

Seminole County Public Schools

CASSELBERRY 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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Through partnerships of school, community and family, Casselberry Elementary will provide a positive, motivating, and safe environment, where the potential of each child is developed; equipping them with the skills to take confident steps toward the future.

Provide the school's vision statement

At Casselberry Elementary, our vision is to build positive relationships and culture by creating a stronger, more self-sustaining community, helping students and families acquire education, skills, and necessary resources to build self-sufficient prosperous lives.

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

Patricia May

Position Title

Principal

Job Duties and Responsibilities

Instructional Leader, School Budget, Teacher Evaluations, Instructional Expectations, Leadership Team meetings and evaluations, Team Leader Meetings, CBES Handbooks, SAC, PTSA, SIP, Parent and Staff Communication, Data Chats, ESE, Classroom and Behavior Support, Master Calendar

Leadership Team Member #2

Employee's Name

Gary Lowe

Position Title

Assistant Principal

Job Duties and Responsibilities

Teacher Evaluations, School Improvement Surveys, Spelling Bee, School Newsletters, Professional Development, and PD Points, Parent Conferences, Schedules, Summer Learning Camp, Kinder Camp, Severe Weather, Title IX, CBES News, Marquee.

Leadership Team Member #3

Employee's Name

Brittany Jacobs

Position Title

SAM

Job Duties and Responsibilities

Title I Compliance, Assessment Coordinator, MTSS, Spelling Bee, Non-instructional Evaluations, Teach-in, Leader in Me, Facilities, Custodians, Drills, Textbooks, Duty Schedules, Health Screenings, School Events, Facilitron, Emergency Response Team, i-Ready Data Boards, School Calendar.

Leadership Team Member #4

Employee's Name

Joanna Young

Position Title

Math Coach

Job Duties and Responsibilities

Math Instruction, Math PLCs, 4-5 RAMP, Math MTSS, School Messenger back up, Substantial Math Deficiency, Classroom Support, Data Analysis, K-5 Math Support

Leadership Team Member #5

Employee's Name

Lauren Johnson

Position Title

Reading, ELA Coach

Job Duties and Responsibilities

Reading Instruction, i-Ready Champion, Reading and Writing PLCs, Reading MTSS, Literacy Week, Portfolios, Good Cause, Substantial Reading Deficiency, Fast Track Phonics, UFLI, Classroom Support, Data Analysis, K-5 Resource and Support

Leadership Team Member #6

Employee's Name

Laura Philpott

Position Title

Behavior Interventionist

Job Duties and Responsibilities

Behavior MTSS, Discipline, PBIS, Student Attendance, Student Mentors, Risk Assessments, Bullying, Restraint Compliance, Truancy Letters, Intervention Letters, Counseling Referrals, Tier One Behavior instruction, Tier2/3 Behavior

Leadership Team Member #7

Employee's Name

Janet Wilhelm

Position Title

Gifted Teacher, Science Coach

Job Duties and Responsibilities

Gifted instruction and EP's, 3-5 Science instruction and PLCs

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.

Casselberry Elementary uses the Parent Involvement Plan (PIP) to meet these requirements for involving parents and the community. Casselberry parents and the community help to develop the School Improvement Plan through our School Advisory Council (SAC) and community partners with an emphasis on utilizing language that is understandable for all stakeholders. The School Improvement Plan is shared with all stakeholders on the school's website. Casselberry Elementary analyzed the results of the surveys from the 2023-2024 school year and took the parent comments into consideration when developing the school improvement plan. Casselberry Elementary received valuable feedback from SAC and PTSA members throughout the school year, which was also used during plan development.

SIP Monitoring

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

The SIP will be created to meet the needs of all Casselberry Elementary students. The SIP will be shared with all stakeholders and visited after progress monitoring data is provided throughout the 2024-2025 school year. The SIP will also be discussed after survey results are shared. The SAC, Casselberry staff, and PTSA will be stakeholders that are involved in monitoring the SIP.

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	YES
2023-24 MINORITY RATE	64.8%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	72.4%
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) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: 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		22	26	23	16	17				104
One or more suspensions		1	1							2
Course failure in English Language Arts (ELA)		6	2	1	5	2				16
Course failure in Math		5		4	6	1				16
Level 1 on statewide ELA assessment				2	6	2				10
Level 1 on statewide Math assessment				2	4	4				10
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	14	28	14	44						100
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	5	12	10	13	3					43

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		7	4	6	8	7				32

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	4	1	14						20
Students retained two or more times										0

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

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

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

The number of students by current grade level that had two or more early warning indicators:

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

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	70	66	57	65	61	53	60	65	56
ELA Grade 3 Achievement **	69	69	58	66	62	53			
ELA Learning Gains	66	62	60				64		
ELA Learning Gains Lowest 25%	65	55	57				53		
Math Achievement *	69	67	62	64	64	59	72	46	50
Math Learning Gains	68	64	62				64		
Math Learning Gains Lowest 25%	55	43	52				70		
Science Achievement *	76	68	57	56	65	54	48	65	59
Social Studies Achievement *								62	64
Graduation Rate								62	50
Middle School Acceleration								45	52
College and Career Readiness									80
ELP Progress	88	75	61	58	77	59	67		

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	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%	66%	62%	64%		65%	57%

* 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	49%	No		
English Language Learners	65%	No		
Black/African American Students	68%	No		
Hispanic Students	65%	No		
Multiracial Students	70%	No		
White Students	72%	No		
Economically Disadvantaged Students	68%	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	35%	Yes	1	
English Language Learners	58%	No		
Black/African American Students	58%	No		
Hispanic Students	63%	No		
Multiracial Students	77%	No		
White Students	68%	No		
Economically Disadvantaged Students	64%	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	46%	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%
English Language Learners	51%	No		
Native American Students				
Asian Students				
Black/African American Students	41%	No		
Hispanic Students	62%	No		
Multiracial Students	72%	No		
Pacific Islander Students				
White Students	60%	No		
Economically Disadvantaged Students	59%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	70%	69%	66%	65%	69%	68%	55%	76%					88%
Students With Disabilities	37%	35%	55%	52%	45%	62%	63%	43%					
English Language Learners	48%		70%	64%	57%	65%							88%
Black/African American Students	63%	67%	73%		44%	80%		82%					
Hispanic Students	63%	60%	67%	67%	69%	64%	43%	60%					88%
Multiracial Students	75%		60%		83%	60%							
White Students	77%	77%	65%	55%	72%	69%	71%	88%					
Economically Disadvantaged Students	67%	65%	65%	68%	67%	66%	54%	72%					88%

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	65%	66%			64%			56%					58%
Students With Disabilities	30%	33%			36%			41%					
English Language Learners	46%	45%			71%			50%					80%
Black/African American Students	65%				50%								
Hispanic Students	60%	69%			56%			51%					80%
Multiracial Students	71%				82%								
White Students	69%	64%			74%			63%					
Economically Disadvantaged Students	63%	65%			60%			56%					76%

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	60%		64%	53%	72%	64%	70%	48%					67%
Students With Disabilities	29%		43%	37%	51%	54%	50%	33%					70%
English Language Learners	32%		59%		42%	56%							67%
Native American Students													
Asian Students													
Black/African American Students	35%		56%		58%	44%		10%					
Hispanic Students	55%		69%	59%	65%	67%	75%	37%					65%
Multiracial Students	72%		83%		72%	67%		64%					
Pacific Islander Students													
White Students	68%		59%	33%	80%	64%	56%	59%					
Economically Disadvantaged Students	57%		64%	50%	66%	66%	65%	41%					60%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	67%	67%	0%	55%	12%
Ela	4	69%	62%	7%	53%	16%
Ela	5	68%	63%	5%	55%	13%
Math	3	75%	69%	6%	60%	15%
Math	4	55%	64%	-9%	58%	-3%
Math	5	30%	43%	-13%	56%	-26%
Math	6	95%	67%	28%	56%	39%
Science	5	73%	65%	8%	53%	20%

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?

Casselberry Elementary scored 20 points higher in the area of 5th grade Science. We will continue to have our lead science teacher work with grade levels. Science PLCs will occur on Thursday's. The new McGraw Hill Science series will be looked at in depth, along with SBAs and SSAs.

Lowest Performance

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

Casselberry Elementary's lowest data component was the lowest quartile in math making learning gains. With only 56% of the lowest quartile in math making a learning gain, this will be a big area of focus. Proficiency had been the prior component that was focused on. Learning gains will be an equal factor to focus on moving forward.

Greatest Decline

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

FAST data points increased from 2022-2023 to 2023-2024, with proficiency being the components scored. Because learning gains were reintroduced this school year, that is our lowest performing area to focus on is math learning gains, specifically the lowest quartile math learning gains.

Greatest Gap

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

The 2023-2024 school data, shows that the 5th grade math students are 30% proficient on the 5th grade PM3 Math Assessment. The RAMP5 students that took the 6th grade PM3 Math Assessment were 95% proficient. The state reported 56% of the students were proficient on the 5th grade PM3 Math Assessment. Casselberry's 4th grade math proficiency fell below the state and district averages. 4th and 5th grade math was the largest gap in our data.

EWS Areas of Concern

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

Moving forward, Casselberry's biggest academic concern is 4th and 5th grade math. Attendance will also be an area of focus for the 2024-2025 school year. 104 students had an early warning sign in this area.

Highest Priorities

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

Casselberry Elementary will continue to increase proficiency across ELA, Math, and Science.

Learning Gains will be an area of focus. Attendance will be an area of focus.

(Student achievement and student attendance)

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.

Data for FAST assessment:

The 2024 FAST PM3 Reading proficiency for grades 3-5 is 70%. Although the reading scores in grades 3-5 increased by 5% and Casselberry's 3rd, 4th and 5th grade reading scores were higher than the district and the state scale scores, reading proficiency and student growth will increase during the 2024-2025 school year. In grades K-2, the focus will be on building and enhancing foundational literacy skills. This will include phonemic awareness, phonics, vocabulary, reading fluency, and comprehension. In grades 3-5, literacy skills will continue to grow with a focus on reading comprehension, fluency, critical thinking, vocabulary development, and writing skills.

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 2024 FAST PM3 reading proficiency for grades 3-5 is 70%. The reading scores in grades 3-5 increased by 6%. Casselberry's 3rd, 4th and 5th grade reading scores were higher than the district and the state scale scores. Casselberry Elementary will increase reading proficiency on the PM3 FAST 2025 assessment, using 75% as a goal.

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.

Casselberry Elementary will continue to monitor student growth with school proficiency goals and make adjustments to classroom practices as needed. Reading will be monitored using iReady diagnostics, STAR/FAST Reading Progress Monitoring, and teacher observation.

Person responsible for monitoring outcome

Lauren Johnson and Leadership Team

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:

On the FAST, PM3, 70% of students scored a 3 or higher. Casselberry will increase the proficiency rate on the 2025 FAST PM3. 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), and Success for All – FastTrack Phonics (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:

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

Accelerating Achievement and Learning Growth, Having Strong Core Instruction

Person Monitoring:

Lauren Johnson and Leadership Team

By When/Frequency:

Ongoing throughout the 2024-2025 school year

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

Casselberry students will master all grade level standards/benchmarks and reach proficiency by the end of the 2024-2025 school year. The staff will work towards closing the achievement gap for black, ESE and ELL subgroups. Instructional staff members will provide daily small group instruction, ELA intervention groups, before/after school tutoring, differentiated centers, push in support from support staff, and paraprofessional assistance to work with students in small groups.

Action Step #2

Tiered Intervention

Person Monitoring:

Lauren Johnson and Leadership Team

By When/Frequency:

Ongoing throughout the 2024-2025 school year

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

For students identified for Tier 2 and Tier 3 reading intervention, the school will implement targeted small-group instruction to meet the needs of students, based on assessments and teacher observations. Intervention plans will incorporate evidence-based reading programs and diverse instructional strategies, with sessions scheduled several times a week. Teachers will receive ongoing

professional development and collaborate to share best practices. Progress will be monitored and tracked with frequent data points, teachers and reading coach will analyze data and make adjustments as needed. Parents will be regularly informed about their child's progress and provided with strategies to support reading at home. At the end of each intervention cycle, the program's effectiveness will be reviewed and refined for continuous improvement.

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.

Data for FAST assessment:

PM3 Math proficiency for grades 3-5 is 69%. The math scores in grades 3-5 maintained the same percentage as the previous year. Casselberry's 3rd, 4th and 5th grade math scores were higher than the district and the state scale scores. 4th grade math and 5th grade standard math were the lowest reporting proficiency categories. Casselberry staff will focus on building a strong mathematical foundation in grades K-2 including skills such as: number sense, basic operations, and an understanding of geometric concepts. In grades 3-5, students will continue their mathematical competency with operations and algebraic thinking, numbers and operation in base 10, and measurement and data.

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.

PM3 Math proficiency for grades 3-5 is 69%. The math scores in grades 3-5 maintained the same percentage. Casselberry's 3rd, 4th and 5th grade math scores were higher than the district and the state scale scores. 4th grade math and 5th grade standard math were the lowest reporting proficiency categories. Casselberry Elementary will increase math proficiency on the PM3 FAST 2025 assessment, using 75% as a goal.

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.

Casselberry Elementary will continue to monitor student growth with school proficiency goals and make adjustments to classroom practices as needed. This area will be monitored using the iReady Diagnostics, STAR Progress Monitoring assessments, and teacher observation.

Person responsible for monitoring outcome

Joanna Young and Leadership Team

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:**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

Accelerating Achievement and Learning Growth, Having Strong Core Instruction

Person Monitoring:

Joanna Young and Leadership Team

By When/Frequency:

ongoing throughout the 2024-2025 school year

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

Casselberry students will master all grade level standards/benchmarks and reach math proficiency by the end of the 2024-2025 school year. The staff will work towards closing the achievement gap for black, ESE and ELL subgroups. Instructional staff members will provide daily small group instruction, math intervention groups, before/after school tutoring, differentiated centers, push in support from support staff, and paraprofessional assistance to work with students in small groups.

Action Step #2

Tiered Intervention

Person Monitoring:

Joanna Young and Leadership Team

By When/Frequency:

Ongoing throughout the 2024-2025 school year

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

For students identified for Tier 2 and Tier 3 math intervention, the school will implement targeted small-group instruction to meet the needs of students, based on assessments and teacher observations. Intervention plans will incorporate evidence-based math programs and diverse instructional strategies, with sessions scheduled several times a week. Teachers will receive ongoing professional development and collaborate to share best practices. Progress will be monitored and

tracked with frequent data points, teachers and math coach will analyze data and make adjustments as needed. Parents will be regularly informed about their child's progress and provided with strategies to support math at home. At the end of each intervention cycle, the program's effectiveness will be reviewed and refined for continuous improvement.

Area of Focus #3

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.

At Casselberry Elementary, enhancing science instruction across all grade levels is an area of focus. The data from the 2024 state science assessment, indicated that 76% of the students are proficient in 5th grade. Students will develop critical thinking and problem-solving skills necessary for future academic and career success. They will understand scientific concepts and apply inquiry-based skills in science and across curriculum areas. The leadership team and teachers will analyze data of assessment results and classroom observations to engage with and apply scientific principles effectively.

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.

Prior year data show that 76% of 5th grade students met grade-level science standards. The goal is to increase this percentage to 80% by the end of the current school year. Specific outcomes will be tracked for each grade level through SBA Science progress monitoring, and teacher-designed evaluations.

Monitoring

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

This will be monitored by unit assessments, formative assessments, SBA, and FAST PM results.

Person responsible for monitoring outcome

Janet Wilhelm and Administrative Team

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 intervention involves implementing a hands-on, inquiry-based science curriculum that includes interactive experiments, problem-based learning activities, and real-world applications of scientific concepts. The curriculum is supported by professional development for teachers on effective science instruction strategies through regular PLC groups, and PD with our academic coach.

Rationale:

This intervention was selected because research shows that inquiry-based learning and hands-on activities significantly improve student engagement and understanding in science. The approach aligns with best practices in science education, which emphasize active learning and critical thinking.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Science Professional Development

Person Monitoring:

Janet Wilhelm

By When/Frequency:

Ongoing throughout the 2024-2025 school year

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

Offer PD opportunities on inquiry-based science teaching methods and track teacher participation. Evaluate the impact through follow-up surveys and classroom observations to ensure that teachers are applying new strategies effectively.

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.

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

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

Measurable Outcome

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

During the 2023-2024 school year, 28% of the student body had 15 or more absences. Although this showed improvement from the previous school year, of a 2% decrease, attendance needs to be improved.

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.

Attendance will be monitored throughout the 2024-2025 school year. The school social worker and behavior interventionist will meet weekly to discuss attendance and call families. Reports will be generated through Skyward to review attendance patterns and identify students with chronic absenteeism. Classroom teachers and administration will continue to incentivize student attendance.

Person responsible for monitoring outcome

Social Worker, Behavior Interventionist, and 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:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Attendance Incentives

Person Monitoring:

Laura Philpott and Administration

By When/Frequency:

Ongoing throughout the 2024-2025 school year

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

An attendance cart will be used as a reward system. A random student in each class will be called daily on the school news. Students will be able to get a prize from the attendance cart when present.

Area of Focus #2

Teacher Retention and Recruitment

Area of Focus Description and Rationale

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

The focus is on improving the area of Belonging on the Panorama Survey. Staff sense of belonging is crucial for maintaining a positive environment for adults and children in order to ensure high-quality instruction is taking place for all students.

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.

On the 2024 Spring Panorama survey, Belonging was rated at a 64% out of 20 responses. Belonging means: How much faculty and staff feel that they are valued members of the school community. During the 2024-2025 school year, Casselberry will increase in this area to 70% or higher.

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.

Staff belonging will be monitored through tracking of turnover rates and staff satisfaction surveys.

Person responsible for monitoring outcome

Patricia May

Evidence-based Intervention:

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

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

NEST Program

Person Monitoring:

Sara Castro and Leadership Team

By When/Frequency:

ongoing throughout the 2024-2025 school year

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

Mentorship program for new teachers and provide professional development workshops. Monitor the impact through feedback from participants, retention rates of new teachers, and evaluation of professional growth. Receive feedback from instructional and noninstructional staff members on how they feel towards their sense of belonging.

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.

Casselberry Elementary uses the Parent Involvement Plan to meet these requirements for involving parents and the community. Casselberry parents and the community help to develop the School Improvement Plan through our School Advisory Council (SAC) and community partners with an emphasis on utilizing language that is understandable for all stakeholders. The School Improvement Plan is shared with all stakeholders on the school's website. Casselberry Elementary analyzed the results of the surveys from 2023-2024 and took the parent comments into consideration when developing the school improvement plan. Casselberry Elementary received valuable feedback from SAC and PTSA members throughout the school year, which was also used during plan development. <https://www.casselberry.scps.k12.fl.us/>

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))

Casselberry Elementary's stakeholders include staff, students, families of students, volunteers, business partners, and school board members. Staff members promote a positive culture and environment by creating strong relationships with students by maintaining high expectations for all students and allowing each child to have a fresh start every day when entering the school. Teachers set up mentorship relationships with students in other grade levels to help students boost confidence

in their learning experience and help students track academic progress. Teachers connect and build relationships with families through constant communication regarding student academics and classroom happenings. Students contribute to our school culture by applying for and carrying out classroom and school wide leadership roles, such as student council, patrols, and the news crew. Families promote a positive culture through their involvement in PTSA and family events throughout the year. Families also foster a positive culture by interacting via our multiple social media outlets and school events. Volunteers, business partners, and school board members support our positive school culture through their ongoing outreach and school presence. This group of stakeholders supports families, students, and staff with both monetary and time-based donations during events such as campus clean-up, assistance with the school store (which is tied to our PBIS model), preplanning, and staff appreciation week.

<https://www.casselberry.scps.k12.fl.us/>

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))

Casselberry Elementary will include all students in academic instruction daily. Teachers will deliver strong academic core lessons, accelerate and remediate as needed in both math and ELA. Monitoring of student data will occur and adjustments in instruction will be made if needed throughout the 2024-2025 school year. With an academic push and all staff members making connections with all students, Casselberry's overall academic performance will increase.

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))

Throughout the course of the school year, formally on a quarterly basis, Federal Projects and Resource Development department leadership meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK). At these quarterly cross-department collaborative meetings, status updates of the Title I, Part A funded activities and initiatives are discussed. Such topics could include discussions between Federal Projects and Resource Development staff and Department of Teaching and Learning (DTL) staff discussing the implementation of a primary grades phonics program at Title I elementary schools. Resulting from these conversations, DTL leadership may suggest more purchased materials for the phonics

program, and/or more on-site training days. These decisions would have an impact to the Title I budget for the next school year, which would then lead to further conversations with DTL leadership about adjusting needs and priorities for the other Title I, Part A funded activities.

Federal Projects and Resource Development department leadership also meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK) to develop the Title I, Part A plan. The various areas of focus which are supported with Title I, Part A funds are discussed with the respective leadership from those departments/programs, to ensure that the activities being proposed have the highest likelihood of success.

During the planning phase of Title I school-wide plans, which typically begins late February or early March for the upcoming school year, leadership from the Federal Projects and Resource development department coordinate Title I collaborative planning sessions. Invited to these planning sessions are Title I school principals and designees from their leadership teams. Title I school team planning sessions are grouped so that all of the schools supported by a specific Assistant Superintendent meet together. Having the Assistant Superintendent participate in the collaborative planning session proves helpful, in that they are available to remind the principals of other programs or funding sources available. For instance, the Assistant Superintendent, Student Support Services would be able to remind a principal that IDEA funds are already in place to support an initiative that the principal wanted to include in their upcoming Title I, Part A plan.

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))

Casselberry Elementary has established in-house counseling services to meet the needs of our students, such as teacher-peer mentorships by pairing students with trusted adults on campus and creating a safe space for students to discuss thoughts and feelings during a lunch bunch and breakfast club. We have student mentor programs and our food pantry is set up for those families in need. We have also set up procedures to deal with tragic incidents including the death of a family member or fellow student. Our Guidance Counselor, Behavior Interventionist, Social Worker, District Mental Health Counselor, and third-party therapists from Kinder Consulting and Lukas Counseling also serve as resources. Casselberry Elementary will also participate in the Behavior Coaching Academy and staff members will ensure that Conditions for Learning are in place for all students.

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))

Casselberry Elementary includes Stephen Covey's 7 Habits of Highly Effective People/The Leader in Me to promote lifelong skills for the 21st century learner. Our neighbors, South Seminole Academy, partner with us throughout the year for different events to foster our leadership connection, as they are also a Leader in Me Lighthouse School. Our annual Teach-In event brings community members and parents onto our campus to share their careers and trades, which offers our students the ability to learn about varying careers in Central Florida.

DEAL (Drop Everything and Lead) Clubs allow students to participate in programs from a variety of backgrounds. Some examples are Sign Language, Dance, Recycling, Yoga, Robotics, Computer Science and Gardening. These clubs are offered to all students at various times throughout the school year. Students can also apply to be school patrols, student council representatives, and news crew members. All students participate in a variety of lessons throughout the year.

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)).

Casselberry Elementary uses a tiered support system to address behavioral issues, offering universal strategies for all students and targeted interventions for those needing extra help. helps prevent and manage problem behaviors effectively.

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)).

Our professional learning initiatives focus on improving instructional methods and using assessment data effectively. We support teacher recruitment and retention by offering teacher support and ongoing professional development. These efforts aim to enhance the quality of instruction and maintain high educational standards.

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))

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer Meet the Teacher before school starts for all grade level students and kindergarten teachers are available for individual conferences. Fifth grade teachers meet with guidance counselors for articulation meetings at the end of the school year. PTSA also offers a Panda Play Date for incoming VPK and Kindergarten students.

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.

Our district process for selecting resources and materials is rigorous. Each resource is vetted and approved by a team of trained educators with the sole purpose of increasing student achievement.

Specifics to Address the Need

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

We utilize District approved textbooks and resources for ELA, Math, Science, and Social Studies. Additionally, our teachers adhere to the frameworks provided by the leaders in our district in order to ensure that every student is exposed to every standard that is grade appropriate throughout the school year.

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