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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

Red Bug Elementary is dedicated to providing the highest level of education to all students while increasing achievement.

Provide the school's vision statement

We believe all students can succeed with BUGS behavior: Be Responsible, Use Respect, Grow Every Day, and Stay Safe. Red Bug Elementary will support the SCPS mission and vision. MISSION: The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens. VISION: Seminole County Public Schools will be the premier school district in the State of Florida. The district will be recognized nationally for high standards, academic performance and offering students customized educational pathways 24/7/365.

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

Teresa Thacker

Position Title

Principal

Job Duties and Responsibilities

Sets the vision, implements the School Improvement Plan through school-based professional learning and monitors progress, cultivates a mindset of focus for the leadership team, Makes sure goals set in the School Improvement Plan are strategically aligned with district priorities. Understands school data and uses data to set school goals. Oversees all operations of the school, focuses on the culture and climate of the school in order retain teachers

Leadership Team Member #2

Employee's Name

Lisa Phillips

Position Title

Assistant Principal

Job Duties and Responsibilities

Helps implement the School Improvement Plan, helps make decisions about curriculum, assessment, instruction, and professional learning in order to improve student learning outcomes, helps create a safe, nurturing leaning environment for students. Takes responsibility for activating the school improvement plan through school-based professional learning and monitors progress. Understands school data and uses data to set school goals.

Leadership Team Member #3

Employee's Name

Richard Burkett

Position Title

School Administration Manager

Job Duties and Responsibilities

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

Leadership Team Member #4

Employee's Name

Tiffany Everson

Position Title

Guidance Counselor

Job Duties and Responsibilities

Helps implement the School Improvement Plan, helps make decisions using data on how to close academic and social-emotional gaps by connecting students with the services they need in order to

improve student learning outcomes, and helps create a safe, nurturing learning environment for students. Understands school data and uses data to set school goals with respect to social and emotional needs of students and the training needed by staff. Helps set school goals, design strategies and monitor progress in social-emotional learning. Helps monitor progress of the goals in the School Improvement Plan.

Leadership Team Member #5

Employee's Name

Tami Heines

Position Title

Instructional Coach

Job Duties and Responsibilities

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

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.

Data from FAST, the 5 Essentials, the Panorama, and the Snapshot Survey, were utilized to determine areas we need to improve upon as a school. Additionally, feedback from the School Advisory Council (SAC) was utilized to finalize the School Improvement Plan (SIP). Prior to the SAC reviewing the plan, it was shared with the school leadership team, teachers, and staff for feedback. The SIP will be posted on Red Bug's website for all stakeholders to access.

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))

Our SIP goals will be monitored throughout the school year by our leadership team and SAC. All stakeholders will also be aware of our SIP goals from the beginning of the year to ensure that we are remaining on track to meet our goals.

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	56.4%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	55.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: A* 2021-22: B 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	3	25	22	25	21	27				123
One or more suspensions		3	1	0		2				6
Course failure in English Language Arts (ELA)	2	6	14	1	2	2				27
Course failure in Math	1	4	12	1	0	3				21
Level 1 on statewide ELA assessment					17	25				42
Level 1 on statewide Math assessment					18	28				46
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	14	6	30						54
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	4	10	7	10	7					38

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	13	15	14	23	26				97

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	6	3	4	7	1	0				21
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	5	29	26	18	25	14				117
One or more suspensions		1	1	2	1	5				10
Course failure in ELA		2	8							10
Course failure in Math	2	4	2	1		2				11
Level 1 on statewide ELA assessment				1	20	14				35
Level 1 on statewide Math assessment				1	21	28				50
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		5	15	7						53

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		4	9	1	19	19				52

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	2	1		1						4
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 *	60	66	57	67	61	53	73	65	56
ELA Grade 3 Achievement **	64	69	58	68	62	53			
ELA Learning Gains	52	62	60				69		
ELA Learning Gains Lowest 25%	41	55	57				52		
Math Achievement *	60	67	62	60	64	59	65	46	50
Math Learning Gains	54	64	62				59		
Math Learning Gains Lowest 25%	30	43	52				35		
Science Achievement *	68	68	57	73	65	54	65	65	59
Social Studies Achievement *								62	64
Graduation Rate								62	50
Middle School Acceleration								45	52
College and Career Readiness									80
ELP Progress	44	75	61	54	77	59	79		

*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)	ATSI
OVERALL FPPI – All Students	53%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	473
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
53%	69%	62%	56%		63%	67%

* 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	32%	Yes	1	
English Language Learners	56%	No		
Asian Students	63%	No		
Black/African American Students	49%	No		
Hispanic Students	45%	No		
Multiracial Students	55%	No		
White Students	61%	No		
Economically Disadvantaged Students	51%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	44%	No		
English Language Learners	54%	No		
Asian Students	86%	No		
Black/African American Students	45%	No		
Hispanic Students	63%	No		
Multiracial Students	67%	No		
White Students	74%	No		
Economically Disadvantaged Students	59%	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	47%	No		
English Language Learners	66%	No		
Native American Students				
Asian Students	83%	No		
Black/African American Students	40%	Yes	1	
Hispanic Students	65%	No		
Multiracial Students	59%	No		
Pacific Islander Students				
White Students	62%	No		
Economically Disadvantaged Students	60%	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	60%	64%	52%	41%	60%	54%	30%	68%					44%
Students With Disabilities	25%	17%	46%	48%	29%	26%	20%	42%					
English Language Learners	46%		64%	45%	57%	68%		69%					44%
Asian Students	67%				58%								
Black/African American Students	57%		53%		35%	50%		50%					
Hispanic Students	53%	61%	41%	30%	50%	44%	25%	60%					45%
Multiracial Students	54%		29%		62%	76%							
White Students	67%	73%	63%	56%	71%	60%	17%	77%					
Economically Disadvantaged Students	54%	56%	50%	43%	50%	50%	40%	67%					48%

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	67%	68%			60%			73%					54%
Students With Disabilities	43%	48%			36%			47%					
English Language Learners	43%				57%			40%					77%
Asian Students	86%				86%								
Black/African American Students	43%				33%			60%					
Hispanic Students	66%	61%			48%			67%					74%
Multiracial Students	65%	70%			65%								
White Students	70%	73%			71%			80%					
Economically Disadvantaged Students	55%	52%			46%			63%					81%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	73%		69%	52%	65%	59%	35%	65%					79%
Students With Disabilities	41%		61%	58%	45%	51%	35%	38%					
English Language Learners	66%		67%		59%	67%		58%					79%
Native American Students													
Asian Students	88%		92%		76%	75%							
Black/African American Students	48%		50%	36%	42%	41%	27%	38%					
Hispanic Students	72%		70%	55%	66%	61%	42%	62%					90%
Multiracial Students	65%				53%								
Pacific Islander Students													
White Students	78%		69%	54%	69%	60%	30%	72%					
Economically Disadvantaged Students	66%		63%	47%	55%	59%	36%	63%					88%

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	62%	67%	-5%	55%	7%
Ela	4	55%	62%	-7%	53%	2%
Ela	5	57%	63%	-6%	55%	2%
Math	3	66%	69%	-3%	60%	6%
Math	4	57%	64%	-7%	58%	-1%
Math	5	24%	43%	-19%	56%	-32%
Math	6	100%	67%	33%	56%	44%
Science	5	65%	65%	0%	53%	12%

III. Planning for Improvement

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

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

Most Improvement

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

The data component that showed the most improvement were the achievement percentages of the following subgroups.

ESOL-Science-40% to 69%

ESOL-ELA-43%-46%

Eco Dis-Math-46%-50%

Eco Dis-Science-63%-67%

The students were served in their general education classrooms.

Lowest Performance

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

Our lowest components were reading and math both were 59% proficient. A contributing factor is a need for strong collaborative team planning with rigorous instruction and monitoring from the leadership team.

We had an ESSA finding with our SWDs at 32%. The criteria for the finding is any sub group below 41%.

Greatest Decline

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

Our greatest decline was in the area of ELA. A contributing factor is a need for strong collaborative team planning with rigorous instruction and monitoring from the leadership team.

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.

In every area we are above the state level. The greatest gap would be our Science scores. The State is 54 and our score is 67. The strong collaboration amongst teachers, hands-on learning experiences, and a focus on reviewing all grade level standards.

EWS Areas of Concern

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

Attendance

Highest Priorities

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

1-Attendance

2-Increase learning gains and proficiency with all students in ELA, and Math (core instruction)

3-Science

4-Achievement of SWD

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.

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.

As a result of the low proficiency and learning gains of our students in ELA our area of focus is Instructional Practice in ELA, Core Programs.

Specific instructional practices are benchmark assessments administered and data used to align instruction, Collaborative Planning in PLCs, Differentiation, Small group instruction, and student engagement.

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.

3rd Grade ELA - 63%

4th Grade ELA - 55%

5th Grade ELA - 57%

Our achievement goal for 3rd grade ELA will be to increase by 7 points and have a proficiency of 70%.

Our achievement goal for 4th grade ELA will be to increase by 15 points and have a proficiency of 70%.

Our achievement goal for 5th grade ELA will be to increase by 13 points and have a proficiency of 70%.

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.

Monitoring will be reflected through progress monitoring, student created data binders where students take ownership of their learning, and also through the use of student led conferences. We will also have bi-weekly data meetings with teachers to analyze data and make instructional shifts.

Person responsible for monitoring outcome

Principal and Assistant Principal

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:

In collaboration with the Assistant Superintendent, school leaders identify and align resources to meet the needs of all students and maximize desired student outcomes. Evaluation of student achievement data and related early warning factors such as attendance and discipline referrals are at the core of this work. Principals review data with the school leadership team, staff, and other relevant stakeholders, then develop or modify goals and strategies to align with the school needs presented. These goals and strategies are then operationalized through action items within the annual School Improvement Plan. These specific interventions or activities are noted within the SIP, and funding resources are assigned

Rationale:

A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence- Based Reading Plan.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

PLC

Person Monitoring:

Leadership Team

By When/Frequency:

Weekly

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

Leadership team will work alongside teachers during PLC's to plan for standards based instruction and ensure that the needs are met of all learners. Plan for rigorous instruction, Small group instruction, align center/station rotations to the Benchmarks

Action Step #2

Instructional Leaders will meet bi-monthly to review data.

Person Monitoring:

Leadership and Instructional Leaders

By When/Frequency:

Bi-monthly

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

Leadership and Instructional leaders will analyze the data from the following; PMs (STAR and FAST), iReady, and Common assessments

Action Step #3

Small Group Instruction

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

monthly

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

Reframing small group instruction K-5 to focus on Wentzel's work and skill based instruction. Ensure center/station rotations are aligned to the Benchmarks.

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.

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.

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.

3rd Grade Math - 66%

4th Grade Math - 57%

5th Grade Math - 24%

Our achievement goal for 3rd grade Math will be to increase by 4 points and have a proficiency of 70%.

Our achievement goal for 4th grade Math will be to increase by 13 points and have a proficiency of 70%.

Our achievement goal for 5th grade Math will be to increase by 26 points and have a proficiency of 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.

Monitoring will be reflected through progress monitoring, student created data binders where students take ownership of their learning, and also through the use of student led conferences. We will also have bi-weekly data meetings with teacher to analyze data and make instructional shifts.

Person responsible for monitoring outcome

Principal and Assistant Principal

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:

All the listed interventions have research-based evidence for efficacy

Rationale:

In collaboration with the Assistant Superintendent, school leaders identify and align resources to meet the needs of all students and maximize desired student outcomes. Evaluation of student achievement data and related early warning factors such as attendance and discipline referrals are at the core of this work. Principals review data with the school leadership team, staff, and other relevant stakeholders, then develop or modify goals and strategies to align with the school needs presented. These goals and strategies are then operationalized through action items within the annual School Improvement Plan. These specific interventions or activities are noted within the SIP, and funding resources are assigned

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

Math PLC and Instructional Focus

Person Monitoring:

Leadership Team

By When/Frequency:

Weekly

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

Leadership team will work alongside teachers during PLC's to plan for standards based instruction and ensure that the needs are met of all learners. The expectation for the work in the classrooms will

focus on rigorous instruction, deeper understanding of the Benchmarks, small group instruction, mini-lessons, targeted intervention.

Action Step #2

Instructional Leaders will meet bi-monthly to review data

Person Monitoring:

Leadership and Instructional Leaders

By When/Frequency:

Bi-monthly

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

Analyze FAST and iReady, and Common Assessment data to drive instruction.

Action Step #3

Small Group Instruction

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

Monthly

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

Focus small group instruction on student's needs by differentiating instruction.

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.

As a result of the low proficiency of our students in Science our area of focus is Instructional Practice in Science.

Specific instructional practices are benchmark assessments administered and data used to align instruction, Collaborative Planning in PLCs, Differentiation, small group instruction, and student engagement.

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.

68% of our 5th graders were Proficient. We will increase the Proficiency of 5th grade students by 2%.

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.

We will use Science Benchmarks Assessments to monitor student's proficiency on Science Benchmarks and guide our instruction.

Person responsible for monitoring outcome

Principal and Assistant Principal

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

Learn the new Science curriculum.

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

Weekly

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

Teachers will be given time to dig into the new curriculum and plan for instruction. Monitor the impact by walkthroughs and monitoring instruction, and the PLC discussions.

Action Step #2

Increase hands-on experiments

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

Bi-weekly

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

Increase hands-on experiments, center rotations, and project-based learning.

Area of Focus #4

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.

Our Students with Disabilities are not meeting grade level expectations and need to remain in the core curriculum as well as having their learning gaps filled.

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.

Our Students with Disabilities were at 32% proficient for one year. The goal is for our SWDs to be at least 41% proficient

Monitoring

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

Our ESE teachers will closely monitor student's growth on grade level Benchmarks and adjust their instruction based on their individual needs.

Person responsible for monitoring outcome

Principal, Assistant Principal, ESE teachers

Evidence-based Intervention:

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

Description of Intervention #1:

ELA - The following evidence-based interventions are available to support students based upon the area of need of the individual student: Magnetic Reading (promising evidence), Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) (moderate evidence), Wonders Tier 2 and Tier 3 Intervention (state approved adopted materials), iReady (moderate evidence), Reading Mastery (promising evidence), Corrective Reading (strong evidence), and Quick Reads (strong evidence). Math - Elementary - 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 levels - ELA - A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence-Based Reading Plan. All Levels - Math- All the listed interventions have research-based evidence for efficacy.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

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

Support Facilitation-Push In

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

Monthly

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

The Support Facilitators will push in to the general education classroom to support SWDs. Student progress will be monitored through progress reports and assessment data.

Action Step #2**Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

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.

Our area of focus is to decrease student absences. Our students who were absent 15+ day of school this past year missed over 90 hours of instruction.

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.

15+ absences = 205/791 students

Our goal will be to decrease our students with 15 or more absences by 100 students.

Monitoring

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

This will be monitored through MTSS and action plans will be developed for each students who is in need.

Person responsible for monitoring outcome

Leadership Team/Teachers

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

Daily Attendance Goals

Person Monitoring:

Leadership Team

By When/Frequency:

Daily

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

Our school wide goal will be to have 90% of our students present daily. If that is achieved students will receive school wide incentives.

Action Step #2

Perfect Attendance

Person Monitoring:

Leadership Team

By When/Frequency:

Quarterly

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

Each quarter students will be celebrated for having perfect attendance with a dance party.

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.

Teacher retention is a nationwide issue and at Red Bug we want to continue to build relationships, make connections and keep teachers year after year.

Based on the Data from the Panorama the following areas are rated as Neutral, Collaborative Practices, and Collective Responsibility.

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 23-24 school year 9 teachers left Red Bug Elementary, we hope to decrease that by 5 teachers this year.

We will increase School Climate from 50% to 60%.

We will increase Belonging from 66% to 70%.

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.

Using the Panorama survey and through individual conversations with school teachers and staff.

Person responsible for monitoring outcome

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:

We will have articulation meetings with the different grade levels (K-1, 1-2, 2-3, etc.). PLCs will use the ALDs to teach students at the appropriate levels to provide rigorous instruction while preparing students for the coming grade level.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Maintain a Positive Culture

Person Monitoring:

Leadership Team

By When/Frequency:

Daily

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

Create a Culture and Climate Plan Listen to teachers voice Provide feedback Support teachers and staff Building comradery Making personal and professional connections

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