CARILLON ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Carillon Elementary School is to ensure that all students acquire the knowledge, skills, and mindsets to be Capable, Connected, Contributing, and Collaborative citizens in our ever-changing world.

Provide the school's vision statement

Carillon Elementary strives to support our students in becoming Capable, Connected, Contributing, and Collaborative members of the community. Our vision is for Carillon Elementary School to be identified as a premier elementary school in Seminole County and recognized for innovating learning environments, engaging instruction, strong relationships, and individualized student success.

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
Elizabeth Darcy

Position Title
Principal

Job Duties and Responsibilities

Mrs. Darcy's responsibility is to provide 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 and positive school climate and culture while ensuring the orderly and efficient operation of the school.

Leadership Team Member #2

Employee's Name
Mae Boza

Position Title
Assistant Principal

Job Duties and Responsibilities

Mrs. Boza's responsibility is to support 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 and positive school climate and culture while ensuring the orderly and efficient operation of the school.

Leadership Team Member #3

Employee's Name
Dave Stone

Position Title
School Administration Manager

Job Duties and Responsibilities

Mr. Stone's responsibilities are to collaborate with the Principal and leadership in order to provide a school atmosphere in which learning is of prime importance by implementing School Board policies designed to maintain proper student discipline and managing/coordinating school schedule/activities, special events, transportation needs, school maintenance, provide supervision of assigned educational support personnel, coordinate assessments, and foster a positive school climate and culture.

Leadership Team Member #4

Employee's Name
Jennifer Flora

Position Title
Certified School Counselor

Job Duties and Responsibilities

Mrs. Flora's responsibilities are to assist school personnel, parents, and students with relevant educational and personal/social goals and develop and implement effective programs for all students while functioning as a member of a school's multidisciplinary team.

Leadership Team Member #5

Employee's Name
Amy Osbun-Rapp

Position Title

Certified School Counselor

Job Duties and Responsibilities

Ms. Osbun-Rapp's responsibilities are to assist school personnel, parents, and students with relevant educational and personal/social goals and develop and implement effective programs for all students while functioning as a member of a school's multidisciplinary team.

Leadership Team Member #6

Employee's Name
Cynthia Hill

Position Title
Instructional Coach

Job Duties and Responsibilities

Mrs. Hill's responsibilities are to generate improved student achievement in relevant content areas by providing teachers and administrators with on-site, on-going professional development related to disciplinary literacy; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; supporting school-wide progress; monitoring programs, content knowledge and resources, specifically aligned to content, and resulting in an increase in teaching and learning proficiency.

Leadership Team Member #7

Employee's Name
Michelle Robinson

Position Title
Instructional Coach

Job Duties and Responsibilities

Mrs. Robinson's responsibilities are to generate improved student achievement in relevant content areas by providing teachers and administrators with on-site, on-going professional development related to disciplinary literacy; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; supporting school-wide progress; monitoring programs, content knowledge and resources, specifically aligned to content, and resulting in an increase in teaching and learning proficiency.

Leadership Team Member #8

Employee's Name
Lynn Walker

Position Title
Instructional Coach

Job Duties and Responsibilities

Mrs. Walkers' responsibilities are to generate improved student achievement in relevant content areas by providing teachers and administrators with on-site, on-going professional development related to disciplinary literacy; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; supporting school-wide progress; monitoring programs, content knowledge and resources, specifically aligned to content, and resulting in an increase in teaching and learning proficiency.

Leadership Team Member #9

Employee's Name
Amy Youmans

Position Title
Gifted Resource Teacher

Job Duties and Responsibilities

Mrs. Youmans' responsibilities are to provide services to students, teachers, administrators, and parents in order to meet identified students' needs; develop appropriate placement options for students in Tier 2 and Tier 3 within the Response to Intervention framework; assist administration and staff to create necessary flexibility in scheduling to provide optimal opportunities for Tier 2 and Tier 3 students; develop and implement consistent gifted programming at the building level; provide staff development opportunities; model lessons on various subjects and skills for teachers and students; and assist classroom teachers in differentiating curriculum.

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.

Feedback is collected from the leadership team, teachers and staff, parents, students, and families both formally through the use of district (Snapshot/5Essentials/Safety) and school-developed (Google Forms/Paper form) surveys. Feedback was also solicited informally through PTA Meetings, SAC Meetings, and school events. The principal will provide a state of the school presentation for all stakeholders that summarizes the key points of feedback and the school improvement plan. The presentation will be recorded and shared through our school website to make it accessible to all. The presentation will include contact information in case stakeholders have additional questions and input to create a continuous feedback loop.

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 CNES SIP will be regularly monitored for effective implementation three times per year by reviewing data and tracking progress to SIP goals through PLC, MTSS, SAC, Team Leaders, and Leadership Meetings. These implementation expectations include: 1. Stakeholders consultation regarding goals and expectations; 2. Implementation of action steps developed based on student individual results and needs; 3. Identifying and ensuring the utilization of specific individual student intervention and/or services; 4. Analysis of impact and evaluation of effectiveness; and 5. Revision of the plan based on findings. In addition, the Leadership Team will disaggregate all assessment data for specific subgroups (focusing on students with disabilities) at quarterly data meetings by whole school, grade level, teacher, and by specific students.

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	**51.7%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**28.8%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20:**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		18	18	10	12	16				74
One or more suspensions		1	1	0	0	1				3
Course failure in English Language Arts (ELA)		1	4	1						6
Course failure in Math			3	1						4
Level 1 on statewide ELA assessment				3	4					7
Level 1 on statewide Math assessment					5					5
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	9	17	18	17						61
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	12	9	9	3	11					44

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		2	4	1	4	8				19

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	1	1	2						6
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	13	27	23	11	18	25				117
One or more suspensions	1	1	2	2	1	3				10
Course failure in ELA	1	3	1	1	2	1				9
Course failure in Math	1	4	1	1	1	2				10
Level 1 on statewide ELA assessment					19	26				45
Level 1 on statewide Math assessment					25	16				41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	18	16	8						70

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	1	6	6	3	17	25				58

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	2	3		1					7
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 SCHOOL	2024 DISTRICT†	2024 STATE†	2023 SCHOOL	2023 DISTRICT†	2023 STATE†	2022** SCHOOL	2022** DISTRICT†	2022** STATE†
ELA Achievement *	72	66	57	68	61	53	72	65	56
ELA Grade 3 Achievement **	82	69	58	69	62	53			
ELA Learning Gains	61	62	60		66		66		
ELA Learning Gains Lowest 25%	64	55	57		57		46		
Math Achievement *	77	67	62	74	64	59	71	46	50
Math Learning Gains	72	64	62		62		65		
Math Learning Gains Lowest 25%	51	43	52		43		43		
Science Achievement *	72	68	57	75	65	54	72	65	59
Social Studies Achievement *								62	64
Middle School Acceleration								45	52
Graduation Rate								62	50
College and Career Readiness									80
ELP Progress	74	75	61	59	77	59	57		

*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	69%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	625
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
69%	72%	62%	55%		68%	68%

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

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	47%	No		
English Language Learners	70%	No		
Asian Students	82%	No		
Black/African American Students	46%	No		
Hispanic Students	65%	No		
Multiracial Students	88%	No		
White Students	69%	No		
Economically Disadvantaged Students	63%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	35%	Yes	2	
English Language Learners	59%	No		
Asian Students	82%	No		
Black/African American Students	56%	No		
Hispanic Students	62%	No		
Multiracial Students	74%	No		
White Students	74%	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	38%	Yes	1	
English Language Learners	54%	No		
Native American Students				
Asian Students	86%	No		
Black/African American Students	61%	No		
Hispanic Students	57%	No		
Multiracial Students	69%	No		
Pacific Islander Students				
White Students	63%	No		
Economically Disadvantaged Students	50%	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	72%	82%	61%	64%	77%	72%	51%	72%					74%
Students With Disabilities	40%	64%	46%	52%	42%	49%	41%	45%					
English Language Learners	67%		81%	80%	70%	70%	60%	55%					74%
Asian Students	79%	77%	67%		90%	87%		83%					90%
Black/African American Students	48%		33%		43%	58%							
Hispanic Students	70%	76%	57%	69%	68%	66%	52%	60%					
Multiracial Students	82%	100%	73%		94%	86%		92%					
White Students	72%	87%	63%	61%	79%	71%	43%	75%					
Economically Disadvantaged Students	61%	70%	61%	65%	62%	66%	50%	65%					71%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	68%	69%			74%			75%					59%
Students With Disabilities	30%	24%			46%			39%					
English Language Learners	45%	46%			70%								74%
Asian Students	86%	73%			91%			79%					
Black/African American Students	47%				65%								
Hispanic Students	57%	68%			64%			61%				60%	
Multiracial Students	63%	73%			87%								
White Students	71%	72%			74%			79%					
Economically Disadvantaged Students	54%	59%			62%			65%				82%	

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	72%		66%	46%	71%	65%	43%	72%					57%
Students With Disabilities	36%		44%	30%	39%	46%	36%	38%					
English Language Learners	53%		64%	50%	53%	52%	36%	64%					57%
Native American Students													
Asian Students	90%		72%		92%	84%		94%					
Black/African American Students	58%		54%		56%	75%							
Hispanic Students	65%		73%	50%	59%	54%	33%	62%					
Multiracial Students	65%		73%		73%	64%							60%
Pacific Islander Students													
White Students	72%		62%	44%	72%	65%	51%	76%					
Economically Disadvantaged Students	59%		62%	46%	55%	47%	31%	57%					45%

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	62%	62%	0%	53%	9%
Ela	5	67%	63%	4%	55%	12%
Math	3	83%	69%	14%	60%	23%
Math	4	72%	64%	8%	58%	14%
Math	5	59%	43%	16%	56%	3%
Math	6	95%	67%	28%	56%	39%
Science	5	70%	65%	5%	53%	17%

III. Planning for Improvement

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

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

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

Learning Gains for the lowest quartile improved by 18 percentage points in Reading/ELA (46 to 64) and by 8 in Math (43 to 51).

Students were grouped by performance on focus benchmarks and engaged in targeted intervention (developed by coaches and PLCs) by a teacher who was an expert on that benchmark.

Students participated in 2 different intervention rotations 4 days per week- one focused on Reading/ELA and the other focused on Math.

Students with disabilities received direct instruction in targeted areas to promote their acceleration.

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

CNES's lowest performance was in Learning Gains for the lowest quartile in Math at 51%. Upon a deeper dive, only 38% of SWD in the lowest quartile made a learning gain compared to 55% of non-SWD in the lowest quartile.

Although we are trending in a positive direction with continuous improvement in Math Learning Gains for Lowest Quartile SWD, one contributing factor was the limited resources for SWD in Math. Other factors include students' struggles with fluency and comprehension on word problems; attendance; lingering effects from the pandemic; lack of specific systematic intervention; lack of specific PD for teachers and staff; and lack of inclusion with proficient peers.

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

Science proficiency declined from 75% proficiency in 2023 (72% in 2022) to 72% proficiency in 2024.

One factor that could have contributed to this decline would be that only 72% of 5th graders were proficient in Reading/ELA and much of the Science assessment depends on a student's ability to comprehend the questions.

Science instruction was not as closely monitored as compared to Reading/ELA and Math.

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.

 All data components are above the state average.

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

Student proficiency in ELA, Math, and Science and student attendance are two potential areas of concern. In addition, there are gaps in ELA and Math proficiency for subgroups SWD and Black that need addressing.

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

CNES's Highest Priorities are ranked as:
1. Increase Reading/ELA Proficiency, Learning Gains, and LQ Lowest Quartile; Close the Gap in ELA Proficiency for SWD (34 point gap) and black subgroup (23 point gap)
2. Increase Math Proficiency, Learning Gains, and LG for the Lowest Quartile; Close the Gap in Math Proficiency for SWD (39 point gap) and black subgroup (36 point gap)
3. Increase proficiency in Science
4. Student Attendance
5. Teacher Retention

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.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

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.

CNES's Area of Focus is to increase academic achievement of students with disabilities. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.

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.

CNES will Increase Reading/ELA and Math achievement and learning gains for students with disabilities as measured through FAST, in order to close this achievement gap.
-Achievement for SWD in Reading/ELA will increase by 9 percentage points, from 41% to 50%; Learning Gains for SWD in Reading/ELA will increase by 4 percentage points, from 46% to 50%.
-Achievement for SWD in Math will increase by 8 percentage points, from 42% to 50%; Learning Gains for SWD in Math will increase by 4 percentage points, from 46% to 50%.

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

This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.

Person responsible for monitoring outcome
Elizabeth Darcy, Maegan Boza, Coaches

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

Section 8101(21)(B)).

Description of Intervention #1:
For Reading: 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). For Mathematics: 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:
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. ELA- All of the listed interventions have been approved by Just Read, Florida through the vetting process for the K-12 Comprehensive Evidence- Based Reading Plan. Math- All the listed interventions have research-based evidence for efficacy.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

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

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Accelerating Achievement and Learning Growth of Lower Quartile Learners (Low 30 – to include specific focus on ESSA Subgroups)

Person Monitoring:	**By When/Frequency:**
Elizabeth Darcy, Mae Boza, Coaches	Ongoing throughout school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Student Agency- Students will track their growth on assessments (iReady, STAR, FAST) and participate in data chats and goal setting with teachers at least 2 times per quarter. Professional Learning Communities- Teachers will work in PLCs to examine formative and summative assessments and student work products to determine if the benchmarks were met. PLCs will plan for high level core instruction based on student data and continually measure student progress. Coaches and Case managers will work in PLCs to examine the progress of students identified in specific subgroups(SWD, Black) and support teachers in incorporating research-based strategies designed to impact subgroup gaps. Tiered Instruction and Tiered Intervention- Teachers will work in PLCs to analyze student data, determine areas of specific needs, and design instruction to address these needs. During core instruction, teachers will deliver differentiated instruction that includes engagement strategies, re-teaching, grouping, guided reading, and tiered interventions. In addition, Carillon will use Earth Time to provide targeted and tiered ELA and Math intervention focusing on areas where students show a need. Students scoring in the lowest 30% will be invited to participate in tutoring during and beyond the school day. This strategy will be monitored through PLC and teacher

data chats, PLC notes, lesson plans, and classroom observations.

Area of Focus #2

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.

CNES will focus on increasing students' academic achievement and learning gains in Reading/ELA. By focusing on ELA/Reading planning, instruction, and assessment monitoring, students' proficiency and learning will increase in this area. Based on the previous years' tending proficiency and learning gains data, CNES has identified ELA/Reading as a critical need area.

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.

CNES will Increase Reading/ELA achievement and Reading/ELA learning gains as measured through FAST.
-Achievement in Reading/ELA will increase by 4 percentage points, from 71% to 75%; Learning Gains in Reading/ELA will increase by 4 percentage points, from 61% 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.

This area of focus will be monitored through classroom walk throughs, PLC discussions and notes, student products, review of progress monitoring data, and through data chats with individual teachers.

Person responsible for monitoring outcome

Elizabeth Darcy, Mae Boza, Coaches

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
Description of Intervention #1:

The following evidence-based interventions are available to support students based upon the area of need of the individual student: Magnetic Reading (promising evidence), Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS), Wonders Tier 2 and Tier 3 Intervention, iReady or iStation, Success for All – FastTrack Phonics (at Title 1 schools), Reading Mastery, FastForward, Corrective Reading, Quick Reads and Elements of Reading.

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. ELA- All of the listed interventions have been approved by Just Read, Florida through the vetting process for 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
Professional Learning Communities

Person Monitoring:	**By When/Frequency:**
Elizabeth Darcy, Mae Boza, Coaches	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will participate in high performing Professional Learning Communities (PLC): -PLCs will routinely use the SCPS Instructional Frameworks, Achievement Level Descriptors, the BEST guides, the EE's to plan for instruction and to ensure the tasks students are presented with are at an appropriate level to meet the rigor of a given benchmark/standard. -PLCs will plan for strong Core Instruction- Tier 1- through daily guided reading and small group instruction, opportunities for students to engage in close reading both independently and in collaborative groups, and the use of our Instructional Frameworks, Key Instructional Practices, ELA Expectations, Standards Mastery, and adopted ELA curriculum resources (Wonders, Write Score, UFLI, etc.). -PLCs will analyze their students' data to understand where each student falls in subgroups, low-quartile, etc., to target appropriate scaffolds and acceleration opportunities to move more students to proficiency during Core Instruction and Intervention.

Action Step #2
Targeted Intervention

Person Monitoring:	**By When/Frequency:**
Admin, Coaches	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will participate a regularly scheduled intervention where they will be organized by assessment performance on focus benchmarks and engage in targeted intervention lessons developed by Coaches and PLCs. Students will participate in intervention rotations 4 days per week.

Action Step #3
Core Instructional Focus

Person Monitoring: **By When/Frequency:**
Elizabeth Darcy, Mae Boza, Coaches   Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All ELA teachers will implement daily small group instruction during Tier 1 Core Instruction following the SCPS Instructional Frameworks which provide teachers guidance for Decoding, Fluency, and Comprehension for small groups. In addition, Carillon teachers will implement the school-wide expectations of: Literacy Across the Content- Close Reading, Reciprocal Teaching strategies, and BAV (Building Academic Vocabulary), DBQ, and CER Personalized Learning- Student data tracking and goal setting, and student-teacher data chats and Academic Rigor- Academic Discourse, Cooperative Learning with Productive Struggle, Higher Order Questioning, and increased Text Complexity in students zone of proximal development based on ADLs.

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.

CNES will focus on increasing students' academic achievement and learning gains in Math. By focusing on Math planning, instruction, and assessment monitoring, students' proficiency and learning will increase in this area. Based on the previous years' tending proficiency and learning gains data, CNES has identified Math as a critical need area.

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.

Achievement in Math will increase by 4 percentage points, from 76% to 80%; Learning Gains in Math will increase by 3 percentage points, from 72% to 75%.

Monitoring

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

This area of focus will be monitored through classroom walk throughs, PLC discussions and notes, student products, review of progress monitoring data, and through data chats with individual

teachers.

Person responsible for monitoring outcome
Elizabeth Darcy, Mae Boza, Cindy Hill

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, DreamBox, SAVVAS enVision Math Diagnostic and
Intervention System, Seminole Numeracy Project.

Rationale:
Math- All the listed interventions have research-based evidence for efficacy.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

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

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Professional Learning Communities

Person Monitoring:	**By When/Frequency:**
Elizabeth Darcy, Mae Boza, Coaches	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will participate in high performing Professional Learning Communities (PLC): -PLCs will
routinely use the SCPS Instructional Frameworks, Achievement Level Descriptors, the BEST guides,
the MTR's to plan for instruction and to ensure the tasks students are presented with are at an
appropriate level to meet the rigor of a given benchmark/standard. -PLCs will plan for strong Core
Instruction- Tier 1- through daily small group instruction, opportunities for students to engage in
academic discourse both independently and in collaborative groups, and the use of our Instructional
Frameworks, Key Instructional Practices, MTRs, Standards Mastery, and adopted Math curriculum
resources (Savvas, Math Nation, Fact-Tactics, etc.). -PLCs will analyze their students' data to
understand where each student falls in subgroups, low-quartile, etc., to target appropriate scaffolds
and acceleration opportunities to move more students to proficiency during Core Instruction and
Intervention.

Action Step #2
Targeted Intervention

Person Monitoring:
Elizabeth Darcy, Mae Boza, Coaches

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will participate a regularly scheduled intervention where they will be organized by assessment performance on focus benchmarks and engage in targeted intervention lessons developed by Coaches and PLCs. Students will participate in intervention rotations 4 days per week.

Action Step #3
Core Instructional Focus

Person Monitoring:
Elizabeth Darcy, Mae Boza

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All Math teachers will implement daily small group instruction during Tier 1 Core Instruction following the SCPS Instructional Frameworks . Math teachers 3-5 will incorporate Fact Tactics to increase students' math fact fluency. In addition, Carillon teachers will implement the school-wide expectations of: Literacy Across the Content- BAV (Building Academic Vocabulary) Personalized Learning- Student data tracking and goal setting, and student-teacher data chats and Academic Rigor- Academic Discourse, Cooperative Learning with Productive Struggle, Higher Order Questioning, and Acceleration to students zone of proximal development based on ADLs.

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.

CNES will focus on increasing students' academic achievement in Science. By focusing on Science planning, instruction, and assessment monitoring, students' proficiency and will increase in this area. Based on the previous years' tending proficiency data, CNES has identified Science as a critical need area.

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.

Achievement in Science will increase by 3 percentage points, from 72% to 75%.

Monitoring

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

This area of focus will be monitored through classroom walk throughs, PLC discussions and notes, student products, review of progress monitoring data, and through data chats with individual teachers.

Person responsible for monitoring outcome
Elizabeth Darcy, Mae Boza, Cindy Hill

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

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

Action Steps to Implement:
List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Core Instructional Focus

Person Monitoring:	**By When/Frequency:**
Elizabeth Darcy, Mae Boza, Cindy Hill	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All Science teachers will implement weekly and bi-weekly Science lesson incorporating Claim, Evidence, and Reasoning Writing Strategies and Hands-on Labs respectively. In addition Science teachers will implement school-wide expectations of: Literacy Across the Content- Close Reading, Reciprocal Teaching strategies, and BAV (Building Academic Vocabulary), Personalized Learning-Student data tracking and goal setting, and student-teacher data chats, and Academic Rigor-Academic Discourse, Cooperative Learning with Productive Struggle, and Higher Order Questioning.

Action Step #2
Professional Development on Science Curriculum

Person Monitoring:	**By When/Frequency:**
Elizabeth Darcy, Mae Boza, Cindy Hill	August, then monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Support teachers during PLC's by providing professional development on increasing knowledge and intent on the new SCPS Science curriculum. PLC's will consist of discussions on content, lesson planning and how to implement experiments within the classrooms with fidelity.

IV. Positive Culture and Environment

Area of Focus #1

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.

This Area of Focus was identified through examining:

Climate Survey: Hispanic staff/teachers feel isolated.

5 Essentials Measures: Collaborative Teachers & Collective Responsibility are the lowest scoring measures.

In-house Surveys

Teacher Retention- inconsistent compared to district averages.

Teacher Absenteeism- 10.4 vs 9.7 average days absent (CNES vs SCPS in 22-23)

Students learn best when their teacher is present. When teachers collaborate and take collective responsibility, they create a support system and strengthen their impact on students. Ultimately, those with a strong sense of belonging, outperform those who do not.

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.

By focusing on building adult relationships:

-5 Essentials Measure: Collaborative Teachers will improve from Neutral to Strong

-5 Essentials Sub-Measure: Collective Responsibility will improve from Weak to Neutral

-Panorama Survey results will improve from

--Staff- Belonging 70%, School Climate 77%, Staff Leadership Relationships 77% to Belonging 80%, School Climate 80%, Staff Leadership Relationships 80%.

--Teacher- Belonging 71%, School Climate 72%, Staff Leadership Relationships 82% to Belonging 80%, School Climate 80%, Staff Leadership Relationships 85%.

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.

Adult to adult relationships will be monitored through regular school-based and district generated surveys.

Person responsible for monitoring outcome
Elizabeth Darcy, Maegan Boza, Leadership Team

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
Support and Celebrate Collective Responsibility

Person Monitoring:	**By When/Frequency:**
Elizabeth Darcy, Maegan Boza, Leadership Team	Ongoing throughout the School year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
-Expand PBiS to support teacher and staff nominations for exhibiting the 4C's. Draw names in faculty and staff meetings for prizes. -Build Collective Responsibility through focusing on the school's current mission statement. During Pre-Plan, play "Mismatched Mission Statement" - teams of teachers write a crazy/wacky mission statement using key/buzz words from the actual mission statement. Votes taken for funniest mission statement that uses the most buzz words from actual mission statement. -Build trusting adult-to-adult relationships through identifying shared values as part of this year's theme- Connecting to our C.O.R.E. (Care for the 4C's, Optimize Student Learning Outcomes, Rally around Relationships, and Exceed Expectations for ALL).

Area of Focus #2

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.

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.

By the end of the 2024-25 academic year, the goal is to decrease the percentage of students with 15 or more days of absences from 16% in 2023-24 to 12% in 2024-25. This will be achieved by tracking and comparing the percentage of students with 15 or more days of absences for the academic years 2022-23 (19%) and 2023-24 (16%).

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.

Monthly/6-week meetings to identify and discuss students who are meeting truancy, as well as providing details and assistance to staff on reaching out to families as needed. These meetings will be placed on the calendar and will be managed as high priority. Students with a high truancy rate, having 8+ days of absences, will be placed with a mentor. Mentors will include the school counselors, DMHC, and others who are able to assist. These mentors will speak with families and seek out the reason for the absences and assist with needs if possible.

Person responsible for monitoring outcome
Elizabeth Darcy

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 Meetings

Person Monitoring:	By When/Frequency:
Elizabeth Darcy, Maegan Boza, Counselors	Monthly

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

Carillon will implement targeted attendance monitoring systems through MTSS and have identified dates for attendance meeting with the team, as well as intervention strategies, and support programs to reduce absenteeism among students. Through PBIS/RP, our classrooms and Counselors will be able to provide support for students and families who have been identified as in need of additional support for absenteeism. Meetings with School Counselors, AP, SAM to discuss high frequency absentees. Data will be discussed with teacher/parent on absences. MTSS form will be completed in EdInsight in regard to truancy. 5/10 day letters will be sent as needed.

Action Step #2
Regular and Consistent Messaging

Person Monitoring:	**By When/Frequency:**
Elizabeth Darcy, Maegan Boza, Counselors	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will receive specific messaging to use when reaching out to families when students are absent for more than 3 days. Consistent messaging will be used through quarterly newsletters, social media, and in teacher newsletters. We will add a slide to open house presentations about the importance of attendance. We will involve the community by educating them on the importance of regular attendance through SAC, PTA, and other Business Partners.

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