvantaged Students	58%	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	44%	No		
English Language Learners	64%	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%
Asian Students	79%	No		
Hispanic Students	68%	No		
Multiracial Students	83%	No		
White Students	78%	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	48%	No		
English Language Learners	55%	No		
Native American Students				
Asian Students	91%	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%**
Black/African American Students				
Hispanic Students	63%	No		
Multiracial Students	100%	No		
Pacific Islander Students				
White Students	73%	No		
Economically Disadvantaged Students	58%	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	81%	81%	68%	57%	77%	67%	39%	88%					
Students With Disabilities	47%	43%	55%	52%	34%	36%	26%	47%					
Asian Students	88%	86%	71%		91%	88%							
Hispanic Students	76%	76%	70%	59%	72%	54%	13%	83%					
Multiracial Students	82%		70%		88%	90%							
White Students	81%	84%	66%	53%	77%	69%	48%	87%					
Economically Disadvantaged Students	73%	79%	65%	57%	57%	41%	20%	73%					

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	73%	74%			79%			77%					64%
Students With Disabilities	42%	53%			46%			36%					
English Language Learners	55%				73%								
Asian Students	84%				84%			70%					
Hispanic Students	67%	66%			73%			65%					
Multiracial Students	83%				83%								
White Students	74%	76%			81%			80%					
Economically Disadvantaged Students	58%	50%			58%			67%					

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	82%	73%	56%	83%	75%	63%	73%						
English Language Learners	70%			40%									
Students With Disabilities	40%	48%	44%	48%	59%	58%	38%						
Asian Students	100%	100%	91%	71%									
Native American Students													
Black/African American Students													
Hispanic Students	76%	67%	36%	76%	67%	56%	63%						
Multiracial Students	100%			100%									
Pacific Islander Students													
White Students	81%	71%	60%	83%	76%	63%	75%						
Economically Disadvantaged Students	69%	58%	32%	68%	69%	47%	66%						

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	80%	67%	13%	55%	25%
Ela	4	80%	62%	18%	53%	27%
Ela	5	77%	63%	14%	55%	22%
Math	3	79%	69%	10%	60%	19%
Math	4	70%	64%	6%	58%	12%
Math	5	58%	43%	15%	56%	2%
Math	6	100%	67%	33%	56%	44%
Science	5	85%	65%	20%	53%	32%

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?

Based upon preliminary FAST data for Spring 2024, ELA Achievement increased from 73% to 79% and Science Achievement increased from 77% to 86%. Preliminary data also indicate that Grade 3 Achievement data (new component) will be 80%. This year, Walker maintained a strong focus on ELA instruction through regular data analysis, weekly PLC meetings, and providing small group support (Tier 1, MTSS, tutorial programs). Instructional Coaches provided teachers with on-going support for talking and writing about text for higher student engagement with text during lessons. During PLCs, teachers analyzed the Achievement Level Descriptors and used them to guide planning. 5th grade teachers implemented regular hands-on labs for science as well as incorporating fair game standards throughout units. Science teachers met regularly in PLCs for planning and to conduct item analysis of district science assessment data for instructional planning.

Lowest Performance

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

Based upon preliminary FAST data for Spring 2024, the lowest performance area was Math LQ Learning Gains at 39%. Contributing factors include time constraints for math-specific interventions as well as teacher consistency with small group differentiated math instruction during Tier 1. Specific subgroup trends within this data include the performance of SWD in the lowest quartile, which was about 29%.

Greatest Decline

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

Based upon preliminary FAST data for Spring 2024, the area of greatest decline from 2023 was Math Achievement, which dropped from 79% to 77%. Contributing factors include variance in teacher consistency with small group differentiated instruction during Tier 1, greater consistency in planning to ensure core lessons require students to do the work of the standard through engaging tasks, and monitoring during Tier 1 to provide support for students who are not showing mastery of content.

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.

Based upon preliminary FAST data for Spring 2024, the area with the greatest gap compared to the state and district average was 4th grade math achievement. The percent Level 3 and above in 4th grade math was 70% (only 6% above the district average of 64%), which is not typical performance for Walker by comparison. Additionally, when ranking schools by 4th grade achievement in SCPS, Walker was ranked 12th. Walker typically performs in the top 5-10 of schools. Contributing factors include variance in teacher consistency with small group differentiated instruction during Tier 1, greater consistency in planning to ensure core lessons require students to do the work of the standard through engaging tasks, and monitoring during Tier 1 to provide support for students who are not showing mastery of content.

EWS Areas of Concern

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

Two identified areas of concern based on Early Warning System data are the number of students in grades 1 (14) and 2 (18) with 10% or more of missed schools days and the number of students in grades 2 (20) and 3 (20) designated as having a Substantial Math Deficiency.

Highest Priorities

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

Areas identified as highest priority based on 23-24 data are:

1) Increase math learning gains of the lowest quartile
2) Increase math achievement of current 5th grade students (standard math)
3) Increase math learning gains and achievement of SWD subgroup

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

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.

Area of Focus: ELA Learning Gains of the Lowest Quartile

ELA Learning Gains of the Lowest quartile is an identified area of concern in reading. Based on Spring 2024 data, 57% of low quartile students made a learning gain in reading. In order to close the achievement gap for identified students, our goal is to increase this accountability measure to 70% on the Spring 2025 FAST.

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.

The measurable outcome for this area of focus will be to increase ELA Learning Gains of the Lowest Quartile from 57% in Spring 2024 to 70% in Spring 2025.

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.

Learning Gains of the Lowest Quartile will be monitored in a variety of ways. Data spreadsheets will be utilized to track targeted students' progress across assessments, regular MTSS meetings will be held to discuss student learning and response to interventions, a data wall will be implemented in the PLC planning room, and teachers will monitor the progress of low quartile students during small group differentiated instruction and through classroom assessment data analysis.

Person responsible for monitoring outcome

Leadership Team: Kelly Mitchell, Principal; Alberto Quiroga, Assistant Principal; Jackie Allbritton, Instructional Coach; Stephanie Bostrom, Instructional Coach

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
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), 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).

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.

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
Monitor Oral Reading Fluency and Comprehension

Person Monitoring:	**By When/Frequency:**
Leadership Team: Kelly Mitchell, Principal; Alberto Quiroga, Assistant Principal; Jackie Allbritton, Instructional Coach; Stephanie Bostrom, Instructional Coach	On-Going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Instructional coaches and administrators will support teachers with the implementation of the new SCPS K-5 Reading Assessment Flowchart, which includes on-going Oral Reading Fluency with Comprehension Questions. ORF with Comprehension assesses the three components of fluency: rate, accuracy, and prosody as well as checking students' basic understanding of the text. Teachers in grades 2-5 will implement these assessments every 6 weeks starting in quarter 1 and teachers in grade 1 will implement these assessments every 6 weeks starting mid-year. During planning PLCs, teachers will analyze the ORF results to determine what specific fluency-building activities and materials will be appropriate.

Action Step #2
Maximize Small Group Differentiated Instruction

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

Leadership Team: Kelly Mitchell, Principal; Alberto On-Going
Quiroga, Assistant Principal; Jackie Allbritton,
Instructional Coach; Stephanie Bostrom,
Instructional Coach

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During weekly PLCs and on-going professional development, instructional coaches and administrators will support teachers with the planning and implementation of effective, benchmark-aligned small group differentiated instruction. Planning for small group instruction will be based upon students' current learning data and adjustments will be made, as needed. Teachers will utilize high-yield, benchmark-aligned resources, such as Standards Mastery, resources from the iReady toolkit, and guided reading resources from the core curriculum to implement small group differentiated instruction on a regular basis within their classrooms. Teachers will identify students in the lowest quartile and plan small group instruction to address targeted learning needs.

Area of Focus #2

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

Instructional Practice specifically relating to Math

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.

Area of Focus: Math Learning Gains of the Lowest Quartile

Learning Gains of the Lowest quartile is an identified area of concern in math. Based on Spring 2024 data, 39% of low quartile students made a learning gain in math. In order to close the achievement gap for identified students, our goal is to increase this accountability measure to 65% on the Spring 2025 FAST.

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.

The measurable outcome for this area of focus will be to increase Math Learning Gains of the Lowest Quartile from 39% in Spring 2024 to 65% in Spring 2025.

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.

Learning Gains of the Lowest Quartile will be monitored in a variety of ways. Data spreadsheets will be utilized to track targeted students' progress across assessments, regular MTSS meetings will be held to discuss student learning and response to interventions, a data wall will be implemented in the

PLC planning room, and teachers will monitor the progress of low quartile students during small group differentiated instruction and through classroom assessment data analysis.

Person responsible for monitoring outcome
Leadership Team: Kelly Mitchell, Principal; Alberto Quiroga, Assistant Principal; Jackie Allbritton, Instructional Coach; Stephanie Bostrom, Instructional Coach

Evidence-based Intervention:

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

Description of Intervention #1:
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
Maximize Small Group Differentiated Instruction

Person Monitoring:	By When/Frequency:
Leadership Team: Kelly Mitchell, Principal; Alberto Quiroga, Assistant Principal; Jackie Allbritton, Instructional Coach; Stephanie Bostrom, Instructional Coach	On-Going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During weekly PLCs and on-going professional development, instructional coaches and administrators will support teachers with the planning and implementation of effective, benchmark-aligned small group differentiated instruction. Planning for small group instruction will be based upon students' current learning data and adjustments will be made, as needed. Teachers will utilize high-yield, benchmark-aligned resources, such as Standards Mastery, resources from the iReady toolkit, and reteach or extension resources from the core curriculum to implement small group differentiated instruction on a regular basis within their classrooms. Teachers will identify students in the lowest quartile and plan small group instruction to address targeted learning needs.

Action Step #2

Utilize Tutorial Funds to Support Lowest Quartile

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

Leadership Team: Kelly Mitchell, Principal; Alberto On-Going
Quiroga, Assistant Principal; Jackie Allbritton,
Instructional Coach; Stephanie Bostrom,
Instructional Coach

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

Tutorial funds will be utilized for additional, targeted support of math lowest quartile students. Progress monitoring data will be used to determine needs for tutorial planning, either in-school or before/after school, and to prioritize focus benchmarks. The academic progress of participating students will be monitored for efficacy and adjustments made, as needed.

Area of Focus #3

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

Instructional Practice specifically relating to Math

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.

Area of Focus: Math Achievement

Math Achievement is an identified area of concern. Based on Spring 2024 data, overall math achievement decreased from 79% to 77%. Of specific focus will be increasing the percent of 4th and 5th grade math students scoring level three and above on the Spring 2025 FAST.

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.

The measurable outcomes for this area of focus will be to increase Math Achievement:
-Overall from 77% to 82%
-4th grade from 70% to 80%
-5th grade (standard) from 58% to 65%

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.

Math Achievement will be monitored in a variety of ways. Data spreadsheets will be utilized to track students' progress by class and grade level across assessments, regular MTSS meetings will be held

to discuss student learning and response to interventions, a data wall will be implemented in the PLC planning room, and teachers will monitor the progress of students during PLC discussions focused on assessment data analysis, planning small group differentiated instruction, and utilizing Achievement Level Descriptors to plan for core instruction.

Person responsible for monitoring outcome
Leadership Team: Kelly Mitchell, Principal; Alberto Quiroga, Assistant Principal; Jackie Allbritton, Instructional Coach; Stephanie Bostrom, Instructional Coach

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

Description of Intervention #1:
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
Build Fact Fluency and Automaticity

Person Monitoring:	**By When/Frequency:**
Leadership Team: Kelly Mitchell, Principal; Alberto Quiroga, Assistant Principal; Jackie Allbritton, Instructional Coach; Stephanie Bostrom, Instructional Coach	On-Going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Instructional coaches and administrators will support teachers with the implementation of the Fact Tactics Fluency Program. This program will focus on developing fact fluency through building reasoning skills and the practice of facts with an emphasis on sense making and use of formative assessment to guide support. Each week in grades 3-4 and grade 5 standard math, students will focus on an identified fact and self-identify a strategy for solving. By focusing on building greater math

fluency and automaticity, this should result in a decrease in the number of 3rd and 4th grade students identified as having a Substantial Math Deficiency.

Action Step #2
Maximize Scheduling for 5th Grade Math Achievement

Person Monitoring: **By When/Frequency:**
Leadership Team: Kelly Mitchell, Principal; Alberto On-Going
Quiroga, Assistant Principal; Jackie Allbritton,
Instructional Coach; Stephanie Bostrom,
Instructional Coach

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To enhance efforts to increase the percent of students scoring level 3 and above on the grade 5 (standard) math FAST assessment, scheduling strategies will be utilized to maximize instruction and support for targeted students. Course schedules for math will allow for an intensive, smaller standard math class in a designated section containing targeted students selected based on their previous assessment data, including identification as low quartile and consistent below level performance on state and district assessments. Master scheduling and support staff scheduling will allow for additional support in this math section for small group instruction with an ESE support facilitator and/or intervention teacher.

Area of Focus #4

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

Instructional Practice specifically relating to Science

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

Area of Focus: Science Achievement

Based on Spring 2024 school grade data, 88% of 5th grade students scored level 3 or above on the state Science assessment. This was an area of significant growth from Spring 2023, which was at 77%. However, this will be an area of focus in order to maintain the growth achieved in 23-24 and ensure high levels of Science achievement continue.

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.

The measurable outcome for this area of focus will be to increase Science Achievement from 88% in Spring 2024 to 90% in Spring 2025.

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.

Science Achievement will be monitored in a variety of ways. Data spreadsheets will be utilized to track students' progress on classroom and district assessments, regular PLC meetings will be used to plan high-quality, highly engaging science lessons and labs, instructional coaches will provide on-going support for implementation of the newly-adopted science curriculum, and results from the district Science Benchmark assessment will be analyzed and used to adjust planning and instruction based on identified areas of need.

Person responsible for monitoring outcome
Leadership Team: Kelly Mitchell, Principal; Alberto Quiroga, Assistant Principal; Jackie Allbritton, Instructional Coach; Stephanie Bostrom, Instructional Coach

Evidence-based Intervention:

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

Description of Intervention #1:
The following evidence-based interventions are available to support students based upon the area of need of the individual student: McGraw Hill Science, McGraw Hill Explore Labs and Simulations, Page Keeley Science Probes, and LearnSmart (grades 3-5).

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
Implement Hands on Science Labs

Person Monitoring: **By When/Frequency:**
Leadership Team: Kelly Mitchell, Principal; Alberto   On-Going
Quiroga, Assistant Principal; Jackie Allbritton,
Instructional Coach; Stephanie Bostrom,
Instructional Coach

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

Hands on labs, investigations, and simulations are included in the adopted McGraw Hill science curriculum. Labs should take place every 1-2 weeks. During PLC meetings, instructional coaches and administrators will support teachers with the planning and implementation of hands-on science labs.

Action Step #2

Read and Write About Informational Texts

Person Monitoring:	**By When/Frequency:**
Leadership Team: Kelly Mitchell, Principal; Alberto Quiroga, Assistant Principal; Jackie Allbritton, Instructional Coach; Stephanie Bostrom, Instructional Coach	On-Going

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

Students should be reading and writing with informational text in all grade levels weekly. During PLC meetings, instructional coaches and administrators will support teachers with the planning and implementation of processing and engagement strategies to allow students to read and write about science texts.

Action Step #3

Build Vocabulary Expertise

Person Monitoring:	**By When/Frequency:**
Leadership Team: Kelly Mitchell, Principal; Alberto Quiroga, Assistant Principal; Jackie Allbritton, Instructional Coach; Stephanie Bostrom, Instructional Coach	On-Going

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

Students should be interacting with academic vocabulary daily to strengthen science vocabulary and communication. During PLC meetings, instructional coaches and administrators will support teachers with the planning and implementation of lessons and strategies to build expertise with science and academic vocabulary.

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.

Area of Focus: Improving Attendance/Reducing Truancy

An identified area of concern based on Early Warning System data was the number of students in grades 2 (14) and 3 (18) for the 24-25 school year with 10% or more of missed schools days. Additionally, the percent of students with 15+ days of absence has remained at 16% during the past two years (22-23 and 23-24). In 23-24, this translated to 113 students missing 15 or more days of school.

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.

Measurable outcomes for this area of focus will be to:
-Reduce the percent of students missing 15+ days from 16% to 12%
-Reduce the number of students in (current) grades 2 and 3 missing 10% or more of school days to 10 or fewer students.

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.

Student attendance and truancy will be monitored in a variety of ways. A truancy data spreadsheet will be utilized to track targeted students' attendance and contact attempts to notify parent/guardian of truancy concerns. Teachers will send emails to parents/guardians when a student reaches 3 or 5 days of consecutive absence without notice or explanation. The school-based guidance team, including the school social worker, will meet regularly to review attendance data and plan for interventions, truancy meetings, or truancy referrals, as needed.

Person responsible for monitoring outcome
Administration: Kelly Mitchell, Principal; Alberto Quiroga, Assistant Principal & Guidance Team: Jenne Marino, School Counselor; Wilmarie Mercado, SSW

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 following evidence-based interventions are available to support students based upon the area of need of the individual student: MTSS Tier 2 and Tier 3 plans addressing attendance

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:

Action Step #1
Improve Attendance of 2nd and 3rd Grade Students

Person Monitoring:	By When/Frequency:
Administration: Kelly Mitchell, Principal; Alberto Quiroga, Assistant Principal & Guidance Team: Jenne Marino, School Counselor; Wilmarie Mercado, SSW	On-Going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Good attendance is especially important for students in grades 2 and 3 due to state requirements for mastering reading benchmarks. However, these grade levels have the most students who missed 15+ days last school year. In order to address this, we will monitor attendance of these students during guidance team and PLC meetings. Teachers will send communications to parents/guardians when students reach 3 and 5 days of consecutive absences. Additionally, attendance incentives will be utilized for targeted students to encourage more regular 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.

Area of Focus: School Climate/Supportive Environment

Based on the staff Panorama survey and 5Essentials student survey (4th/5th grades), school climate and supportive environment have been identified as an area of focus for 24-25. According to the Spring 2024 Panorama teacher survey, there is a perception that students are not enthusiastic about being at school as only 49% of teachers responded favorably to this survey question. Similarly, on the student 2024 5Essentials survey, student data indicated a very weak performance in the measure of Peer Support for Academic Work. This measure encompasses questions about student views/perceptions of their peers academic initiative, such as:
-Think doing homework is important?
-Feel it is important to pay attention in class?
-Feel it is important to attend school every day?
-Try hard to get good grades?

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.

Measurable outcomes for this area of focus will be to:

-Increase percent responding favorably on the teacher Panorama survey from 49% to 65% for the question, "On most days, how enthusiastic are the students about being at school?"

-Increase performance on student 5Essentials survey in the measure of Peer Support for Academic Work from very weak to neutral

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.

Focus areas for school climate and supportive environment will be monitored through subsequent district surveys, such as Panorama, 5Essentials, Safety Survey, and Snapshot Survey. Additionally, school-wide PBIS and discipline data is regularly monitored through EdInsight reports.

Person responsible for monitoring outcome

Leadership Team: Kelly Mitchell, Principal; Alberto Quiroga, Assistant Principal; Jackie Allbritton, Instructional Coach; Stephanie Bostrom, Instructional Coach

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 following evidence-based interventions are available to support students based upon the area of need of the individual student: MTSS Tier 2 and Tier 3 plans addressing attendance and behavior

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:

Action Step #1

Enhance Student Academic Initiative and Engagement

Person Monitoring:	By When/Frequency:
Leadership Team: Kelly Mitchell, Principal; Alberto	On-Going

Quiroga, Assistant Principal; Jackie Allbritton,
Instructional Coach; Stephanie Bostrom,
Instructional Coach

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During weekly PLCs and on-going professional development, instructional coaches and administrators will support teachers with the planning and implementation of engagement strategies, such as incorporating student discussion and partner/team processing strategies more frequently into lessons. A rubric for peer expectations and reflecting on learning during partner/group work will be developed to implement with 4th and 5th grade students.

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