

Seminole County Public Schools

PARTIN ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Partin Elementary School is to provide quality learning through rigorous instruction, positive conditions for learning, and fostering future ready skills to ensure that all students make one year's growth in one year's time.

Provide the school's vision statement

Named for a teacher in the Oviedo community that worked tirelessly on behalf of her students, Marguerite Partin Elementary School is determined to make every student a "star." Partin Elementary School faculty and staff, made up of diverse, highly caring, dedicated and qualified community members, work towards creating a school environment that provides meaningful educational opportunities for each and every student.

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

Michelle Ortiz

Position Title

Principal

Job Duties and Responsibilities

Employ and monitor a decision-making process that is based on vision, mission, values, and improvement priorities using facts and data. Lead and support a learning organization focused on student success, quality instructional practices based on state adopted student academic standards and the district's adopted curricula. Collaboratively develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. Retain, recruit, and develop an effective and diverse faculty and staff. Manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective

learning environment.

Leadership Team Member #2

Employee's Name

Jeff Townsend

Position Title

Assistant Principal

Job Duties and Responsibilities

Support principal in curricula implementation and student behavior management. Lead and support a learning organization focused on student success, quality instructional practices based on state adopted student academic standards and the district's adopted curricula. Collaboratively develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. Retain, recruit, and develop an effective and diverse faculty and staff. Manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.

Leadership Team Member #3

Employee's Name

Pam Moll & Melanie Peetz (job share)

Position Title

Reading Instructional Coach

Job Duties and Responsibilities

Provide teachers and administrators with on-site, on-going professional development related to 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 #4

Employee's Name

Katie Horstmeyer

Position Title

Math Instructional Coach

Job Duties and Responsibilities

Provide teachers and administrators with on-site, on-going professional development related to mathematics; 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 #5

Employee's Name

Stacey Rhoads & Tamara Ciupik (job share)

Position Title

Guidance Counselor

Job Duties and Responsibilities

Collaborate with school personnel, parents, community agencies, and/or students to promote optimal learning outcomes for all students. Implement individual, group, or system-level interventions that are scientifically proven to promote positive social, emotional, behavioral, and independent functioning outcomes. Support student attendance by managing truancy referrals that adhere to SCPS procedures for truancy.

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.

Partin Elementary School involves parents and the community in developing this plan by surveying parents regarding needs for student success and safety. Parents, staff, and the greater community are invited to attend monthly School Advisory Council (SAC) meetings to develop the School Improvement Plan and review progress of the SIP. Dates and times of meetings are communicated through the school website, the weekly digital newsletter, Messenger, and posted on the school marquee.

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 leadership team at Partin Elementary School will meet quarterly to review SIP goals and progress made towards those goals. Growth towards goals will be based on data provided from state and local assessments, parent and student surveys, and informal feedback from stakeholders. Progress toward SIP goals will also be shared with staff and the SAC at determined intervals throughout the school year.

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	43.4%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	25.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) 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: A 2022-23: A* 2021-22: A 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	8	10	7	2	6	0	1	0	34
One or more suspensions	0	1	2	0	0	1	0	0	0	4
Course failure in English Language Arts (ELA)	0	3	9	2	0	2	0	0	0	16
Course failure in Math	0	1	1	0	1	0	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	0	3	8	0	0	0	11
Level 1 on statewide Math assessment	0	0	0	0	1	5	0	0	0	6
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	2	7	12						21
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	1	2					3

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	5	2	2	3	0	0	0	14

Current Year 2024-25

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

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

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

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

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

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

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

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

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	78	66	57	76	61	53	81	65	56
ELA Grade 3 Achievement **	90	69	58	87	62	53			
ELA Learning Gains	60	62	60				63		
ELA Learning Gains Lowest 25%	49	55	57				59		
Math Achievement *	80	67	62	76	64	59	79	46	50
Math Learning Gains	69	64	62				66		
Math Learning Gains Lowest 25%	58	43	52				52		
Science Achievement *	71	68	57	77	65	54	82	65	59
Social Studies Achievement *								62	64
Graduation Rate								62	50
Middle School Acceleration								45	52
College and Career Readiness									80
ELP Progress	100	75	61	74	77	59	82		

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	73%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	655
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
73%	79%	71%	65%		70%	65%

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

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	45%	No		
English Language Learners	78%	No		
Asian Students	90%	No		
Black/African American Students	45%	No		
Hispanic Students	71%	No		
Multiracial Students	70%	No		
White Students	71%	No		
Economically Disadvantaged Students	52%	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	43%	No		
English Language Learners	74%	No		
Asian Students	96%	No		
Black/African American Students	37%	Yes	1	
Hispanic Students	73%	No		
Multiracial Students	74%	No		
White Students	84%	No		
Economically Disadvantaged Students	58%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	44%	No		
English Language Learners	72%	No		
Native American Students				
Asian Students	89%	No		
Black/African American Students	45%	No		
Hispanic Students	77%	No		
Multiracial Students	86%	No		
Pacific Islander Students				
White Students	68%	No		
Economically Disadvantaged Students	56%	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	78%	90%	60%	49%	80%	69%	58%	71%					100%
Students With Disabilities	41%	64%	42%	38%	36%	54%	54%	29%					
English Language Learners	76%		55%		86%	77%		73%					100%
Asian Students	91%		80%		95%	93%							
Black/African American Students	50%		60%	67%	39%	27%	27%						
Hispanic Students	78%	88%	59%	36%	82%	77%	73%	78%					
Multiracial Students	84%		50%		79%	67%							
White Students	79%	90%	60%	54%	82%	69%	64%	71%					
Economically Disadvantaged Students	56%	69%	47%	38%	60%	58%	42%	46%					

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	76%	87%			76%			77%					74%
Students With Disabilities	37%	53%			39%			44%					
English Language Learners	72%				76%								
Asian Students	89%	100%			96%			100%					
Black/African American Students	36%				36%			40%					
Hispanic Students	75%	71%			75%			69%					
Multiracial Students	76%				71%								
White Students	79%	95%			78%			82%					
Economically Disadvantaged Students	58%	74%			47%			52%					

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	81%		63%	59%	79%	66%	52%	82%					82%
Students With Disabilities	43%		46%	50%	45%	54%	43%	27%					
English Language Learners	80%		36%		88%	73%							82%
Native American Students													
Asian Students	100%		56%		100%	88%		100%					
Black/African American Students	43%		40%		38%	53%	50%						
Hispanic Students	85%		67%		86%	66%		79%					
Multiracial Students	86%				86%								
Pacific Islander Students													
White Students	81%		65%	59%	78%	63%	52%	81%					
Economically Disadvantaged Students	65%		52%	50%	62%	57%	42%	64%					

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	89%	67%	22%	55%	34%
Ela	4	81%	62%	19%	53%	28%
Ela	5	66%	63%	3%	55%	11%
Math	3	85%	69%	16%	60%	25%
Math	4	86%	64%	22%	58%	28%
Math	5	51%	43%	8%	56%	-5%
Math	6	100%	67%	33%	56%	44%
Science	5	71%	65%	6%	53%	18%
Math	7	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

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?

Partin Elementary moved 21.7% of students who scored below proficiency in Reading during the 22-23 school year to proficiency in the 23-24 school year and 27.8% of students who scored below proficiency in Math the prior school year to proficiency in 2024.

In addition, 90% of 3rd grade students scored level 3 or above. This was an increase of three percent.

The successes in these areas can be attributed to an increased focus on collaborative planning and following the instructional framework with fidelity. Within PLC, focus areas included comprehension and planning for higher level questions. In addition, MTSS meetings shifted to a six week rotation which allowed for more strategic and timely placement of students in intervention.

Lowest Performance

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

The lowest performing area was 5th grade math. 51% of students who took this assessment were on level or above. This was a drastic difference from the 100% proficiency of students who took the 6th grade math (RAMP) course. We believe that we need to provide more support to students in reaching proficiency and attaining a learning gain, particularly those who are not performing on grade level.

Greatest Decline

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

Science proficiency scores overall dropped from 79% to 71%. In addition, overall math proficiency dropped from 76% to 69%. We believe that we need to provide more support to students in reaching proficiency and attaining a learning gain, particularly those who are not performing on grade level.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the

factor(s) that contributed to this gap and any trends.

The largest gap between the state average and Partin Elementary lies in 5th grade math. The state's 5th grade math percentage of proficiency is 56%. Partin's proficiency is 51%. This is the only grade level and subject that fell below the state's average scores. We believe that we need to provide more support to students in reaching proficiency and attaining a learning gain, particularly those who are not performing on grade level.

EWS Areas of Concern

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

Thirty-four students at Partin Elementary were absent for ten percent or more of the school days. This was the highest Early Warning Indicator for the school. The second highest indicator shows that twenty-one students are Substantially Reading Deficient, and this can be directly linked to poor attendance. Students who are not in school often struggle to stay on grade level.

Highest Priorities

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

The highest priorities for school improvement for Partin Elementary are as follows:

1. Math proficiency
2. Science proficiency
3. Lowest quartile learning gains
4. Students with disabilities learning gains

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 Benchmark-aligned instruction, Collaborative Planning, Differentiation, ELA, Intervention, Math, Professional Learning, Science, Small-group Instruction

Area of Focus Description and Rationale

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

The area of focus is increasing the learning gains of the lowest quartile in both reading and math. Learning gains of our most vulnerable students is the best measure to ensure positive learning growth despite not being on grade level. This area of focus was chosen based on the fact that there is an 11% gap between all learning gains and lowest quartile learning gains in ELA and math.

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.

Partin Elementary School's goal is to decrease the discrepancy between the learning gains of all students and the learning gains of the lowest quartile by at least 5%. In addition, Partin Elementary will increase the learning gains of the lowest quartile in both reading and math by no less than 10%.

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.

Teachers will identify students in the lowest quartile and those in vulnerable groups at the start of the year and will monitor the growth of these students. Students will be monitored throughout the school year using FAST progress monitoring assessments, iReady diagnostics, RAMP Benchmark assessments, and classroom performance. Teachers will develop SMART goals for their students based on each student's growth needs to meet the above expectations and will meet weekly in PLC to review data and make instructional decisions.

Person responsible for monitoring outcome

Administration, instructional coaches, and 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:

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). 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. All of the listed interventions have been included in the K-12 Comprehensive Evidence- Based Reading Plan. All the listed math 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

Data Analysis and Decision Making

Person Monitoring:

Administration, Instructional Coaches, Teachers

By When/Frequency:

Weekly

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

Teachers will meet weekly in grade level PLC's to review progress monitoring data from FAST/STAR (reading/math), iReady (reading/math), district benchmark assessments (math/science) and classroom assessments. Students identified as below level by one or more years will enter the MTSS process and will have their intervention data tracked regularly.

Action Step #2

Differentiation and Intervention

Person Monitoring:

Administration, Instructional Coaches, and Teachers

By When/Frequency:

Weekly

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

step:

Based on the results of the above assessments, students will be placed in classroom instructional groups, offered tutorial services, and provided interventions through the MTSS process. Teachers and instructional coaches will regularly review Framework lessons to ensure benchmark alignment and determine opportunities for differentiation to meet the needs of all students.

Area of Focus #2

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

Instructional Practice specifically relating to Benchmark-aligned instruction, Collaborative Planning, Differentiation, Math, Professional Learning, Science, Small-group Instruction, Student Engagement

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 area of focus is increasing the overall proficiency of students in mathematics and science. Math proficiency dropped seven percentage points and Science proficiency dropped six percentage points from the 2023 FAST assessments to the 2024 FAST assessments.

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.

Partin Elementary School's goal is to increase overall proficiency in both math and science by no less than eight percentage points.

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.

Students will be monitored throughout the school year using FAST progress monitoring assessments, iReady diagnostics, RAMP Benchmark assessments, and classroom performance. Teachers will develop SMART goals for their students based on each student's growth needs to meet the above expectations and will meet weekly in PLC to review data and make instructional decisions.

Person responsible for monitoring outcome

Administration, Instructional Coaches, and 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:

The following evidence-based interventions are available to support students based upon the area of need of the individual student: iReady, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy Project.

Rationale:

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

Tier of Evidence-based Intervention:

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

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Data Analysis and Decision Making

Person Monitoring:

Administration, Instructional Coaches, Teachers

By When/Frequency:

Weekly

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

Teachers will meet weekly in grade level PLC's to review progress monitoring data from FAST/STAR (math), iReady (math), district benchmark assessments (math/science) and classroom assessments. Students identified as below level by one or more years will enter the MTSS process and will have their intervention data tracked regularly.

Action Step #2

Differentiation and Intervention

Person Monitoring:

Administration, Instructional Coaches, Teachers

By When/Frequency:

Weekly

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

Based on the results of the above assessments, students will be placed in classroom instructional groups, offered tutorial services, and provided interventions through the MTSS process. Teachers and instructional coaches will regularly review Framework lessons to ensure benchmark alignment and determine opportunities for differentiation to meet the needs of all students. A new Science Lab will be created for 5th grade classes to use to help ensure students are engaged in hands-on application of science content.

Area of Focus #3

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

Instructional Practice specifically relating to Benchmark-aligned instruction, Collaborative Planning, Differentiation, ELA, Intervention, Math, Professional

Learning Communities, Science, Small-group Instruction

Area of Focus Description and Rationale

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

The subgroup containing students with disabilities under performed in all categories at Partin Elementary School. There is a 17% gap between learning gains in reading for SWD compared to all students and an 11% gap in learning gains in math. Increasing learning gains for students with disabilities not only increases overall learning gains scores, but often lowest quartile learning gains and overall proficiency.

Measurable Outcome

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

Partin Elementary School's goal is to decrease the gap in learning gains between students with disabilities and all students in reading and math by no less than five percentage points.

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.

Students will be monitored throughout the school year using FAST progress monitoring assessments, iReady diagnostics, RAMP Benchmark assessments, and classroom performance. Teachers will develop SMART goals for their students based on each student's growth needs to meet the above expectations and will meet weekly in PLC to review data and make instructional decisions.

Person responsible for monitoring outcome

Administration, Instructional Coaches, and 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:

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

Data Analysis and Decision Making

Person Monitoring:

Administration, Instructional Coaches, and Teachers

By When/Frequency:

Monthly

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

Classroom teachers and ESE teachers will meet monthly for collaborative planning to review progress monitoring data from FAST/STAR (reading/math), iReady (reading/math), district benchmark assessments (math/science) and classroom assessments. Actions steps will be determined for students not making adequate growth. Regular review of progress toward IEP goals will occur as well.

Action Step #2

Differentiation and Intervention

Person Monitoring:

Administration, Instructional Coaches, and Teachers

By When/Frequency:

Montly

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

Based on the results of the above assessments, students will be placed in classroom instructional groups, offered tutorial services, and provided interventions through the MTSS process. Teachers and instructional coaches will regularly review Framework lessons to ensure benchmark alignment and determine opportunities for differentiation to meet the needs of all students. Classroom and ESE teachers will plan together for support facilitation, choosing a focus for review and/or preview for each unit of instruction.

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.

During the 23-24 school year, 12% of students had fifteen or more absences. This percentage is consistent with 22-23 school year absences as well. In addition, late arrivals and early dismissals continue to be a regular occurrence. It is essential that students are in class in order to learn and meet both proficiency and learning gain goals.

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.

Partin Elementary School will decrease the percentage of students with fifteen or more absences by no less than 3%.

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.

Administration, guidance, and the school social worker will meet monthly to review attendance data (absences, tardies, and early dismissals) and identify students with an excess. The MTSS team will meet every six weeks to review students with an attendance intervention and identify others who need these supports.

Person responsible for monitoring outcome

Administration, MTSS team, guidance counselors, school social worker, 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:

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

Rationale:

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.

Tier of Evidence-based Intervention:

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

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Intervention Supports and Motivation to Attend

Person Monitoring:

Administration, Guidance, Social Worker, Teachers

By When/Frequency:

Monthly

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

Students who have reached ten absences will enter the MTSS system and be provided with an intervention to encourage regular attendance. Weekly attendance numbers will be included in the parent newsletter, celebrating successes and setting a goal for the following week's attendance. Classrooms with the least number of tardies monthly will be entered to win a pizza 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.

The Panorama Survey results from Spring 2023 indicated that both staff and teachers rated School Climate below the other two categories (Staff-Leadership Relationships and Belonging). Sixty-nine percent of staff rated School Climate favorably, and sixty-three percent of teachers rated School Climate favorably.

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.

Partin Elementary's goal is to increase the percentage of staff and teachers rating School Climate favorably by no less than five percentage points by the end of the 24-25 school year.

Monitoring

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

The Panorama survey will be given to staff again in the Fall of 2024 and the Spring of 2025. After each set of results becomes available, administration will review the growth and adjust the plan as needed.

Person responsible for monitoring outcome

Administration and school-level Behavior Coaching 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:

The Multi-Tiered Support System (MTSS) process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. MTSS provides a positive and effective means to support student learning, attendance and behavior. Schools should have evidence of a strong Tier 1 framework of support in all of these areas.

Rationale:

MTSS methods are research-based and proven to positively impact school climate and increase academic performance. Interventions should be targeted to meet a specific need of students at the school based on data and should involve explicit teaching and monitoring.

Tier of Evidence-based Intervention:

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

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Behavior Coaching Academy (BCA)

Person Monitoring:

Administration and school-based BCA team

By When/Frequency:

Weekly

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

Teachers and staff will feel more connected to each other and administration when we are working together to impact changes on student behavior and school climate. Partin Elementary will begin year one of a three year Behavior Coaching Academy. This program will train leadership members to support staff in ensuring classroom and common area environments are designed to support successful and positive student behavior. This support consists of two half-day trainings on the Conditions for Learning and how they are applied in the classroom. Based on staff self-reflections and BCA team member observations using the Conditions for Learning measurement tool, selected staff

will receive one-on-one coaching from a BCA team member. The county-level BCA team will be on campus weekly to review data, discuss observations, and support school-based team members in their coaching of staff.

Action Step #2

Positive Behavior Systems (PBS)

Person Monitoring:

Administration and school-based PBS team

By When/Frequency:

Monthly

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

Teachers and staff will feel more connected to each other and administration when we are working together to impact changes on student behavior and school climate. For the start of the 24-25 school year, a new set of expectations are being initiated. STAR is the acronym that will drive the All-Star Expectations. The PBS team, comprised of a representative from each team, will be tasked with collaborating to create common area procedures and expectations that align with STAR. The PBS team will also support staff in using STAR in the classroom.

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