

Clay County Schools

ARGYLE ELEMENTARY SCHOOL

A word cloud featuring various educational terms. The largest words are 'students', 'school improvement', and 'learning'. Other prominent words include 'leadership', 'relationships', 'success', and 'teaching'. Smaller words include 'mission', 'vision', 'growth', 'instruction', 'areas of focus', 'achievement', 'ambitious', 'analysis', 'collaboration', 'supportive environment', 'resources', 'striving', 'needs assessment', 'family and community involvement', 'strategic planning', and 'college and career'. A circular logo is positioned at the bottom left of the word cloud.

The circular logo contains a sun with rays at the top, a blue path leading to a graduation cap, and the word 'learning' written vertically on the right side of the path.

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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 Argyle Elementary School is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant, and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

The vision of Argyle Elementary School is to equip students with the skills needed to forge the future's next discoveries, inventions, solutions and adventures in a world of new possibilities.

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

Mary Dorsch

Position Title

Principal

Job Duties and Responsibilities

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 Foundational Skills Assessment using STAR or alternative, 3rd-6th grade formal assessments such as FAST or SAT-10. The Principal is a participant in the meeting.

The Assistant Principal will attend the discussions in a support role for the Principal.

The school based literacy team may provide effective interventions for the Tier 1, 2, or 3 instructional needs, as well as the school based leadership team will support recommendations for math. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

Leadership Team Member #2

Employee's Name

Shannon Neese

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal will attend the meetings in a support role for the Principal.

Leadership Team Member #3

Employee's Name

Casey Leone

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal will attend the meetings in a support role for the Principal.

Leadership Team Member #4

Employee's Name

Ashley Hicks

Position Title

Title 1 Lead Teacher and Coach

Job Duties and Responsibilities

MS. Hicks supports the implementation of effective tier 1 instructional in reading classrooms 3rd -6th grade. Ms. Hicks oversee the School Based Literacy Team in tracking progress monitoring, data driven planning, and implementation research based practices in all reaching classroom. In this role, she will provide

leadership in carrying out the educational program of the school as it relates to Title 1. Ms. Hicks will attend the meetings in a support role for the Principal and Assistant Principal.

Leadership Team Member #5

Employee's Name

Michelle Barnes

Position Title

K-2 Interventionist

Job Duties and Responsibilities

Mrs. Barnes, Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed, and that tier 1, 2, 3 are implemented with fidelity in reading, math, and behavior.

Leadership Team Member #6

Employee's Name

Tammy Sutton

Position Title

Teacher K-12

Job Duties and Responsibilities

Mrs. Sutton is the Kindergarten Team Lead. In this role, she will guide her team in improving student achievement by modeling and supporting effective instructional practice, data analysis, collegial learning, communication, and oversight.

Leadership Team Member #7

Employee's Name

Valerie Jenkins

Position Title

Teacher K-12

Job Duties and Responsibilities

Mrs. Jenkins is the second grade team lead. In this role, she will guide her team in improving student achievement by modeling and supporting effective instructional practice, data analysis, collegial learning, communication, and oversight.

Leadership Team Member #8

Employee's Name

Jessica Armenta

Position Title

Teacher K-12

Job Duties and Responsibilities

Mrs. Armenta is the 3rd-Grade Team Lead. In this role, she will guide her team in improving student achievement by modeling and supporting effective instructional practice, data analysis, collegial learning, communication, and oversight.

Leadership Team Member #9

Employee's Name

Brecyln Kriener

Position Title

Teacher K-12

Job Duties and Responsibilities

Mrs. Kriener is the 4th-Grade Team Lead. In this role, she will guide her team in improving student achievement by modeling and supporting effective instructional practice, data analysis, collegial learning, communication, and oversight.

Leadership Team Member #10

Employee's Name

Tara Williams

Position Title

Teacher ESE

Job Duties and Responsibilities

Mrs. William's is the ESE Team Lead. In this role, she will guide her team in Improving student achievement by modeling and supporting effective instructional practice, data analysis, collegial learning, communication, and oversight.

Leadership Team Member #11

Employee's Name

Amanda Mercer

Position Title

Teacher K-12

Job Duties and Responsibilities

Mrs. Mercer is the 5th-Grade Team Lead. In this role, she will guide her team in improving student achievement by modeling and supporting effective instructional practice, data analysis, collegial learning, communication, and oversight.

Leadership Team Member #12

Employee's Name

Traci Miller

Position Title

Teacher K-12

Job Duties and Responsibilities

Ms. Miller is the 6th-Grade Team Lead. In this role, she will guide her team in improving student achievement by modeling and supporting effective instructional practice, data analysis, collegial learning, communication, and oversight.

Leadership Team Member #13

Employee's Name

Keyanna Mcwilliams

Position Title

Teacher K-12

Job Duties and Responsibilities

Mrs. Mcwilliams is the 1st-Grade Team Lead. In this role, she will guide her team in improving student achievement by modeling and supporting effective instructional practice, data analysis, collegial learning, communication, and oversight.

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.

Quarterly School Advisory Council meetings will be held during the school year to involve all stakeholders in school improvement efforts. During the 1st-quarter SAC meeting, our team will present the SIP to stakeholders. The SIP will be reviewed for feedback and input from stakeholders for the final SIP approval.

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))

Quarterly School Advisory Council meetings will be held during the school year to involve all stakeholders in school improvement efforts. At each meeting, schoolwide progress monitoring data will be reviewed to ensure that student achievement and proficiency rates are in alignment with our established SIP goals. Adjustments to the plan, as needed, will be agreed upon by all stakeholders during these meetings to maximize effective instructional strategies to propel student learning.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	72.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	58.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: B* 2021-22: B 2020-21: 2019-20: A

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	15	39	23	25	28	19	15			164
One or more suspensions	0	0	8	3	27	19	15			72
Course failure in English Language Arts (ELA)	0	0	5	5	6	0	0			16
Course failure in Math	0	0	0	1	2	2	3			8
Level 1 on statewide ELA assessment		20	35	31	27	30	17			160
Level 1 on statewide Math assessment		33	26	24	20	30	22			155
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)		20	35	31						86
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		33	26	24	20					103

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	1	0	3	4	4	4	4			20

Current Year 2024-25

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year	2	1		4	0	1	0			8
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	27	28	20	26	18	24	22			165
One or more suspensions		1	4	6	3	4	5			23
Course failure in ELA	2	4		9						15
Course failure in Math	2	4		9	1	15				31
Level 1 on statewide ELA assessment				4	9	22	15			50
Level 1 on statewide Math assessment				4	8	18	14			44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, 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	3	6	1	17	8	23	16			74

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	5	1		14	1					21
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 *	51	62	57	50	59	53	56	63	56
ELA Grade 3 Achievement **	57	65	58	58	61	53			
ELA Learning Gains	56	62	60				54		
ELA Learning Gains Lowest 25%	59	60	57				46		
Math Achievement *	53	67	62	52	64	59	59	51	50
Math Learning Gains	50	68	62				66		
Math Learning Gains Lowest 25%	46	59	52				54		
Science Achievement *	38	61	57	55	65	54	48	69	59
Social Studies Achievement *								70	64
Graduation Rate								64	50
Middle School Acceleration								61	52
College and Career Readiness									80
ELP Progress	49	55	61		55	59			

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	48%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	434
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
48%	54%	55%	44%		66%	60%

* 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	44%	No		
English Language Learners	49%	No		
Black/African American Students	43%	No		
Hispanic Students	57%	No		
Multiracial Students	59%	No		
White Students	52%	No		
Economically Disadvantaged Students	45%	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	30%	Yes	2	1
Black/African American Students	44%	No		
Hispanic Students	67%	No		
Multiracial Students	56%	No		
White Students	56%	No		
Economically Disadvantaged Students	44%	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	40%	Yes	1	
English Language Learners	47%	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%
Native American Students				
Asian Students				
Black/African American Students	48%	No		
Hispanic Students	59%	No		
Multiracial Students	63%	No		
Pacific Islander Students				
White Students	52%	No		
Economically Disadvantaged Students	46%	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	51%	57%	56%	59%	53%	50%	46%	38%					49%
Students With Disabilities	24%	35%	44%	65%	32%	46%	59%						
English Language Learners	31%		73%		46%	73%							24%
Black/African American Students	48%	52%	49%	38%	43%	45%	41%	27%					
Hispanic Students	54%	50%	64%	88%	64%	64%	83%	25%					23%
Multiracial Students	58%	71%	61%		51%	53%							
White Students	48%	56%	57%	67%	56%	44%	38%	48%					
Economically Disadvantaged Students	46%	49%	54%	59%	44%	50%	51%	28%					24%

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	50%	58%			52%			55%					
Students With Disabilities	25%	36%			29%			29%					
Black/African American Students	41%	47%			40%			47%					
Hispanic Students	60%	79%			62%			68%					
Multiracial Students	58%				53%								
White Students	51%	53%			57%			64%					
Economically Disadvantaged Students	42%	55%			41%			37%					

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	56%		54%	46%	59%	66%	54%	48%					
Students With Disabilities	31%		40%	46%	35%	57%	50%	21%					
English Language Learners	29%		47%		31%	79%							
Native American Students													
Asian Students													
Black/African American Students	51%		53%	48%	50%	55%	39%	39%					
Hispanic Students	57%		52%	27%	63%	75%	78%	64%					
Multiracial Students	60%		79%		62%	80%		36%					
Pacific Islander Students													
White Students	60%		49%	42%	64%	63%	36%	48%					
Economically Disadvantaged Students	44%		47%	46%	46%	57%	44%	37%					

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	54%	63%	-9%	55%	-1%
Ela	4	42%	56%	-14%	53%	-11%
Ela	5	46%	54%	-8%	55%	-9%
Ela	6	48%	65%	-17%	54%	-6%
Math	3	56%	66%	-10%	60%	-4%
Math	4	48%	62%	-14%	58%	-10%
Math	5	44%	56%	-12%	56%	-12%
Math	6	50%	74%	-24%	56%	-6%
Science	5	37%	58%	-21%	53%	-16%

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 lowest performance was our achievement/proficiency rate in Reading/ELA. Based on our 2024 FAST ELA Spring scores in FAST K-6. AES scholars were 44% proficient in the content area of ELA. Attendance (in all grades), teacher allocation and long term subs campus wide had a significant impact on student performance. Likewise, we had a large population of first-year teachers and out of field teachers join our team last year. Although it is exciting to welcome beginning educators to the profession, there is also a learning curve when it comes to building teaching capacity to provide strong tier-1 instruction. Other contributing factors include more instructional development in targeting individual student needs, calibrating alignment of instruction in small groups and whole groups, and greater oversight via explicit progress monitoring. Based on student performance on statewide and local assessments, the trend in ELA proficiency has been declining in the last three years.

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 data component that showed the most improvement from the prior year was our achievement/proficiency rate in Science. When comparing our 2023 and 2024 scores, our proficiency dropped to 37% overall for 5th grade science. Science teachers embraced professional development opportunities offered by the district. Many of our teachers consistently participated in the science collaboratives offered by district level science curriculum specialists, allowing them to collaboratively plan with experts as well as other teachers throughout the district.

Greatest Decline

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

The data components that showed the greatest decline from the prior year were our achievement/proficiency rates in ELA and Mathematics. When comparing our 2023 and 2024 scores, we dropped percentage points in both content areas, overall the K-4 mathematics we saw a major decline on FAST assessments. The volatility of attendance (in all grades) and teacher allocation and long term subs school wide had a significant impact on student performance. Likewise, we had a large population of first-year teachers join our team last year. Other contributing factors include more instructional development in targeting individual student needs, calibrating alignment of instruction in small groups and whole groups, and greater oversight via explicit progress monitoring.

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 data component that had the greatest gap when compared to the state average was Mathematics, although ELA was not far behind. Our Mathematics score was 5 percentage points lower than the state. Our ELA score was 4 percentage points lower than the state. Attendance (in all grades) and teacher allocation in fifth grade had a significant impact on student performance. Likewise, we had a large population of first-year teachers join our team last year. Although it is exciting to welcome beginning educators to the profession, there is also a learning curve when it comes to building teaching capacity in providing strong tier-1 instruction. Lastly, in fifth grade, we experienced high teacher turnover rates and assigned several long-term subs to those classrooms. Other contributing factors include more instructional development in targeting individual student needs, calibrating alignment of instruction in small groups and whole groups, and greater oversight via explicit progress monitoring.

EWS Areas of Concern

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

After reviewing and reflecting on the EWS data from Part I, one area of major concern is that many students in larger number, in grades 3-6 grade who displayed two or more indicators (73 total students), as compared to the rest other years for our school community. The following indicators are potential areas of concern:

Absent 10% or more days: 164

Level 1 on ELA: 105

Level 1 on Math: 96

Highest Priorities

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

Teachers will continue to be trained on new reading materials (SAVVAS, Heggerty) as well as supplementary instructional programs to support Tier 2 and Tier 3 students, many of whom comprise our lower quartile and/or ESE population. Teachers will be provided with professional development on the use of Learning Targets, Checking for Understanding, and Aligning Instruction to Checks for Understanding to promote quality teaching and learning, as well as the most effective strategies for implementing small groups so that student needs will be addressed frequently and consistently. Through PLCs and Vertical Teams, continuous progress monitoring, with consistent feedback from learning teams and administration will ensure that practice is refined on an ongoing basis. Teachers will have a deeper understanding of instructional strategies that align with BEST ELA and Math standards and the MTRs to promote student achievement. They will learn to use the components of the standards to ensure alignment between instructional delivery and grade-level expectations for mastery. Teachers will also learn how to use PENDA science to diagnose student strengths and weaknesses and target remediation, as needed. They will learn strategies for high-impact remedial instruction. Assistants who provide small group instruction in math will learn about RDW and Eureka math strategies for conceptual understanding of math concepts. They will learn how to use strategic question stems and strategies to promote productive struggle and increase the attainment of standards mastery.

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 required by RAISE (specific questions)

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.

We have chosen to focus on increasing student proficiency rates within the ELA content area. As reflected by current FAST data, our proficiency rate ELA was 48% to 55% for the 2023-2024 school year. We identified this as a critical need because proficiency rates reflect learning gaps. If our proficiency increases, that shows that our students' learning gaps are decreasing. That is our goal, to close those gaps that students have and help them achieve greater academic success. Likewise, our ESSA subgroup of students with disabilities is performing below the federal percent of points index. To target this, special attention will be embed with the following evidence-based strategies into daily classroom instruction:

- Data-drive small group instruction.
- Implementation of an research based program that addresses the identified gaps aligned with the 5 Components of Reading.
- Direct-explicit reading/ELA instruction.
- Explicit vocabulary instruction.

Teachers will engage families in constructing goals, monitoring progress, and supporting learning together.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The the 2024-2025 school year the 1st grade students will be a RAISE grade level for ELA. We will implement small instruction weekly to address students areas of need in tier 1 as well as scaffolding the learning to close gaps. We will also use our interventionist to screen students that are below grade level expectations and provide next steps and ongoing feedback to teachers for small group instruction. We will also follow the district reading plan to ensure we areas provided students

instruction that is aligned to the science of reading.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

The the 2024-2025 school year the 1st grade students will be a RAISE grade level for ELA. We will implement small instruction weekly to address students areas of need in tier 1 as well as scaffolding the learning to close gaps. We will also use our Title 1 teacher to screen students that are below grade level expectations and provide next steps and ongoing feedback to teachers for small group instruction. We will also follow the district reading plan to ensure we areas provided students instruction that is aligned to the science of reading. The title 1 teacher will also support the implementation of all corrective reading groups, and oversee the tracking of student data for Corrective

Grades K-2: Measurable Outcome(s)

The goal is for all grade levels K-2, especially 1st grade to show 50% or higher in proficient as measured by the state FAST (STAR) assessment at the end of the year.

Grades 3-5: Measurable Outcome(s)

The goal is for all grade levels 3-6, especially 4-6 grade to show 50% or higher in proficient as measured by the state FAST PM 3 assessment at the end of the 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.

Data monitoring sources will include FAST, Lexia, classroom assessments, etc. This data will be routinely reviewed by the school-based leadership and teachers regularly, and more formal "data meetings" will be scheduled quarterly. In addition, weekly classroom walkthroughs and ongoing progress monitoring will be used to monitor this area of focus for the desired outcome.

Person responsible for monitoring outcome

Mary Dorsch mary.dorsch@myoneclay.net

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 strategies will be implemented: Data-driven small group instruction. Implementation of a Research based program that addresses the identified gaps aligned with the Science of Reading. Direct-explicit reading/ELA instruction. Explicit vocabulary instruction. Teachers will engage families in constructing goals, monitoring progress, and supporting learning together.

Rationale:

If all teachers implement on-level curriculum and instruction aligned to Florida State Standards, then student proficiency rates will improve in the area of ELA. Instructional interventionists, ESE teachers, and general education teachers are all intentionally and thoughtfully trained and specialized in high-impact classroom strategies that focus on accelerating learning for students whose performance is subordinate to that of their peers. Academically tested and proven, research-based curricular materials are effective if implemented with fidelity, thus improving student proficiency rates.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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-drive all group instructional

Person Monitoring:

Mary Dorsch

By When/Frequency:

Implemented during first quarter, and monitored/supported yearlong.

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

Evidence-Based Program that addresses the identified gaps aligned with the 5 Components of Reading: We will implement SAVVAS as our evidence-based program as adopted by the district. We will hire a Title I Instructional Coach to assist ELA teachers with instruction planning and execution.

Action Step #2

Direct-explicit ELA instruction

Person Monitoring:

Mary Dorsch

By When/Frequency:

Implemented during first quarter, and monitored/supported yearlong.

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

We will implement SAVVAS as our evidence-based program as adopted by the district. Classrooms will receive a set of recommended novels in the Florida BEST standards to supplement SAVVAS.

Action Step #3

Explicit vocabulary instruction:

Person Monitoring:

Mary Dorsch

By When/Frequency:

Implemented during first quarter, and monitored/
supported yearlong.

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

Spelling Morphology will be used in small groups in 5th and 6th grade and whole group in 4th grade to support vocabulary instruction for explicit, systematic, cumulative, multi-sensory morphology (word parts: morphemes), decoding, and encoding.

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.

We have chosen to focus on increasing student proficiency rates within the Math content area. As reflected by current FAST data, our proficiency rate in Math was 50% for the 2023-2024 school year. We

identified this as a critical need because proficiency rates reflect learning gaps. If our proficiency increases, that shows that our students' learning gaps are decreasing. That is our goal, to close those gaps that students have and help them to achieve more academic success, and increase to 55%.

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.

Based on FAST data, our area of focus will be Math. By implementing evidence-based strategies and an intentional action plan, Argyle Elementary School will increase overall student proficiency from 50% to 55% by the end of the 2024-2025 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.

Data monitoring sources will include FAST, iReady, ALEKS, classroom common assessments, etc.

This data will be routinely reviewed by the school-based leadership and teachers regularly, and more formal "data meetings" will be scheduled quarterly. In addition, weekly classroom walkthroughs and ongoing

progress monitoring will be used to monitor this area of focus for the desired outcome.

Person responsible for monitoring outcome

Mary Dorsch mary.dorsch@myoneclay.net

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 strategies will be implemented: Individual and Small-Group Instruction Frequent Student Practice Visual Representations Demonstrate Multiple Problem-Solving Strategies

Rationale:

When teachers implement on-level curriculum and instruction aligned to Florida State Standards, then student proficiency rates will improve in the area of Math. Instructional interventionists, ESE teachers, and general education teachers are all intentionally and thoughtfully trained and specialized in high-impact classroom strategies that focus on accelerating learning for students whose performance is subordinate to that of their peers. Academically tested and proven, research-based curricular materials are effective if implemented with fidelity, thus improving student proficiency rates.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Individual and Small Group Instruction: Data-driven small group instruction will occur daily in ALL Math classrooms. Small group instructional resources including anchor charts, manipulatives, dry-erase boards, markers, etc. will be provided. In addition, at least three data chats will be held during the year to review instructional data, EWS, and MTSS as well as to plan data-driven instructional opportunities via whole- group and small-group instruction. Substitutes will be hired to facilitate teacher attendance at these meetings. We will hire a Title I Instructional Coach to assist Math teachers with instruction planning and execution.

Person Monitoring:

Mary Dorsch, mary.dorsch@myoneclay.net

By When/Frequency:

Implemented during first quarter, and monitored/ supported yearlong.

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

Frequent Student Practice: Students will focus on math fact fluency through the Reflex Math Fluency Program used by all math students K-5 and ALEKS used daily by all 6th-grade math students. Students will use Chromebooks and related technology supplies to use Relex Math in K-5, ALEKS in

6th grade, and iReady K-5.

Action Step #2

Demonstrate Multiple Problem-Solving Strategies: All K-6 Math teachers will use the Eureka Squared curriculum as adopted by the school district. Large Screen interactive monitors will be used for whole-group instruction to provide engaging, multi-sensory ways for students to explore mathematical problem-solving.

Person Monitoring:

Mary Dorsch mary.dorsch@myoneclay.net

By When/Frequency:

Implemented during first quarter, and monitored/supported yearlong.

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

Walkthroughs will be conducted weekly to monitor math classrooms and provided feedback and next steps based on evidence. Teacher will meet monthly in common learning planning to track the implementation and progress of tier 1 in math.

Action Step #3

Visual Representations: K-6 Math teachers will participate in a PLC cycle of identifying spotlight standards to tie 1. We will also provide recommended mathematical instructional tools throughout professional learning, iReady Tool box, and Eureka Squared Math manipulative kits will be provided to all K-6 math teachers.

Person Monitoring:

Mary Dorsch mary.dorsch@myoneclay.net

By When/Frequency:

Implemented during first quarter, and monitored/supported yearlong.

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

Track the learning target plans through walkthrough to ensure they align to the pacing of curriculum maps from the district.

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.

Parents have inadequate student and family awareness and knowledge of how attendance impacts the overall achievement and student learning outcomes. Increasing student daily attendance will impact the overall academic performance in ELA and Math. If students and families know, practice, and are recognize the importance of attendance, then overall performance will increase, and students will gain a sense of belonging to the school culture. This reduction will lead to more student/teacher contact time, increasing student confidence and 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.

Based on Synergy attendance reports, our area of focus will be school-wide attendance focused on tardiness. During the 2023-2024 school year, Argyle teachers reported average of 18% of the student population is tardy monthly. By implementing student positive expectation for daily attendance and intentional PBIS action plan, Argyle Elementary School will increase overall student engagement and decrease the student tardiness by 5% monthly. Which will in turn increase student achievement in ELA and math.

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.

Synergy attendance data will be reviewed weekly and monthly. This data will be routinely reviewed by the school-based leadership and teachers regularly, and more formal "data meetings" will be scheduled quarterly. In addition, weekly classroom walkthroughs will be conducted to further track the progress of this goal.

Person responsible for monitoring outcome

Mary Dorsch

Evidence-based Intervention:

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

Description of Intervention #1:

The following evidence-based strategies will be implemented: Teacher Access to PLCS, Teachers attend student success team meetings to ensure we are meeting the needs and responding to them once identified. Define and Teach Positive Connections Create and Provide a Continuum of Response Strategies

Rationale:

If all teachers implement the schoolwide, adopted attendance tracking system and implement strategies from PBIS to building connections with student and families. Student instructional time will increase, by connecting with student and rewarding them for increased daily attendance. By teaching and defining positive expectations, we are ensuring that all students have a clear understanding of expected attendance behaviors and we are teaching new life skill competencies. By establishing positive connections, students are more likely to engage in positive behaviors.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Teacher Access to Training

Person Monitoring:

Mary Dorsch

By When/Frequency:

Implementation will begin during pre-planning and continue during the first quarter, and monitored/ supported yearlong.

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

Define and Teach Positive Expectations: Teachers will explicitly teach expectations using examples and student practice. Make connections with students and families early to build the rapport and desire to attend school.

Action Step #2

Establish Positive Connections

Person Monitoring:

Mary Dorsch

By When/Frequency:

Implementation will begin during pre-planning and continue during the first quarter, and monitored/ supported yearlong.

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

Teachers will use effective praise that is specific, timely, and sincere that works for each individual student.

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.

The SIP is shared with stakeholders through quarterly School Advisory Council meetings, Title 1 Annual Meeting, family newsletters, and the school's webpage <https://aes.myoneclay.net/>

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))

AES plans to build positive relationships with parents, families, and AES the community by ensuring that all stakeholders feel a part of our students' academic experience. Stakeholders will receive monthly newsletters, Facebook posts, robocalls, and flyers for school events such as Back to School Kickoff, New Worlds Reading Night, Holiday Math Workshop, STEAM Night, Rally for Attendance, (<https://aes.myoneclay.net/title-1-resources>)

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)

AES increased the amount of quality learning time in the master schedule, as well as recreating the schedule for push in support my faculty and instructional assistants. We will have a an emphasis on first, fourth, fifth, and sixth grades in tier 1 instruction. Teachers have also received professional development to increase bell-to-bell teaching strategies and decrease classroom instruction due to unwanted behaviors in relation to student attendance.

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))

The SIP has been developed to coordinate and integrate Title 1 plan and programs. Using Title 1 funds, additional teachers and assistants were hired to support differentiated small-group instruction to increase academic achievement for all students and all groups of students.

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))

Faculty and staff trainings such a youth mental health first aid. Our school also has two school based school counselors that provided classroom lessons and support for all students at AES. Our school is also support weekly by a mental health counselor as well as district social worker. Our classroom teachers also provided 7 mindset lessons to support students education and skills outside academic areas.

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))

Argyle patriciates in culture events with our feeder patterns in middle and high school. This school year our school plans to organize and facilitate a career right for our students.

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)).

Our school based literacy review and track students that need additional resources in differentiated instruction to meets. Our title 1 coach and interventionist will coach and support teachers in screening and tracking early warning signs to close gaps to support student achievement.

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)).

Working alongside the district professional development team AES faculty and staff will implement a learning cycle around algin learning targets to essential standards, tracking students success based on essential standards.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

AES will work alongside the district reading departments as students move from the pre school to kindergarten setting at AES. Including the pre school, PrK , and VPK students in all school events, and title 1 events will ensure they are exposed to school setting prior to attending kindergarten.

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

Clay County Schools

AMIKIDS CLAY COUNTY



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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

AMIkids Clay County's mission is to protect public safety and positively impact as many youth as possible through the efforts of a diverse and innovative staff. We strive to provide a safe, nurturing environment through education, behavior modification, and treatment; to create a community of empowered learners who will become caring, competent, and responsible citizens; and to educate at-risk youth for life-long learning with an uncompromising commitment to excellence; thereby reducing juvenile crime.

Provide the school's vision statement

AMIkids Clay County's Vision: Separating a troubled past from a bright future. Our primary objective is to provide a safe and successful learning environment for troubled youth, while encouraging social and emotional development through achievement of academic and personal goals

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

Przybylski, Maria

Position Title

Executive Director

Job Duties and Responsibilities

Responsible for comprehensive administration of all program operations, academic programming, behavior modification and individual case management. ED functions as chief program administrator to oversee all components of and evidence-based practices. Work includes implementing fundraising initiatives, overseeing financial resources, securing and maintaining relationships with community agencies and managing budget.

Leadership Team Member #2

Employee's Name

Bias, Colby

Position Title

Director of Education

Job Duties and Responsibilities

The Director of Education role provides overall supervision of the academic program. Ensure quality learning

services are provided through professional development and effective classroom management.

Primary

objective and execution of duties is aligned with AMIkids mission to provide a safe and successful learning

environment for a diverse population of youth, while encouraging social and emotional development through

the achievement of academic and personal goals.

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.

School Leadership Team reviews data to identify trends that call for intervention and provide data to teachers, and parents. Teachers work in collaboration with school leadership and instructional coaches to determine what intervention processes should take place, then work with teachers to implement that intervention plan. This action will then lead to the successful completion of SIP Goals. Parents, students and families are involved in the development of the SIP by attending family engagement activities such as structured Title 1 meetings, family fun days, and campus family activities during which they are asked for feedback, or may complete a questionnaire. Clay - 0113 - Amikids Clay County - 2023-24 SIP Last Modified: 7/15/2024 <https://www.floridacims.org> Page 6 of 22 Businesses and community leaders provide the program with continued support through offers of fundraising, mentorship for students, and professional opinion of ways to improve the school.

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))

AMIkids Educational leader will monitor student's Reading and Math progress monthly, using the data to form instructional interventions. The plan will be revised as necessary, with data updates and intervention planning with the instructional coaches to ensure continuous improvement

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 6-12
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	30.2%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	CSI
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)* WHITE STUDENTS (WHT)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
DJJ ACCOUNTABILITY RATING HISTORY	2023-24: 2022-23:

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									2	2
One or more suspensions										0
Course failure in English Language Arts (ELA)							8	4	5	17
Course failure in Math							6	7		13
Level 1 on statewide ELA assessment							8	4	5	17
Level 1 on statewide Math assessment							6	7		13
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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	4		10

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
Students retained two or more times										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, 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)

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
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

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
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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 *	14	64	55	33	57	50	17	56	51
ELA Grade 3 Achievement **									
ELA Learning Gains	48	62	57				35		
ELA Learning Gains Lowest 25%		62	55						
Math Achievement *	0	61	45	18	50	38	24	35	38
Math Learning Gains	15	60	47				31		
Math Learning Gains Lowest 25%		61	49						
Science Achievement *	0	80	68		74	64	55	43	40
Social Studies Achievement *		83	71		80	66	33	48	48
Graduation Rate		94	90		95	89		75	61
Middle School Acceleration								39	44
College and Career Readiness		60	67		63	65		78	67
ELP Progress		51	49		52	45			

*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 (FPP) 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)	CSI
OVERALL FPPI – All Students	15%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	77
Total Components for the FPPI	5
Percent Tested	75%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
15%	26%	33%	17%		13%	9%

* 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	10%	Yes	1	1
White Students	21%	Yes	4	4
Economically Disadvantaged Students	20%	Yes	2	2

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%

White Students	26%	Yes	3	3
Economically Disadvantaged Students	30%	Yes	1	1

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				
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students	17%	Yes	2	2
Economically Disadvantaged Students				

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	14%		48%		0%	15%		0%					
Students With Disabilities	10%												
White Students	22%		56%		0%	6%							
Economically Disadvantaged Students	15%		47%		0%	19%							

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	33%				18%								
White Students	31%				20%								
Economically Disadvantaged Students	30%												

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	17%		35%		24%	31%		55%	33%				
Students With Disabilities													
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students													
Multiracial Students													
Pacific Islander Students													
White Students	13%		15%		13%	25%							
Economically Disadvantaged Students													

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.

There is no assessment data available for this school.

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?

Data indicates that the most improvement shown is in ELA, from 17% in 2022 to 33% in 2023. The addition of an English teacher as well as a Catapult tutor to supplement student learning has been the biggest improvement in this area.

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 performance area is Math, with 18% proficiency. The lack of a math teacher has been the biggest reason for this lack of performance. However, a math teacher has been hired, as well as the addition of a math tutor provided by Catapult learning.

Greatest Decline

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

The greatest decline is math, with 24% in 2022 and now 18% in 2023. This decline is due to the loss of the math teacher and students depending upon Edgenuity. A new math teacher has been hired and a math tutor added from Catapult learning.

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.

Not enough data

EWS Areas of Concern

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

The greatest area of concern is the decline in math scores. The position of math teacher was vacant for most of the school year, however that position has been filled as well as the addition of a math tutor provided by catapult learning. The addition of these two key personnel should result in the improvement of math scores.

Highest Priorities

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

The highest priority is the retention of certified teachers, as well as providing them with professional development and support so that students can reap the benefits of having these teachers in the classroom. The next highest priority is improving students math and reading skills, and preparing students for their return to their zoned schools so they can continue to be successful after leaving AMIKids Clay.

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 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.

AMIkids will increase the number of students who are proficient in math to 41% or higher as assessed in the state FAST test. According to the data analysis, math was the lowest performing area for students at AMIkids. The reason for the low performance could be attributed to the lack of an effective, highly-qualified teacher for this subject area. Therefore, in order to increase proficiency in math, AMIkids will focus on coaching and retaining the newly hired math teacher, as well as retaining the services of Catapult and the math tutor that works with students several times per week.

Measurable Outcome

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

The objective outcome is that 41% of students taking the state FAST math assessment will score proficient level by the end of the 2024-2025 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 Director of Education along with the Executive Director will monitor student FAST scores after each administration. Students that score less than 60% proficiency on either of the first 2 administrations will receive additional tutoring in order to help raise their final score. Monthly monitoring will also take place as the Director of Education as well as the math teacher will monitor monthly STAR assessments and progress through IXL.

Person responsible for monitoring outcome

Bias, Colby

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:

AMIkids will have in person instruction from a math teacher as opposed to using Edgenuity. An influential meta-analysis of mathematics interventions indicated that explicit instruction led to large improvements in student mathematics skills. (Gersten, et al., 2009)

Rationale:

Explicit, systematic instruction, sometimes simply referred to as explicit instruction, involves teaching a specific concept or procedure in a highly structured and carefully sequenced manner. Research has indicated that teaching mathematics in this manner is highly effective and can significantly improve a student’s ability to perform mathematical operations (e.g., adding, multiplying, finding the square root) as well as to solve word problems. This strategy has been shown to be effective across all grade levels and for diverse groups of students, including students with disabilities and ELLs. The key components of explicit, systematic instruction are highlighted in the table below.

<https://iris.peabody.vanderbilt.edu/module/math/cresource/q2/p04/#content>

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

A instructional coach will be hired to support the teachers.

Rationale:

In addition to these strategies being implemented in the classroom, instructional coach will be hired to support teachers. This coach will work with teachers and administration to provide support with standards, instruction, curriculum guide and other resources to support student achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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 tutoring and monthly monitoring

Person Monitoring:

Bias, Colby

By When/Frequency:

Monthly

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

The Director of Education will monitor STAR, and IXL data monthly to determine students need for remediation and tutoring. Those with the greatest deficit will take precedence when it comes to scheduling tutoring, however all students will receive services. Student FAST scores will also be monitored and any student who does not score proficient after PM 2 will receive additional tutoring services and monitoring.

Area of Focus #2

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

AMIKids will increase the number of students who are proficient in ELA to 41% or higher as assessed in the state FAST test. According to the data analysis, ELA was the highest performing area for students at AMIKids, however it was still lower than the dsired 41%. The reason for the low performance could be attributed to the lack of an effective, highly-qualified teacher for this subject area during the 2023 - 2024 school year. Therefore, in order to increase proficiency in ELA, AMIKids will focus on coaching and retaining the newly hired ELA teacher as well as continuing tutoring utilizing the presence of the Catapult tutor.

Measurable Outcome

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

The objective outcome is that 41% of students taking the state FAST ELA assessment will score a proficient level by the end of the 2024-2025 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 Director of Education along with the Executive Director will monitor student FAST scores after each administration. Students that score less than 60% proficiency on either of the first 2 administrations will receive additional tutoring in order to help raise their final score.

Person responsible for monitoring outcome

Bias, Colby

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:

According to the Institute of Education Sciences Educator's Practice Guide, the following strategies are recommended for ELA intervention: Recommendation 1. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. Recommendation 2. Integrate oral and written English language instruction into content area teaching. Recommendation 3. Provide regular, structured opportunities to develop written language skills. Recommendation 4. Provide small-group instructional intervention to students struggling in areas of literacy and English language development. In addition to these strategies being implemented in the classroom, students will also have access to tutoring with Catapult tutors who will provide small group or one-on-one interventions. Teachers will have access to a Reading specialist who will provide professional development on how to incorporate reading strategies into daily instruction. IES Educators Practice Guide April 2014 https://ies.ed.gov/ncee/wwc/publications_reviews.aspx

Rationale:

Students who demonstrate low proficiency in ELA will benefit from having regular structured opportunities to practice the skills that are being taught in the classroom. The more a student is able to practice what they learn, the more likely they are to retain the information and eventually master the skill.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Students will be assessed using the Corrective Reading Placement Test. Based on the results, students will be placed in groups according to their level and provided with Corrective Reading instruction.

Rationale:

Students at AMI have a low proficiency and learning gains. Many struggle with reading decoding and comprehension. This program will support their needs and help support students in the reading area.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Description of Intervention #3:

Instructional coach will be hired to support the teachers.

Rationale:

In addition to these strategies being implemented in the classroom, instructional coach will be hired to support teachers. This coach will work with teachers and administration to provide support with standards, instruction, curriculum guide and other resources to support student achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

ELA Intervention Plan

Person Monitoring:

Bias, Colby

By When/Frequency:

Weekly

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

ELA teacher will work with instructional coach to provide lessons that contain the recommended interventions.

Action Step #2

Catapult Tutoring

Person Monitoring:

Bias, Colby

By When/Frequency:

Weekly, ongoing

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

Catapult tutors will use data attained from student progress monitoring to determine which students will benefit most from weekly tutoring sessions. Those with the greatest deficit will begin tutoring right away, with all students eventually participating in tutoring sessions.

Action Step #3

Progress Monitoring

Person Monitoring:

Bias, Colby

By When/Frequency:

Weekly, ongoing

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

We will assess growth through monthly progress monitoring, Flocabulary, Edgenuity, IXL and other web-based resources that will concentrate on individual needs.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

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

Teacher retention and recruitment has become an issue faced by not only school districts across the nation, but also for AMIkids. Being a non-profit organization that does not benefit from any additional

funding supplied by Florida's Governor to increase teacher pay has made it incredibly hard for AMikids to compete when it comes to pay. Teacher recruitment has become increasingly more difficult. Recruiting and retaining teachers has become a critical need that has to be addressed and a solution found in order to provide quality education services to students

Measurable Outcome

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

The desired outcome is to retain the 3 newly hired certified, teachers for the entire 2024 - 2025 school year . In order to accomplish this goal, AMIkids has implemented a retention bonus, instructional coaches and a competitive salary and benefits package.

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 area of focus will be monitored by the Director of Education and the Executive Director by providing feedback and fair evaluations for those teachers that have been recently hired.

Person responsible for monitoring outcome

Bias, Colby

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:

Effective, highly-qualified teachers will be able to teach subjects that they are skilled at teaching and students will benefit from teachers who have a solid content knowledge of the subject they teach. By retaining highly qualified teachers, the need for continuous training will decrease, creating a cohesive classroom structure. Teachers will become more of a team the longer they work together and students will benefit from their expertise in their content areas.

Rationale:

This strategy was chosen because AMIkids has had a significant shortage of certified teachers since the beginning of the 2022-2023 school year. A study completed by the Northwest Comprehensive Center of Education Northwest states, "Developing a stable, high-quality, teaching force that becomes increasingly effective creates a professional learning community that not only reduces teacher failure but also student failure." <https://files.eric.ed.gov/fulltext/ED558138.pdf>

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Professional Learning

Person Monitoring:

Bias, Colby

By When/Frequency:

Ongoing

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

As part of the teachers professional development and retention plan, Mr. Bias will make sure that teachers have the ability to attend professional development opportunities provided by Clay county schools as well as AMIKids Education and Workforce Development Department. Teachers will be provided with coaching and feedback on a regular basis, as well as their annual review followed up by a retention bonus for those that score at least "engaged" on their annual evaluation

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.

The SIP is disseminated through the webpage, and also through hard copies placed in the lobby of our location. Because students enroll and leave throughout the year, copies are offered upon enrollment, as well as on an information table located in the lobby. The SIP can be converted to other languages through the SIMs Website.

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))

AMIKids holds several family engagement days each school year, during which students and their families are invited to attend fun activities such as bowling cook outs, field trips, financial planning events etc. During these activities, school personnel communicate the schools mission as well as provide information about student progress. Students also have monthly progress meetings held with all stakeholders that are directly involved with the student's success.

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))

We plan to retain the newly hired certified teachers and provide them with an instructional coach and

Reading Specialist as well as purchase educational resources such as Nearpod, Flocabulary and IXL. We have also partnered with Catapult tutoring to be sure that students are receiving the maximum access to educators who are ready to help them succeed. AMIkids also provides workforce development programming for students where they can earn industry recognized certifications that become valuable tools when they are ready to transition into the workforce.

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))

AMIkids is a program designed to help students get a "fresh start," and provide them skills that will help lead to a brighter future. We participate in the National School Lunch program and provide Career and Technical education on site. Students at AMIkids receive Vocational and Employability skills training along with real-world experiences that help to prepare them for the workforce.

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))

All ESE services are provided by Clay County school district as prescribed in the school board contract. Mentoring services are provided by community stakeholders as well as AMIkids personnel. Students are provided opportunity to participate in several project based learning opportunities throughout the year such as the AMIkids challenge events, a scuba diving trip, white water rafting, repelling, and legislative day.

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))

AMIkids employs a career coordinator and job recruiter to work directly with students, preparing students for the workforce. Students complete a career interest inventory upon enrollment and based upon the results, they are given the opportunity to explore different career paths.

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)).

AMIkids Personal Growth Model is designed to target and reduce risk factors that sustain negative behavior and academic failure, improve successful program completion rates and promote academic achievement.

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)).

AMIkids provides professional learning through weekly Small Learning Community meetings, annual Education and Workforce Development Conferences, and regular meetings with instructional

coaches. Teachers are also provided the opportunity to attend district professional development opportunities.

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))

N/A

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.

The Director of Education will review the use of resources as well as monitor distribution and use in the classroom.

Specifics to Address the Need

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

The majority of students fall into the group in need, so all students will receive resources.

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
Indirect Costs		7200/792	UNISIG	0.0	5,000.00
Areas of Focus	Instructional Practice - Math	5100/394	UNISIG	0.0	95,000.00
Plan Budget Total					100,000.00

Clay County Schools

R. C. BANNERMAN LEARNING CENTER



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

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

Bannerman Learning Center's mission is to create a positive, safe and supportive environment that promotes excellence in teaching and learning. The unique potential of each individual is recognized and encouraged in a challenging and diverse setting. Through the growth and advancement of students and staff, knowledge and skills are gained to meet life's challenges and develop active, responsible citizens for our democratic society.

Provide the school's vision statement

Bannerman Learning Center exists to prepare all students to be successful in a positive manner in a competitive workplace and community. Students will thrive in a safe and welcoming environment, foster mutual respect between students and staff while focusing on returning to their home school or preparing to enlist in the military, enroll in college or become gainfully employed.

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

Stephanie Palmer

Position Title

Principal

Job Duties and Responsibilities

Responsible for implementing and facilitating PBIS programs while providing professional development for staff that fosters growth in PBIS, SEL programs, and raising the academic expectations of students, faculty and staff.

Leadership Team Member #2

Employee's Name

Brian Cox

Position Title

Assistant Principal/SAC Chairperson

Job Duties and Responsibilities

Assist the principal in all aspects of instruction and operation of school functions.

Leadership Team Member #3

Employee's Name

Bridget Payne

Position Title

School Counselor

Job Duties and Responsibilities

School counselor who works with guidance team and others to support students' academic success. Primary person responsible for coordinating social emotional learning activities during the school day.

Leadership Team Member #4

Employee's Name

Jen Zimmerman

Position Title

ESE Curriculum Specialist

Job Duties and Responsibilities

As the ESE Curriculum Specialist, Ms. Zimmerman monitors ESE compliance and PBIS data.

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.

Student, families, community partners, and staff feedback from entry and exit interview data provide communication to improve opportunities, relay satisfaction, and increase knowledge of programs at Bannerman Learning Center. School and student leadership meet monthly to discuss feedback data and assess current progress towards school goals.

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))

School and student leadership meet monthly to monitor progress towards school goals, review progress monitoring data in our four ESSA sub groups, and evaluate effectiveness of programs in place. Weekly professional learning communities calibrate through data to provide quality instruction, attendance, and positive behavior expectations.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK, 6-12
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	48.8%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	CSI
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)* 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: 2022-23: * 2021-22: MAINTAINING 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								15	13	28
One or more suspensions								13	10	23
Course failure in English Language Arts (ELA)								10	4	14
Course failure in Math								8	1	9
Level 1 on statewide ELA assessment								0	0	0
Level 1 on statewide Math assessment								0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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									9	9

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								4	4	8
Students retained two or more times										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, 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)

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
	9	10	11	12	
Absent 10% or more school days	26	14	24	62	126
One or more suspensions	12	9	16	9	46
Course failure in English Language Arts (ELA)	9	6	4	1	20
Course failure in Math	8	1	2	0	11
Level 1 on statewide ELA assessment	16	10	16	54	96
Level 1 on statewide Algebra assessment	11	0	0	0	11

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
	9	10	11	12	
Students with two or more indicators	25	13	20	36	94

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	0	0
Students retained two or more times					0

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 *	0	54	58	4	52	53	2	54	55
ELA Grade 3 Achievement **		58	59		64	56			
ELA Learning Gains		51	59				12		
ELA Learning Gains Lowest 25%		49	54						
Math Achievement *	8	57	59	9	56	55	4	34	42
Math Learning Gains		57	61				16		
Math Learning Gains Lowest 25%		51	56						
Science Achievement *		53	54	13	61	52	2	55	54
Social Studies Achievement *	33	74	72	16	74	68	9	50	59
Graduation Rate	61	77	71	52	70	74	67	56	50
Middle School Acceleration		68	71		69	70		41	51
College and Career Readiness	9	43	54	9	38	53	14	68	70
ELP Progress		59	59	42	39	55		64	70

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	22%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the FPPI	111
Total Components for the FPPI	5
Percent Tested	64%
Graduation Rate	61%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
22%	17%	16%	27%		21%	20%

* 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	34%	Yes	5	
Black/African American Students	36%	Yes	4	
Hispanic Students	38%	Yes	2	
Multiracial Students	44%	No		
White Students	35%	Yes	5	
Economically Disadvantaged Students	24%	Yes	5	5
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	23%	Yes	4	4
English	42%	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%
Language Learners				
Black/African American Students	33%	Yes	3	
Hispanic Students	20%	Yes	1	1
Multiracial Students	37%	Yes	1	
White Students	24%	Yes	4	4
Economically Disadvantaged Students	22%	Yes	4	4

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	20%	Yes	3	3
English Language Learners				

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%
Native American Students				
Asian Students				
Black/African American Students	30%	Yes	2	2
Hispanic Students	42%	No		
Multiracial Students	47%	No		
Pacific Islander Students				
White Students	23%	Yes	3	3
Economically Disadvantaged Students	20%	Yes	3	3

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	0%				8%				33%		61%	9%	
Students With Disabilities									30%		63%	8%	
Black/African American Students											63%	8%	
Hispanic Students											72%	3%	
Multiracial Students											69%	18%	
White Students											40%	54%	10%
Economically Disadvantaged Students	0%				25%				23%		62%	10%	

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	4%				9%			13%	16%		52%	9%	42%
Students With Disabilities	10%				29%			20%	20%		50%	10%	
English Language Learners											42%		
Black/African American Students											60%	5%	
Hispanic Students											40%	0%	
Multiracial Students											63%	10%	
White Students	7%				23%			25%			51%	12%	
Economically Disadvantaged Students	8%				23%			17%	21%		52%	9%	

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	2%		12%		4%	16%		2%	9%		67%	14%	
Students With Disabilities	5%		20%		9%	18%			30%		61%	0%	
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students					0%						80%	10%	
Hispanic Students											69%	15%	
Multiracial Students											47%		
Pacific Islander Students													
White Students	5%		20%		16%	30%		8%			64%	16%	
Economically Disadvantaged Students	5%		15%		9%	19%		7%	29%		62%	12%	

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

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

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	14%	62%	-48%	53%	-39%
Ela	7	5%	57%	-52%	50%	-45%
Ela	8	13%	58%	-45%	51%	-38%
Ela	9	14%	61%	-47%	53%	-39%
Math	7	13%	49%	-36%	47%	-34%
Math	8	38%	70%	-32%	54%	-16%
Civics		32%	81%	-49%	67%	-35%
Biology		21%	77%	-56%	67%	-46%
Algebra		42%	61%	-19%	50%	-8%
Geometry		20%	68%	-48%	52%	-32%
History		37%	81%	-44%	67%	-30%
Science	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		42%	16%	26%	16%	26%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		22%	22%	0%	27%	-5%

2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		36%	24%	12%	17%	19%
Geometry		26%	23%	3%	16%	10%
History		12%	34%	-22%	29%	-17%

III. Planning for Improvement

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

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

Most Improvement

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

Civics had an increase of 32%. Emphasis on teachers having high expectations of their students.

Lowest Performance

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

8th grade Science 0% of students scored a level 3 or higher. We have a very transient population which interrupts academic learning.

Greatest Decline

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

7th grade math decrease by 20%. We had a higher than normal enrollment rate towards after the start of the 2nd semester which limited the time the teachers had with the students taking the test.

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.

7th grade ELA, 8th grade science, Biology were all 45% below the State Avg of students scoring level 3 or higher. Students that are assigned to BLC usually have an extended time serving out of school suspensions prior to attending at classes BLC.

EWS Areas of Concern

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

ELA 7th and 8th grade

Math 7th and 8th grade

Highest Priorities

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

ELA 7th-12th (including ELL)

Science 8th Grade

Math 7th and 8th

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

We are focused on increasing outcomes in attendance, academics, and behavior through positive behavior interventions and support a tiered model that is flexible enough to support student, family, and community needs.

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.

We will increase from 5% in the students with disabilities population returning to their zoned school based on positive responses to interventions in place that address academic, attendance and behavior.

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.

Data is monitored through hourly and daily student point sheets, PLC meetings, monthly through staff and student leadership meetings, and quarterly student review meetings. Data is defined, documented, outlines outcomes, and evaluates effectiveness.

Person responsible for monitoring outcome

Stephanie Palmer

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:

We created a shared vision and approach to support and respond to student expectations. We established 3 positive school-wide expectations addressing social, emotional, and behavioral skills for

student success. We utilize a continuum of recognition strategies to provide specific feedback and encourage student success.

Rationale:

School-wide positive behavior interventions and support is a multi-tiered system that improves attendance, behavior, and academic outcomes for student success while being flexible to student, family, and community needs

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Establish 3 school-wide expectations that are defined, explicitly taught, and monitored for effectiveness.

Person Monitoring:

Stephanie Palmer

By When/Frequency:

Quarterly

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

Set observable and measurable goal: Academics- track data of mastery learning. Students will earn C's or higher or remediation will be provided. Attendance- students will meet the criteria for attendance according to the Code of Conduct. Behaviors- students will demonstrate compliance with Code of Conduct to earn review.

Area of Focus #2

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

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.

We are focused on increasing outcomes in attendance, academics, and behavior through a positive behavior interventions and supports tiered model that is flexible enough to support student, family, and community needs.

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.

We will increase 5% in the Black/African-American student population returning to their zoned school

based off of positive responses to interventions in place that address academic, attendance and behavior.

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.

Data is monitored through hourly and daily student point sheets, PLC meetings, monthly through staff and student leadership meetings, and quarterly student review meetings. Data is defined, documented, outlines outcomes, and evaluates effectiveness.

Person responsible for monitoring outcome

Stephanice Palmer

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:

We created a shared vision and approach to support and respond to student expectations. We established 3 positive school-wide expectations addressing social, emotional, and behavioral skills for student success. We utilize a continuum of recognition strategies to provide specific feedback and encourage student success.

Rationale:

School-wide positive behavior interventions and supports is a multi-tiered system that improves attendance, behavior, and academic outcomes for student success while being flexible to student, family, and community needs

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Establish 3 school-wide expectations that are defined, explicitly taught, and monitored for effectiveness.

Person Monitoring:

Stephanie Palmer

By When/Frequency:

Quarterly

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

Set observable and measurable goal: Academics- track data of mastery learning. Students will earn C's or higher or remediation will be provided. Attendance- students will meet the criteria for attendance according to the Code of Conduct. Behaviors- students will demonstrate compliance with Code of Conduct to earn review.

Area of Focus #3

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

ESSA Subgroups specifically relating to White Students (WHT)

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.

We are focused on increasing outcomes in attendance, academics, and behavior through positive behavior interventions and support a tiered model that is flexible enough to support student, family, and community needs.

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.

We will increase 5% in the White student population returning to their zoned school based on positive responses to interventions in place that address academic, attendance and behavior.

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.

Data is monitored through hourly and daily student point sheets, PLC meetings, monthly through staff and student leadership meetings, and quarterly student review meetings. Data is defined, documented, outlines outcomes, and evaluates effectiveness.

Person responsible for monitoring outcome

Stephanie Palmer

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:

We created a shared vision and approach to support and respond to student expectations. We established 3 positive school-wide expectations addressing social, emotional, and behavioral skills for student success. We utilize a continuum of recognition strategies to provide specific feedback and

encourage student success.

Rationale:

School-wide positive behavior interventions and supports is a multi-tiered system that improves attendance, behavior, and academic outcomes for student success while being flexible to student, family, and community needs.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Establish 3 school-wide expectations that are defined, explicitly taught, and monitored for effectiveness.

Person Monitoring:

Stephanie Palmer

By When/Frequency:

Quarterly

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

Set observable and measurable goal: Academics- track data of mastery learning. Students will earn C's or higher or remediation will be provided. Attendance- students will meet the criteria for attendance according to the Code of Conduct. Behaviors- students will demonstrate compliance with Code of Conduct to earn review

Area of Focus #4

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

ESSA Subgroups specifically relating to Economically Disadvantaged Students (FRL)

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.

We are focused on increasing outcomes in attendance, academics, and behavior through positive behavior interventions and support a tiered model that is flexible enough to support student, family, and community needs.

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.

We will increase 5% in the economically disadvantaged student population returning to their zoned

school based on positive responses to interventions in place that address academic, attendance and behavior.

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.

Data is monitored through hourly and daily student point sheets, PLC meetings, monthly through staff and student leadership meetings, and quarterly student review meetings. Data is defined, documented, outlines outcomes, and evaluates effectiveness.

Person responsible for monitoring outcome

Stephanie Palmer

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:

We created a shared vision and approach to support and respond to student expectations. We established 3 positive school-wide expectations addressing social, emotional, and behavioral skills for student success. We utilize a continuum of recognition strategies to provide specific feedback and encourage student success.

Rationale:

School-wide positive behavior interventions and support is a multi-tiered system that improves attendance, behavior, and academic outcomes for student success while being flexible to student, family, and community needs

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Establish 3 school-wide expectations that are defined, explicitly taught, and monitored for effectiveness.

Person Monitoring:

Stephanie Palmer

By When/Frequency:

Quarterly

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

Set observable and measurable goal: Academics- track data of mastery learning. Students will earn C's or higher or remediation will be provided. Attendance- students will meet the criteria for attendance according to the Code of Conduct. Behaviors- students will demonstrate compliance with Code of Conduct to earn review.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

Teachers at Bannerman are required to use the Positive Behavior Intervention Supports (PBIS) system of developing and practicing rules and procedures on the school campus. Using the flowchart (attached) for progressive discipline to monitor and guide proper behavior along with proper documentation of behavior incidents will facilitate the PBIS program.

Progressive Discipline Example:

1st observation of behavior: Verbal warning

2nd observation of behavior: Reteach expectation and apply an intervention, contact parent, document in synergy

3rd observation of behavior: Apply an intervention, contact parent, document in Synergy

4th observation of behavior: Submit behavior Intervention referral (BIR)

5th observation of behavior: Behavior Incident tracking, Notify Student and Parent that a referral has been submitted, Document with Synergy Discipline Incident, notify administration

School-wide PBIS is a multi-tiered framework to make schools more effective places. It establishes a social culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students. PBIS is flexible enough to support student, family, and community needs.

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.

Total number of referrals (incidents) for 2022-2023=949

Total number of referrals (incidents) for 2023-2024=540

A decrease of 449.

We will decrease our discipline incidents by 10% by teachers modeling and reteaching school wide expectations every Monday during the school year.

Setting observable and measurable goals helps schools hold themselves accountable to creating the kind of place where every student succeeds. Schools select the outcomes to target based on data they find meaningful, culturally equitable, and centered on students' achievements or school-level implementation. BLC has chosen to focus on behavior (discipline incidents) by implementing a School-wide Expectations Schedule..

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.

School-wide Expectation Schedule

Schedule for Teaching Behavior Expectations

August 13, 2024 - August 14, 2024 (First Week of School First Period)

- August 13, 2024 Teach Classroom behavioral expectations continuously (Every Class)
 - 1st period Bathroom behavioral expectations
 - 2nd Period Walkway behavioral expectations
 - 3rd period Bus behavioral expectations
 - 4th period Cafeteria behavioral expectations
 - 5th period Be Responsible
 - 6th period Be Respectful
- August 14, 2024
 - Discipline meeting by Program and grade level (Conference Room)
 - 2nd period Success Junior High (EBD)
 - 3rd period Success Senior High (EBD)
 - 4th period Champions Junior High
 - 5th period Champions Senior High

- 6th Period Elevation (in Elevation Classrooms)

Review/Reteach School-Wide and Classroom Behavior Expectations

- December 2, 2024 (After Thanksgiving Break)
- January 5, 2025 (After Winter Break)
- March 25, 2025 (After Spring Break)

First Quarter August 13, 2024 - October 11, 2024

- Review/Reteach School-Wide and Classroom Behavior Expectations every Monday
- Review First Quarter Discipline Data

Second Quarter October 15, 2024 - December 20, 2024

- Review/Reteach School-Wide and Classroom Behavior Expectations every Monday
- Review Second Quarter Discipline Data

Third Quarter January 5, 2025 - March 14, 2025

- Review/Reteach School-Wide and Classroom Behavior Expectations every Monday
- Review Third Quarter Discipline Data

Fourth Quarter March 25, 2025 - May 30, 2025

- Review/Reteach School-Wide and Classroom Behavior Expectations every Monday
- Review Fourth Quarter/Year Discipline Data

Person responsible for monitoring outcome

Stephanie Palmer

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:

Self-management Check-In, Check-Out Small group social skill instruction Targeted academic support

Rationale:

Tier 2 supports focus on students who are not successful with Tier 1 supports. Students receiving Tier 2 support require additional teaching and practice opportunities to increase their likelihood of success. Tier 2 supports are often successful when provided within groups. At this level, systems and practices are efficient. This means they are similar across students and can be quickly accessed. Schools monitor fidelity and outcome data regularly to adjust implementation as needed.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

MTSS

Person Monitoring:

Stephanie Palmer

By When/Frequency:

Quarterly

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

The type and level of behavior support provided for any student must match the intensity of his or her needs. Student responsiveness to academic and behavioral supports must guide instructional and intervention decisions. Implementing PBIS school-wide must organize behavior support across multiple tiers which increase in intensity as students' needs dictate.

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.

Funding is reviewed at the district level and allocations are assigned.

Specifics to Address the Need

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

Due to our subgroups being below 41%, we utilize our Champions ESE Support Facilitator to push into ELA and math classrooms. We added an Elevation Support Facilitator to support our ESE 12th graders working to complete graduation requirements. We have Elevation ELA and math teachers who support test prep needs of students. We utilize our Intensive Reading teacher in the Champions program targeting 7th, 8th, 9th, and 10th grade students.

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

Clay County Schools

CLAY CHARTER ACADEMY



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

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

To provide a safe and nurturing K-8 community where students develop integrity and accountability to reach their fullest potential. Students will foster a love of learning through rigorous and engaging curriculum within a school culture that promotes diversity and inclusion, celebrates family, allows them to become college and career ready and grow into productive members of society.

Provide the school's vision statement

Reaching new heights with every flight, Eagles Soar Together!

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

Brian Gifford

Position Title

Principal

Job Duties and Responsibilities

Clay Charter Academy has a leadership team consisting of the principal, associate principal, 2 CRTs, and the dean that work collaboratively to make school-based decisions based on data. The principal oversees all school operations and completes instructional evaluation and feedback along with PD based on strategic goals and schoolwide needs identified by the leadership team.

Leadership Team Member #2

Employee's Name

Heather Caldwell

Position Title

Associate Principal

Job Duties and Responsibilities

Clay Charter Academy has a leadership team consisting of the principal, associate principal, 2 CRTs, and the dean that work collaboratively to make school-based decisions based on data. The associate principal oversees scheduling, state testing, special populations and also completes regular instructional evaluation and feedback along with PD trainings based on strategic goals and schoolwide needs identified by the leadership team.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Clay Charter Academy identifies and develops strategic initiatives based on schoolwide data and student, staff and parent surveys that are given twice a year.

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))

SIP will be monitored quarterly through assessment data review, walkthroughs and weekly grade level PLCs.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	73.0%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	12.2%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: B* 2021-22: C 2020-21: 2019-20: A

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	18	14	10	13	17	17	27	12	16	144
One or more suspensions	2	1	1	0	2	3	6	7	3	25
Course failure in English Language Arts (ELA)	1	2	7	1	2	1	0	0	1	15
Course failure in Math	0	0	10	6	1	2	0	0	14	33
Level 1 on statewide ELA assessment				21	17	10	19	14	4	85
Level 1 on statewide Math assessment				21	16	10	20	14	4	85
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	2	6	4	8						20
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	0	1	0						2

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	3	3	8	11	7	5	11	8	9	65

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	2	4	0	1	2	1	0	12
Students retained two or more times							1			1

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	21	14	12	13	17	3	17	3	3	103
One or more suspensions	5			2	4	7	5	6	6	35
Course failure in ELA		3	1	3		2	2			11
Course failure in Math		3	1	1	1		1	1		8
Level 1 on statewide ELA assessment				4	4	11	8	16	14	57
Level 1 on statewide Math assessment				3	3	3	2	2	2	15
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)				4						58

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		3	5	6	13	9	14	14	11	75

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 *	51	54	58	56	52	53	52	54	55
ELA Grade 3 Achievement **	55	58	59	62	64	56			
ELA Learning Gains	50	51	59				50		
ELA Learning Gains Lowest 25%	56	49	54				31		
Math Achievement *	56	57	59	51	56	55	49	34	42
Math Learning Gains	67	57	61				45		
Math Learning Gains Lowest 25%	70	51	56				45		
Science Achievement *	51	53	54	54	61	52	46	55	54
Social Studies Achievement *	93	74	72	75	74	68	75	50	59
Graduation Rate		77	71		70	74		56	50
Middle School Acceleration	77	68	71	79	69	70	76	41	51
College and Career Readiness		43	54		38	53		68	70
ELP Progress	46	59	59	42	39	55		64	70

*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 (FPP) 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	63%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	688
Total Components for the FPPI	11
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
63%	59%	52%	48%		62%	62%

* 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	44%	No		
English Language Learners	46%	No		
Black/African American Students	55%	No		
Hispanic Students	64%	No		
Multiracial Students	52%	No		
White Students	57%	No		
Economically Disadvantaged Students	53%	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	27%	Yes	4	2
English Language Learners	42%	No		
Black/African American Students	48%	No		
Hispanic Students	60%	No		
Multiracial Students	51%	No		
White Students	69%	No		
Economically Disadvantaged Students	53%	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	26%	Yes	3	1

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	38%	Yes	1	
Native American Students				
Asian Students				
Black/African American Students	43%	No		
Hispanic Students	53%	No		
Multiracial Students	55%	No		
Pacific Islander Students				
White Students	57%	No		
Economically Disadvantaged Students				

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	51%	55%	50%	56%	56%	67%	70%	51%	93%	77%			46%
Students With Disabilities	21%	29%	42%	52%	39%	72%	72%	25%					
English Language Learners	40%		48%	47%	46%	57%		25%					62%
Black/African American Students	45%	48%	52%	60%	45%	62%	63%	48%		75%			
Hispanic Students	54%	56%	50%	48%	63%	72%	79%	51%	91%	88%			50%
Multiracial Students	53%		43%	53%	53%	57%							
White Students	50%	57%	47%	56%	59%	68%	74%	49%		56%			
Economically Disadvantaged Students	40%		49%	59%	32%	62%	91%	38%					

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	56%	62%			51%			54%	75%	79%			42%
Students With Disabilities	22%	27%			26%			20%	40%				
English Language Learners	50%				44%								33%
Black/African American Students	42%	45%			40%			33%	73%	54%			
Hispanic Students	55%	63%			54%			62%	68%	90%			26%
Multiracial Students	65%				52%			36%					
White Students	65%	68%			55%			70%	75%	81%			
Economically Disadvantaged Students	46%				48%			50%	67%				

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	52%		50%	31%	49%	45%	45%	46%	75%	76%			
Students With Disabilities	20%		33%	20%	19%	35%	32%	15%	36%				
English Language Learners	29%		50%	36%	32%	47%	45%	29%					
Native American Students													
Asian Students													
Black/African American Students	43%		45%	21%	41%	39%	38%	35%	61%	60%			
Hispanic Students	49%		51%	43%	47%	53%	40%	44%	79%	71%			
Multiracial Students	56%				53%								
Pacific Islander Students													
White Students	60%		54%	33%	56%	43%	57%	52%	79%	83%			
Economically Disadvantaged Students													

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	54%	63%	-9%	55%	-1%
Ela	4	49%	56%	-7%	53%	-4%
Ela	5	38%	54%	-16%	55%	-17%
Ela	6	53%	65%	-12%	54%	-1%
Ela	7	60%	57%	3%	50%	10%
Ela	8	46%	58%	-12%	51%	-5%
Math	3	40%	66%	-26%	60%	-20%
Math	4	51%	62%	-11%	58%	-7%
Math	5	60%	56%	4%	56%	4%
Math	6	43%	74%	-31%	56%	-13%
Math	7	57%	49%	8%	47%	10%
Math	8	53%	70%	-17%	54%	-1%
Science	5	49%	58%	-9%	53%	-4%
Science	8	40%	59%	-19%	45%	-5%
Civics		91%	81%	10%	67%	24%
Biology		100%	77%	23%	67%	33%
Algebra		83%	61%	22%	50%	33%
Geometry		83%	68%	15%	52%	31%

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?

Our social studies improved the most, moving from 75% to 93% proficiency. Our civics teacher provided differentiated small group instruction based on data from civics pre tests which had a huge impact on the students' progress.

Lowest Performance

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

Overall Science and ELA proficiency were the lowest scores with both being at 51 percentile. We had some inconsistency in ELA especially in middle school and 4th grade which could explain some of the ELA drop. We also feel that small group differentiation was not consistently or effectively being implemented in both ELA and Science.

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 ELA with the overall ELA score dropping 5% to 51% from 56% and 3rd grade ELA dropped 7% from 62% to 55%. We had inconsistencies and brand-new teachers in ELA. 3rd grade students had huge phonics gaps which show a focus needed in K-3 phonics instruction.

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.

Our biggest gap with the state was in ELA achievement with a 2% difference. We had inconsistency in ELA teachers and with ensuring teachers followed research based curriculum with fidelity.

EWS Areas of Concern

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

The biggest area of concern from our EWS data is attendance. Attendance has been an issue since covid. We will be more vigilant this year with our attendance team efforts to problem solve issues with families.

Highest Priorities

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

Our biggest areas of concern is to improve proficiency in ELA and Science and to continue nd grow our PBIS system to include more student leadership opportunities.

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.

ELA was one of our biggest drops this school year. Writing is now going to be a big part of the ELA score and will be completed on a keyboard. Reading affects all subject areas so focusing on improving reading will make the biggest impact.

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.

Clay Charter Academy will increase schoolwide ELA proficiency from 50% to 55% 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.

Administration will attend PLC team weekly meetings to ensure planning with a focus on the Science of Reading, perform regular walkthroughs to inspect best instructional practices and monitor lesson plans to check for differentiation.

Person responsible for monitoring outcome

Brian Gifford

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:

Fidelity with Wilson Foundations as core phonics curriculum for grades K-3.

Rationale:

With students entering 3rd grade reading on grade level, they will be better prepared and set up for success in higher grade levels that focus on reading for understanding.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Wilson Foundations training for all K-3 teachers

Person Monitoring:

Leadership team

By When/Frequency:

completed by end of August 2024

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

K-3 Teachers will all be provided specific training through Wilson Foundations

Action Step #2

Collaborative PLCs focused on planning with incorporating science of reading principles and differentiating based on reading levels

Person Monitoring:

Leadership team

By When/Frequency:

ongoing until end of May 2025

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

To be monitored by administration through focused walkthroughs and attendance in weekly team PLCs

Area of Focus #2

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.

Our Science scores have dropped and we have recently switched to an adaptive test so it is more important than ever that teachers utilize research based curriculum and best instructional practices to ensure student success.

Measurable Outcome

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

Improve overall Science proficiency to 60% or better 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.

Leadership team will monitor academic progress by analyzing Science IFA data monthly

Person responsible for monitoring outcome

Leadership team

Evidence-based Intervention:

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

Description of Intervention #1:

Improve teacher capacity through effective coaching, modeling and mentoring with a focus on increasing targeted differentiation.

Rationale:

The majority of our teachers have chosen education as a second career and lack the specific content knowledge that most traditional teachers are provided. Due to this more of our teachers require more intensive support, coaching, modeling, and mentoring in order to provide instructional best practices.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Weekly focused plcs with administration and coaches with a focus on differentiation based on data.

Person Monitoring:

Leadership team

By When/Frequency:

ongoing through end of May

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

This will be monitored by leadership team attendance and focused walkthroughs.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

According to the student survey data, students do not feel they have opportunities for local decision making. We want to increase student leadership opportunities and have students take more ownership in their own goal setting and learning.

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.

Increase student local decision making opportunities so that student survey results increase to 50% in this category 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.

This will be monitored through student survey results

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:

Continue to build our PBIS program to include student leadership opportunities.

Rationale:

Students will take more ownership of their own goals and be more involved in the school which will improve overall culture.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Implement AVID schoolwide

Person Monitoring:

Leadership team

By When/Frequency:

ongoing through end of May

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

Provide summer institute training for the AVID site team, monitor AVID strategies being implemented through PLCs, planning and focused walkthroughs.

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

Clay County Schools

CHARLES E. BENNETT ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

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

At Charles E. Bennett Elementary, our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant, and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

Charles E. Bennett Elementary exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

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

Amanda Strickland

Position Title

Principal

Job Duties and Responsibilities

Responsible for all leadership activities and the vision of the school. Responsible for maintaining a school that has a safe and caring environment as well as quality instruction. Administers a balanced budget promotes a positive work environment, and involves community stakeholders and parents. Monitors data and provides professional development to improve practices for attendance, PBIS Tier 1 support, MTSS, and SWD inclusion model.

Leadership Team Member #2

Employee's Name

Christina Hiers

Position Title

Assistant Principal

Job Duties and Responsibilities

Responsible for maintaining school-wide discipline, interviewing and hiring teachers and staff, monitoring attendance, textbook coordinator, and testing coordinator. Promotes an environment that fosters learning and a collegial atmosphere for teachers and staff.

Leadership Team Member #3

Employee's Name

Jessica Jewell

Position Title

Assistant Principal

Job Duties and Responsibilities

Responsible for maintaining school-wide discipline, interviewing and hiring teachers and staff, monitoring attendance, textbook coordinator, and testing coordinator. Promotes an environment that fosters learning and a collegial atmosphere for teachers and staff.

Leadership Team Member #4

Employee's Name

Leigh Lillard

Position Title

Math coach

Job Duties and Responsibilities

Responsible for Title 1 compliance and coaching teachers to improve math instruction and student academic achievement scores.

Leadership Team Member #5

Employee's Name

Lori Federowich

Position Title

Reading Interventionist

Job Duties and Responsibilities

Responsible for Title 1 compliance and coaching teachers to improve reading instruction and student academic achievement scores.

Leadership Team Member #6

Employee's Name

Dawn King

Position Title

Curriculum Coach

Job Duties and Responsibilities

Responsible for Title 1 compliance and coaching teachers to improve math instruction and student academic achievement scores.

Leadership Team Member #7

Employee's Name

Valerie Buckler

Position Title

English Language Development Teacher

Job Duties and Responsibilities

Responsible for Title 1 compliance and coaching teachers to improve English language acquisition instruction and student academic achievement scores.

Leadership Team Member #8

Employee's Name

Yolanda Grant

Position Title

Guidance Counselor

Job Duties and Responsibilities

Responsible for providing resources for teachers, students, and families to increase attendance and create a positive learning environment.

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.

CEB's Leadership Team developed school improvement goals that included teacher, staff, and family input. CEB's School Advisory Council will meet in August to discuss and approve the School Improvement Goals and Plan. The School Advisory Council will meet once a quarter to review student progress and plans.

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))

CEB Leadership Team will meet monthly to discuss progress toward school improvement goals, emphasizing the following student groups' data: Students with Disabilities, English Language Learners, Economically Disadvantaged, Black/African American, Multi-Racial, and Hispanic. In partnership with the School Advisory Committee, the leadership team will discuss data and develop action plans to provide continuous improvement toward school improvement goals.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	42.7%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
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)* 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: C 2022-23: C* 2021-22: C 2020-21: 2019-20: D

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		27	37	35	29	28	35			191
One or more suspensions		1	5	3	18	13	10			50
Course failure in English Language Arts (ELA)		0	2	0	0	1	1			4
Course failure in Math		0	2	0	1	0	1			4
Level 1 on statewide ELA assessment		8	9	28	24	20	26			115
Level 1 on statewide Math assessment		7	13	22	22	17	32			113
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)		0	1	2						3
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	0					0

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		8	4	2	26	21	23			84

Current Year 2024-25

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year	2	6	2	15	0	0	0			25
Students retained two or more times				3						3

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	35	36	19	31	28	23	26			198
One or more suspensions	1	4	8	11	9	12	22			67
Course failure in ELA	4	4								8
Course failure in Math	4	2								6
Level 1 on statewide ELA assessment				32	37	21	29			119
Level 1 on statewide Math assessment				31	31	34	31			127
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, 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	6	5	4	4	26	18	37			100

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	4	21	1					29
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 *	39	62	57	36	59	53	45	63	56
ELA Grade 3 Achievement **	29	65	58	41	61	53			
ELA Learning Gains	61	62	60				56		
ELA Learning Gains Lowest 25%	53	60	57				43		
Math Achievement *	42	67	62	35	64	59	52	51	50
Math Learning Gains	56	68	62				63		
Math Learning Gains Lowest 25%	60	59	52				50		
Science Achievement *	38	61	57	36	65	54	31	69	59
Social Studies Achievement *								70	64
Graduation Rate								64	50
Middle School Acceleration								61	52
College and Career Readiness									80
ELP Progress	34	55	61	26	55	59	25		

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	46%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the FPPI	418
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
46%	40%	46%	42%		39%	39%

* 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	35%	Yes	5	
English Language Learners	34%	Yes	3	
Black/African American Students	40%	Yes	2	
Hispanic Students	40%	Yes	2	
Multiracial Students	36%	Yes	2	
White Students	52%	No		
Economically Disadvantaged Students	43%	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	15%	Yes	4	1
English Language Learners	26%	Yes	2	1
Black/African American Students	28%	Yes	1	1
Hispanic Students	38%	Yes	1	
Multiracial Students	34%	Yes	1	
White Students	42%	No		
Economically Disadvantaged Students	36%	Yes	1	

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	35%	Yes	3	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	37%	Yes	1	
Native American Students				
Asian Students				
Black/African American Students	44%	No		
Hispanic Students	41%	No		
Multiracial Students	78%	No		
Pacific Islander Students				
White Students	50%	No		
Economically Disadvantaged Students	44%	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	39%	29%	61%	53%	42%	56%	60%	38%					34%
Students With Disabilities	19%	30%	50%	50%	15%	47%	55%	11%					
English Language Learners	12%		46%		18%	54%							40%
Black/African American Students	26%	21%	56%	69%	28%	53%	56%	14%					
Hispanic Students	29%	0%	59%	33%	35%	56%	60%	47%					40%
Multiracial Students	35%		50%		35%	25%							
White Students	47%	34%	66%	50%	49%	61%	63%	43%					
Economically Disadvantaged Students	34%	25%	60%	52%	37%	52%	52%	33%					41%

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	36%	41%			35%			36%					26%
Students With Disabilities	10%	20%			18%			11%					
English Language Learners	10%				19%								50%
Black/African American Students	28%	38%			19%								
Hispanic Students	32%	42%			36%			31%					50%
Multiracial Students	42%				25%								
White Students	41%	44%			42%			40%					
Economically Disadvantaged Students	35%	37%			33%			34%					42%

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	45%		56%	43%	52%	63%	50%	31%					25%
Students With Disabilities	20%		46%	43%	26%	52%	46%	14%					
English Language Learners	24%		50%	36%	24%	64%							25%
Native American Students													
Asian Students													
Black/African American Students	33%		54%	44%	37%	60%	53%	25%					
Hispanic Students	35%		55%	38%	38%	67%	55%	18%					25%
Multiracial Students	69%		83%		77%	83%							
Pacific Islander Students													
White Students	51%		54%	40%	60%	62%	47%	37%					
Economically Disadvantaged Students	41%		54%	38%	48%	59%	42%	28%					

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

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

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	29%	63%	-34%	55%	-26%
Ela	4	40%	56%	-16%	53%	-13%
Ela	5	37%	54%	-17%	55%	-18%
Ela	6	49%	65%	-16%	54%	-5%
Math	3	37%	66%	-29%	60%	-23%
Math	4	56%	62%	-6%	58%	-2%
Math	5	34%	56%	-22%	56%	-22%
Math	6	37%	74%	-37%	56%	-19%
Science	5	37%	58%	-21%	53%	-16%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra						<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?

Math increased by seven points (35 to 42) which showed the greatest growth. Teachers were the most consistent in our math classes with attendance and teacher turnover. Teachers were placed in weekly professional learning communities that were supported by District math curriculum coaches and specialists.

Lowest Performance

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

Third-grade reading had the lowest performance with 28 percent proficiency due to student and teacher attendance, discipline, and lack of teacher capacity. Students entered third grade with 37 percent proficiency as second-graders. Students were placed in intervention groups. CEB had less level 1s (9) from the previous year.

Third grade had 29 students (33%) who had attendance less than 90%. Third graders had 193 discipline incidents.

Greatest Decline

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

The greatest decline was third-grade reading with a five percent decline (33 to 28). Student and teacher attendance, the number of discipline incidents, teacher turnover, and classroom management issues contributed to the decline in our third-grade reading proficiency.

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 greatest gap compared to the state average was fifth-grade math. Teacher turnover, classroom management, discipline incidents, and attendance for both students and teachers are the biggest factors that contributed to the gap.

EWS Areas of Concern

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

Student Attendance

One or more suspensions

Level 1 on State ELA

Level 1 on State Math

K-3 Substantial Reading Deficiency

Highest Priorities

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

Student Attendance

One or more suspensions

Level 1 on State ELA

K-3 Substantial Reading Deficiency

Level 1 on State Math

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 required by RAISE (specific questions)

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.

If CEB provides high-quality instruction centered around the Science of Reading, then students will close their gaps in reading deficiencies and increase their reading achievement. Teachers and teaching assistants will receive professional development on LETRS training, micro-credentials, and Benchmark alignment to provide targeted reading-differentiated instruction.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Teachers will be using direct, explicit, and systematic phonological awareness and phonemic awareness instruction to provide students with foundational reading skills grounded in the Science of Reading. Using Problem-Solving Protocol determined that K-2 Proficiency was 48 percent for the 22-23 school year, therefore all students received Tier 3 instruction, curriculum, and materials at Tier 1. Using the Problem-Solving Protocol determined that K-2 Proficiency increased to 54 percent, therefore CEB will continue to provide Tier 3 instruction, curriculum and materials at Tier 1.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Teachers will be using direct, explicit, and systematic phonological awareness, phonemic awareness, and fluency instruction to provide students with foundational reading skills grounded in the Science of Reading.

Using Problem-Solving Protocol determined that 3-6 Proficiency was 36 percent for the 22-23 school year, therefore all students received Tier 3 instruction, curriculum, and materials at Tier 1. Using the Problem-Solving Protocol determined that 3-6 Proficiency increased to 39 percent, therefore CEB will continue to provide Tier 3 instruction, curriculum and materials at Tier 1.

Grades K-2: Measurable Outcome(s)

K-2 will increase in Reading/ELA by 8 points. The will increase from 56.5 to 65 percent proficiency on the PM3 Star Reading Assessments.

Grades 3-5: Measurable Outcome(s)

Based on F.A.S.T. data, 3-6 grades will increase proficiency from 39 to 47% 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.

Student's progress will be monitored through FUNdations Unit Assessments (K-3), SRA Corrective Reading Mastery Checks (4-6), and Acadience checks three times per school year.

Person responsible for monitoring outcome

Amanda Strickland

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:

Explicit and Systematic Phonological Awareness and Phonemic Awareness Instruction - Phonological awareness only refers to what can be done orally at both the sound and syllabic levels. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge. B.E.S.T. ELA Standards - Phonological Awareness

Rationale:

-Phonological Awareness and Phonemic Awareness instruction (Strong): The National Reading Panel found positive effects of phonemic awareness (PA) instruction on improving students' ability to apply phonemic awareness in their reading and spelling. Learning to manipulate phonemes in words helped the students learn to read. -Explicit, systematic phonological awareness instruction: strong evidence
-Systematic, direct-explicit instruction: strong evidence

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Explicit Fluency Instruction -Accuracy: Accuracy in word reading refers to the ability to decode words correctly and store and accurate representation of the words in memory for instant recall. Accuracy in decoding is the result of secure knowledge of letter-sound associations. -Rate -Prosody Fluency teaching activities: repeated reading, choral reading, echo reading, paired/partner reading, Readers theater, audio-assisted reading

Rationale:

Explicit fluency instruction *Effective fluency instruction should consider all three aspects of fluency: accuracy, rate, and prosody.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Explicit and Systematic Phonological Awareness and Phonemic Awareness Instruction (ELA)

Person Monitoring:
Amanda Strickland

By When/Frequency:

May 2025/Quarterly

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

Classroom teachers and assistants will provide small group instruction to explicitly and systematically teach phonological awareness and phonemic awareness. Teachers will use Wilson FUNdations daily for all kindergarten through third grade students. Student progress will be monitored through FUNdations Unit assessments and Acadience checks. Student progress will be monitored through FUNdations Unit assessments and Acadience checks.

Action Step #2

SRA Corrective Reading will be used for students in fourth through sixth grade students.

Person Monitoring:
Amanda Strickland

By When/Frequency:

May 2025/Quarterly

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

Corrective Reading will be implemented for Grades Four through Six to improve overall reading proficiency through systematic phonic awareness and phonics instruction. Students will be monitored weekly for mastery to guide instruction and fill in learning gaps.

Action Step #3

Explicit Fluency Instruction

Person Monitoring:
Amanda Strickland

By When/Frequency:

bi-weekly

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

Classroom teachers and assistants will provide small group instruction to explicitly teach fluency through FUNdations and SRA Corrective Reading. Students will be assessed using Acadience three times per year and will have weekly progress monitoring using the SRA fluency checks.

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.

CEB teachers will provide high-quality instruction centered on Mathematical proficiency with the primary focus on number sense and operations. Students will close the gaps in their math deficiencies and increase their math achievement. Teachers and support staff will provide differentiated data-driven small group instruction to close gaps and increase math achievement.

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.

Based on FAST data, our area of focus will be Math. Using strategies and our action plan will increase our proficiency from 42% to 50% by the end of the 2024-2025 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.

Teachers will create Common Formative Assessments developed during Professional Learning Communities that will be used to monitor student progress toward our goal. FAST, Star Math, and iReady data will also be used to monitor progress toward our goal.

Person responsible for monitoring outcome

Leigh Lillard

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:

Use progress monitoring

Rationale:

By continually monitoring a child's progress, teachers can gather the information they need to match lessons to an individual child's knowledge level.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Provide explicit and systematic intervention instruction

Rationale:

Struggling students should receive explicit instruction to ensure that they have the foundational skills and conceptual knowledge necessary for understanding grade-level content.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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 Progress Monitoring

Person Monitoring:

Leigh Lillard

By When/Frequency:

bi-weekly

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

The teacher will create Common Formative Assessments developed during Professional Learning Communities.

Action Step #2

Differentiated Small Groups

Person Monitoring:

Leigh Lillard

By When/Frequency:

bi-weekly

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

Differentiated data-driven small group instruction will be provided by Title 1 funded teacher(s) and math teacher(s).

Area of Focus #3

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.

If CEB provides high-quality instruction using high leverage practices for inclusion classrooms then students will increase their reading and math achievement. Teachers and teaching assistants will receive professional development on differentiated small group instruction and using high leverage practices for all students.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

Currently, our students with disabilities are at 24% proficient in ELA and 26% proficient in Math. Using strategies and our action plan we will increase our students with disabilities proficiency to 30% in ELA to 35% in Math by the end of the 2024-2025 school year. Our goal is will be that our Federal Index will be 45%

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.

Exceptional Student Education teachers will monitor students' progress by collecting weekly data to support their Individual Education Plan goals.

Person responsible for monitoring outcome

Amanda Strickland

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:

Small group instruction

Rationale:

Provide focused, intensive small-group interventions to SWD. Explicit, direct instruction should be the primary means of instructional delivery to improve reading comprehension outcomes.

<https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf#page=27>

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

ESE and General Education teachers will receive professional development and coaching cycles to improve differentiated small-group instruction for our students with disabilities.

Person Monitoring:

Amanda Strickland

By When/Frequency:

bi-weekly

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

Inclusive scheduling was completed to ensure all students receive differentiated instruction with the most qualified teachers. Data will be reviewed with administration at bi-weekly PLC and quarterly data chats.

Action Step #2

Data chats with emphasis on reading fluency to improve reading achievement and learning gains using Intensive Reading interventions.

Person Monitoring:

Amanda Strickland

By When/Frequency:

monthly

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

Teachers will take weekly progress monitoring data using SRA Corrective Reading. Data chats will focus on student performance and additional resources or interventions to improve reading fluency and achievement.

Area of Focus #4

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

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.

If CEB provides high-quality instruction to ensure that English Language Learners have a repetition of comprehensible language related to grade-level instruction. Teachers and teaching assistants will receive professional development in differentiated small-group 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.

Currently, our ELL students are at 15% proficient in ELA and 38% proficient in Math. Using strategies and our action plan we will increase our ELL proficiency from 25% in ELA and 45% in Math by the end of the 2024-2025 school year. Our goal is to increase our Federal Index to 42.

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.

CEB's ELD teacher and ELL paraprofessionals will weekly monitor students' progress in the English language. Our ELD Facilitator, ELD teacher, and teachers will create formative assessments for our ELL students to determine mastery of the standards.

Person responsible for monitoring outcome

Jessica Jewell

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:

1) Systematic, direct-explicit instruction 2) Small group instruction; <https://www.google.com/url?q=https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf%23page%3D27&sa=D&source=docs&ust=1693094558998874&usg=AOvVaw0RLPjGAhQu7>

Rationale:

Systematic, direct-explicit instruction creates best reading comprehension outcomes. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=22

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Teachers and assistants will receive professional development and coaching to provide students with strategies to increase the repetition of comprehensible language that's related to grade-level instruction and monitor students' progress in language acquisition.

Person Monitoring:

Jessica Jewell

By When/Frequency:

bi-weekly

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

ELD teacher and general education teachers will analyze data bi-weekly to determine student progress.

Action Step #2

Data chats with emphasis on reading fluency to improve reading achievement and learning gains using Intensive Reading interventions.

Person Monitoring:

Amanda Strickland

By When/Frequency:

Monthly

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

Teachers will take weekly progress monitoring data using SRA Corrective Reading. Data chats will focus on student performance and additional resources or interventions to improve reading fluency and achievement.

Area of Focus #5

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

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.

If CEB provides high-quality instruction using high leverage practices for classrooms then students will increase their reading and math achievement. Teachers and teaching assistants will receive professional development on differentiated small group instruction and using high leverage practices for all students.

Measurable Outcome

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

Currently, our Black/African American students are at 30% proficiency in ELA and 29% proficiency in Math. Using strategies and our action plan we will increase our students from 40 to 45 on the Federal Index by the end of the 2024-2025 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.

Title 1 teachers and administrators will monitor student progress on state and district assessments.

Person responsible for monitoring outcome

Leigh Lillard

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:

Small group instruction

Rationale:

Provide focused, intensive small-group interventions. Explicit, direct instruction should be the primary means of instructional delivery to improve reading comprehension outcomes. <https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf#page=27>

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Teachers and assistants will receive professional development and coaching to provide students with strategies to increase the repetition of comprehensible language that's related to grade-level instruction and monitor students' progress in reading and math proficiency.

Person Monitoring:

Leigh Lillard

By When/Frequency:

bi-weekly

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

Title 1 teachers and general education teachers will analyze data bi-weekly at PLCs and quarterly data chats.

Action Step #2

Data chats with emphasis on reading fluency to improve reading achievement and learning gains using Intensive Reading interventions.

Person Monitoring:

Amanda Strickland

By When/Frequency:

monthly

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

Teachers will take weekly progress monitoring data using SRA Corrective Reading. Data chats will focus on student performance and additional resources or interventions to improve reading fluency and achievement.

Area of Focus #6

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

ESSA Subgroups specifically relating to Multiracial Students (MUL)**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.

If CEB provides high-quality instruction using high leverage practices for classrooms then students will increase their reading and math achievement. Teachers and teaching assistants will receive professional development on differentiated small group instruction and using high leverage practices for all students.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

Currently, our Multiracial students are at 44% proficiency in ELA and 28% proficiency in Math. Using strategies and our action plan we will increase our students from 36 to 42 on the Federal Index by the end of the 2024-2025 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.

Title 1 teachers and administrators will monitor student progress on state and district assessments.

Person responsible for monitoring outcome

Leigh Lillard

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:

Small group instruction

Rationale:

Provide focused, intensive small-group interventions. Explicit, direct instruction should be the primary means of instructional delivery to improve reading comprehension outcomes. <https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf#page=27>

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Teachers and assistants will receive professional development and coaching to provide students with strategies to increase the repetition of comprehensible language that's related to grade-level instruction and monitor students' progress in reading and math proficiency.

Person Monitoring:

Leigh Lillard

By When/Frequency:

bi-weekly

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

Title 1 teachers and general education teachers will analyze data at bi-weekly PLCs and quarterly

data chats.

Action Step #2

Data chats with emphasis on reading fluency to improve reading achievement and learning gains using Intensive Reading interventions.

Person Monitoring:
Amanda Strickland

By When/Frequency:
Monthly

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

Teachers will take weekly progress monitoring data using SRA Corrective Reading. Data chats will focus on student performance and additional resources or interventions to improve reading fluency and achievement.

Area of Focus #7

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

ESSA Subgroups specifically relating to Hispanic Students (HSP)

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.

If CEB provides high-quality instruction using high leverage practices for classrooms then students will increase their reading and math achievement. Teachers and teaching assistants will receive professional development on differentiated small group instruction and using high leverage practices for all students.

Measurable Outcome

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

Currently, our Hispanic students are at 28% proficiency on ELA and 37% proficiency on Math. Using strategies and our action plan we will increase our students from 40 to 35 on the Federal Index by the end of the 2024-2025 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.

Title 1 teachers and administrators will monitor student progress on state and district assessments.

Person responsible for monitoring outcome

Leigh Lillard

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:

Small group instruction

Rationale:

Provide focused, intensive small-group interventions. Explicit, direct instruction should be the primary means of instructional delivery to improve reading comprehension outcomes. <https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf#page=27>

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Teachers and assistants will receive professional development and coaching to provide students with strategies to increase the repetition of comprehensible language that's related to grade-level instruction and monitor students' progress in reading and math proficiency.

Person Monitoring:

Leigh Lillard

By When/Frequency:

bi-weekly

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

Title 1 teachers and general education teachers will analyze data at bi-weekly PLCs and quarterly data chats.

Action Step #2

Data chats with emphasis on reading fluency to improve reading achievement and learning gains using Intensive Reading interventions.

Person Monitoring:

Amanda Strickland

By When/Frequency:

Monthly

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

Teachers will take weekly progress monitoring data using SRA Corrective Reading. Data chats will focus on student performance and additional resources or interventions to improve reading fluency and achievement.

IV. Positive Culture and Environment

Area of Focus #1

Multiple Early Warning Signs

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.

If CEB provides high-quality instruction centered around Positive Behavioral Interventions and Supports (PBIS), then students will feel a part of the safe and inclusive learning environment which will decrease unwanted behaviors and increase academic achievement and student attendance. Teachers and teaching assistants will receive professional development on Tier 1 PBIS expectations and acknowledge all students positively.

Measurable Outcome

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

By using the strategies and action plan described below, we will increase time on task, student engagement, and student attendance from 80.9% to 85% by the end of the 2024-2025 school year. The goal reflects the percentage of the day that students are in class. CEB is not only focusing on student daily attendance but also tardiness and leaving school before the end of the day.

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 Attendance and PBIS teams will monitor student attendance weekly during meetings and Principal communication. Parents, teachers, and students will be made aware of the goal's progress through weekly newsletters, morning announcements, incentives, and social media.

Person responsible for monitoring outcome

Jessica Jewell

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:

Develop Predictable Routines (PBIS)

Rationale:

Keep routines consistent and predictable so students know what is expected of them at all times. Discuss procedures with the class and create a list of routine expectations. Post this list where it is visible to the class. Refer to specific routine expectations and prompt students to make corrections.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Define and teach positive expectations (PBIS)

Rationale:

Expectations should be clear, consistent, and realistic. They should also align with school-wide rules and student learning outcomes.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Design a Safe Environment

Rationale:

A safe learning environment is focused on academic achievement, maintaining high standards, fostering positive relationships between staff and students, and encouraging parental and community involvement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Classroom Routines

Person Monitoring:

Jessica Jewell

By When/Frequency:

weekly

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

Teachers will receive professional development and coaching to develop, implement, and reteach classroom and school-wide routines.

Action Step #2

Positive Expectations

Person Monitoring:

Jessica Jewell

By When/Frequency:

weekly

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

Teachers will receive professional development to positively acknowledge student behavior with tokens, pencils, and school t-shirts

Action Step #3

Calming Classrooms

Person Monitoring:
Amanda Strickland

By When/Frequency:
weekly

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

Teachers will receive professional development and coaching to create safe learning environments about Flooded book study, Calming Corners, Sensory Walks, and Noncontigent Reinforcement Strategies.

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.

The SIP is shared with stakeholders through quarterly School Advisory Council meetings, Title 1 Annual Meeting, family newsletters, and the school's webpage (<https://ceb.myoneclay.net/title-1-resources>).

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))

CEB plans to build positive relationships with parents, families, and the community by ensuring that all stakeholders feel a part of our students' academic experience. Stakeholders will receive weekly newsletters, Facebook posts, robocalls, and flyers for school events such as Back to School Kickoff, STEAM Night, Cocoa in the Park, Learning with the Library, and De-escalation strategies. (<https://ceb.myoneclay.net/title-1-resources>)

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))

CEB increased the amount of quality learning time in the master schedule with an emphasis on third, fourth, and fifth grades. Teachers have also received professional development to increase bell-to-

bell teaching strategies and decrease classroom instruction due to unwanted behaviors.

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))

The SIP has been developed to coordinate and integrate Title 1 programs, Exceptional Student Education, and English Language Learners. Using Title 1 funds, additional teachers and assistants were hired to support differentiated small-group instruction to increase academic achievement for our ESSA groups and all students.

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))

CEB has a full-time Guidance Counselor who teaches lessons during students' resource time to provide students with skills and strategies to improve their mental health. She also provides small-group instruction for students who need interventions. CEB also has an outside therapist (Clay Behavioral) on campus daily to meet with students who need more intensive support.

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)).

Students receive Tier 1 instruction to model positive behavior through PBIS lessons. Students are provided Tier 2 and 3 behavioral supports when needed. District Behavior Coaches and Specialists provide teachers with tools, resources, and strategies to address and improve any concerning behaviors. Students who have PBIB and FBA plans through their Tier 3 interventions and IEPs are monitored by their case manager, teacher, and administrator.

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)).

Teachers will receive professional development to improve Benchmark Alignment with a focus on the Science of Reading by the FL DOE presenter. Teachers will receive professional learning and participate in professional learning communities to improve classroom management, planning for

strong instruction and student engagement, and de-escalating students in their classrooms. These professional learning activities should increase student and teacher attendance which will improve student academic achievement.

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))

Preschool students are provided tours of the campus, staggered enrollment, and prescreening.

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.

Based on the needs of our students, our administration and leadership teams met with District reading and math specialists to evaluate and plan resources for the upcoming school year. Students are receiving Tier 3 curriculum and resources at Tier 1 in reading based on their needs. Data is monitored through progress monitoring screeners to make any adjustments in small group differentiated instruction based on the students' needs.

Specifics to Address the Need

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

Students in kindergarten through third grade students are receiving FUNdations for their foundation skill standards at Tier 1 and then Tier 3 instruction at a below their grade level. Data supports that these students need additional time and repetition to master their foundational skills. Fourth through sixth grade students are receiving Tier 3 SRA Corrective Reading, A, B1, B2 or C for 45 minutes each day. Based on data, students need additional explicit instruction on decoding and improving their fluency. To improve academic achievement, CEB is focusing on attendance to increase instructional time for all students. All Prekindergaren through fifth grade students will have one teacher for all subjects to maximize time and behavior incidents.

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

Clay County Schools

COPPERGATE ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

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

At Coppergate Elementary School, we are committed to educating the whole child by fostering academic excellence and integrating the visual and performing arts. Our holistic approach ensures that each student thrives intellectually, creatively, and socially.

Provide the school's vision statement

Coppergate is dedicated to nurturing lifelong learners through a comprehensive academic and arts curriculum. By emphasizing communication, creative problem-solving, and interpersonal relationships, we empower our stakeholders to inspire and cultivate a thriving community of well-rounded, innovative individuals.

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

Melissa Metz

Position Title

Principal

Job Duties and Responsibilities

Melissa Metz provides leadership, direction and coordination within the school. She communicates goals and strategies for school achievement, assess teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, administers the budget, and determines ways to improve instruction and student goals.

Leadership Team Member #2

Employee's Name

Candi Sweet

Position Title

Assistant Principal

Job Duties and Responsibilities

Candi Sweet provides leadership, direction and coordination within the school. She communicates goals and strategies for school achievement, assess teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, administers the budget, and determines ways to improve instruction and student goals.

Leadership Team Member #3

Employee's Name

Laura Taylor

Position Title

Title I Teacher

Job Duties and Responsibilities

Responsibilities include:

1. modeling effective instructional strategies for teachers K - 3
2. participating in reading leadership teams
3. coaching and mentoring teachers
4. providing professional development
5. training teachers to administer assessments, analyze data, and use data to differentiate instruction
6. providing differentiated instruction and intensive interventions.

Laura is the Lead Title I teacher and helps to ensure the school is in compliance.

Leadership Team Member #4

Employee's Name

Luuly Thai

Position Title

Guidance Counselor

Job Duties and Responsibilities

Supports academic, behavioral, and social emotional needs of all students. She facilitates communication between parents, teachers, administrators, and students.

Leadership Team Member #5

Employee's Name

Katie Wanamaker

Position Title

Social Worker

Job Duties and Responsibilities

Assists with concerns related to attendance, academics, housing, clothing. She is a member of the Student Success/Attendance Team. Ms. Wanamaker monitors our EWS.

Leadership Team Member #6

Employee's Name

Brittany Bishop

Position Title

5th Grade ELA Teacher/Invention Team Facilitator

Job Duties and Responsibilities

Responsibilities include:

1. teacher lead for PBIS
2. coaches and mentors teachers
3. provides professional development
4. MTSS Lead

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.

Involving stakeholders in the School Improvement Plan (SIP) development process is crucial for ensuring the plan is comprehensive, relevant, and supported by those directly affected by its implementation. Here's a structured process at Coppergate Elementary for involving various stakeholders and utilizing their input effectively:

1. Identification of Stakeholders:

- **School Leadership Team:** Includes principal, assistant principals, curriculum coordinators, social worker, guidance, and department heads. They provide administrative oversight and expertise.
- **Teachers and School Staff:** Classroom teachers, special educators, counselors, and support staff who contribute insights from their direct interaction with students and understanding of instructional practices.
- **Parents and Families:** Key stakeholders who provide perspectives on student needs, expectations, and community concerns. Their involvement fosters collaboration between home and school.
- **Students:** Student input is essential for understanding their learning experiences, challenges, and aspirations. It empowers students to take ownership of their education.
- **Business or Community Leaders:** These stakeholders offer external perspectives, potential resources, and support for broader community engagement initiatives.

2. Engaging Stakeholders:

- **Initial Communication:** Communicate the purpose and importance of the SIP development process to stakeholders through meetings, emails, newsletters, and school-wide announcements.
- **Inclusive Meetings:** Schedule meetings that accommodate various stakeholders' schedules and preferences. Offer virtual options if needed to ensure broad participation.
- **Surveys and Feedback Mechanisms:** Distribute surveys to gather structured feedback on current challenges, strengths, and improvement opportunities.
- **Workgroups or Committees:** Form smaller workgroups or committees representing diverse stakeholders to delve deeper into specific areas of the SIP (e.g., curriculum, professional

development, community partnerships).

3. Utilizing Stakeholder Input:

- **Data Analysis:** Collate and analyze feedback from surveys, meetings, and other input channels. Identify recurring themes, priorities, and concerns expressed by stakeholders.
- **Goal Setting:** Translate stakeholder input into specific goals and objectives for the SIP. Ensure goals align with state academic standards, address achievement gaps, and reflect community expectations.
- **Strategy Development:** Involve stakeholders in brainstorming and refining strategies to achieve SIP goals. Draw on their expertise to identify effective instructional practices, interventions, and support mechanisms.
- **Resource Allocation:** Consider stakeholder input when allocating resources (e.g., funding, personnel, professional development opportunities) to support SIP implementation.

4. Feedback and Iteration:

- **Draft Review:** Share a draft SIP document with stakeholders for review and additional feedback. Encourage constructive criticism and suggestions for improvement.
- **Revision Process:** Incorporate relevant feedback into the final SIP document. Clearly communicate how stakeholder input influenced revisions and adjustments.

5. Communication and Transparency:

- **Final Presentation:** Present the final SIP to stakeholders through meetings, forums, or newsletters. Highlight how their input contributed to the development process.
- **Continuous Engagement:** Maintain ongoing communication with stakeholders throughout SIP implementation. Provide regular updates on progress, challenges, and achievements.

Benefits of Stakeholder Involvement:

- **Enhanced Ownership and Commitment:** Stakeholders feel invested in the SIP's success when their perspectives are valued and integrated into the planning process.
- **Diverse Perspectives:** Incorporating insights from various stakeholders ensures a holistic approach that considers different viewpoints and priorities.
- **Improved Effectiveness:** SIP strategies are more likely to be effective and sustainable when they reflect the needs and expectations of those directly impacted by them.

By following this process, Coppergate Elementary can foster a collaborative environment where stakeholders contribute meaningfully to SIP development, ultimately enhancing student achievement and closing achievement gaps effectively.

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))*

Monitoring the School Improvement Plan (SIP) for effective implementation and impact on student achievement, especially for those with significant achievement gaps, involves a systematic approach to assessment and adjustment. Here's our structured plan on how this monitoring and revision process is carried out at Coppergate:

Monitoring Process:

1. Data Collection and Analysis:

- Regular collection of academic data (e.g., standardized test scores, formative assessments, classroom performance data) disaggregated by student groups, including those with achievement gaps.
- Analysis of data to identify trends, patterns, and areas needing improvement.
- Data chats

2. Progress Monitoring:

- Quarterly reviews of SIP goals and objectives to assess progress
- Comparison of actual outcomes with expected outcomes outlined in the SIP.
- Use of data dashboards (Analytics and/or Synergy) are used as monitoring tools to visualize progress and trends over time.

3. Stakeholder Feedback:

- Gathering feedback from teachers, staff, students, parents, and community members regarding the effectiveness of SIP strategies.
- Conducting surveys, focus groups, or interviews to understand perspectives on SIP implementation and impact.

4. Observations and Classroom Visits:

- Principals and administrators conducting regular classroom visits and observations to assess instructional practices aligned with SIP goals.
- Feedback sessions with teachers to discuss strengths and areas for improvement.

5. Review Meetings:

- Scheduled meetings of the SIP team or leadership group to review progress.
- Discussing data trends, stakeholder feedback, and observations to inform decision-making.

Revision Process:

1. Identifying Areas for Improvement:

- Based on the monitoring data and feedback, identify specific areas of the SIP that require adjustment.
- Prioritize revisions based on the impact on student achievement and alignment with state academic standards.

2. Setting Revised Goals and Strategies:

- Modify existing goals or establish new ones that address identified weaknesses or emerging needs.

- Develop strategies and action steps to achieve revised goals, considering evidence-based practices and research.

3. Allocation of Resources:

- Ensure adequate resources (e.g., staffing, professional development, instructional materials) are allocated to support revised strategies.
- Align budgetary decisions with the priorities identified in the revised SIP.

4. Communication and Collaboration:

- Communicate revisions to all stakeholders, ensuring transparency and understanding of changes.
- Collaborate with teachers and staff to ensure buy-in and alignment of classroom practices with revised strategies.

5. Implementation and Monitoring of Revisions:

- Implement revised strategies with fidelity, monitoring progress through similar data collection and analysis methods as outlined in the monitoring process.
- Continuously assess the effectiveness of revisions and make adjustments as needed to ensure continuous improvement.

Continuous Improvement Cycle:

- **Reflect and Learn:** Encourage a culture of reflection and learning among staff and stakeholders to continually improve SIP implementation.
- **Document and Share:** Document all steps of the monitoring and revision process, sharing successes, challenges, and lessons learned.
- **Iterate:** Use findings from the monitoring process to inform future SIP cycles, ensuring a dynamic and responsive approach to improving student achievement.

By following this structured approach to monitoring and revising the SIP, Coppergate Elementary can effectively enhance student achievement, particularly among those with the greatest achievement gaps, while ensuring continuous improvement aligned with state academic standards.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	46.5%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: B* 2021-22: C 2020-21: 2019-20: B

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		20	26	21	20	20	24			131
One or more suspensions		5	3	1	1	5	5			20
Course failure in English Language Arts (ELA)		6	0	0	3	0	1			10
Course failure in Math		3	0	1	0	0	4			8
Level 1 on statewide ELA assessment					19	14	22			55
Level 1 on statewide Math assessment					12	22	22			56
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)		0	0	1						1
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	12					12

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	1	4	6	9	18			44

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	1	2	7	0	0	1			12
Students retained two or more times	0	0	0	0	0	0	1			1

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	12	15	10	10	9	7	10			73
One or more suspensions	2				1					3
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment				11	13	22	19			65
Level 1 on statewide Math assessment				9	22	22	12			65
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)				11						65

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1			9	10	18	8			46

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				9						9
Students retained two or more times				2						2

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 *	57	62	57	48	59	53	57	63	56
ELA Grade 3 Achievement **	53	65	58	45	61	53			
ELA Learning Gains	66	62	60				56		
ELA Learning Gains Lowest 25%	67	60	57				46		
Math Achievement *	56	67	62	52	64	59	61	51	50
Math Learning Gains	68	68	62				59		
Math Learning Gains Lowest 25%	64	59	52				43		
Science Achievement *	45	61	57	63	65	54	50	69	59
Social Studies Achievement *								70	64
Graduation Rate								64	50
Middle School Acceleration								61	52
College and Career Readiness									80
ELP Progress	57	55	61	70	55	59	50		

*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	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	539
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
60%	56%	53%	65%		54%	60%

* 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	46%	No		
English Language Learners	57%	No		
Black/African American Students	51%	No		
Hispanic Students	63%	No		
Multiracial Students	60%	No		
White Students	60%	No		
Economically Disadvantaged Students	54%	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	29%	Yes	3	3
English Language Learners	70%	No		
Black/African American Students	36%	Yes	1	
Hispanic Students	42%	No		
Multiracial Students	36%	Yes	1	
White Students	61%	No		
Economically Disadvantaged Students	47%	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	26%	Yes	2	2

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	50%	No		
Native American Students				
Asian Students				
Black/African American Students	59%	No		
Hispanic Students	57%	No		
Multiracial Students	58%	No		
Pacific Islander Students				
White Students	51%	No		
Economically Disadvantaged Students	50%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	57%	53%	66%	67%	56%	68%	64%	45%					57%
Students With Disabilities	38%	26%	59%	52%	38%	59%	65%	33%					
English Language Learners	38%		64%		46%	73%							63%
Black/African American Students	37%	30%	55%	63%	42%	73%	86%	23%					
Hispanic Students	59%	67%	72%		49%	67%							
Multiracial Students	57%		77%		50%	57%							
White Students	63%	57%	68%	69%	63%	68%	42%	52%					
Economically Disadvantaged Students	51%	45%	59%	59%	48%	63%	65%	33%					59%

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	48%	45%			52%			63%					70%
Students With Disabilities	27%	27%			25%			36%					
English Language Learners													70%
Black/African American Students	36%	40%			36%			31%					
Hispanic Students	44%	13%			48%			64%					
Multiracial Students	33%				39%								
White Students	54%	59%			58%			72%					
Economically Disadvantaged Students	43%	38%			45%			61%					

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	57%		56%	46%	61%	59%	43%	50%					50%
Students With Disabilities	19%		39%	40%	25%	33%	27%	0%					
English Language Learners													50%
Native American Students													
Asian Students													
Black/African American Students	52%		74%		48%	63%							
Hispanic Students	47%		47%	64%	62%	62%	54%	62%					
Multiracial Students	69%		62%		56%	46%							
Pacific Islander Students													
White Students	61%		56%	38%	63%	58%	35%	48%					
Economically Disadvantaged Students	50%		55%	46%	52%	57%	48%	43%					

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	54%	63%	-9%	55%	-1%
Ela	4	52%	56%	-4%	53%	-1%
Ela	5	46%	54%	-8%	55%	-9%
Ela	6	73%	65%	8%	54%	19%
Math	3	49%	66%	-17%	60%	-11%
Math	4	44%	62%	-18%	58%	-14%
Math	5	51%	56%	-5%	56%	-5%
Math	6	79%	74%	5%	56%	23%
Science	5	41%	58%	-17%	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 significant improvement was English Language Arts (ELA), with an increase of 9%.

New Actions Taken:

To achieve this notable improvement in ELA, our school implemented several new actions and initiatives:

1. **Foundations Phonics Curriculum (K-3):** This academic year marked the first full implementation of the FoundationS phonics curriculum for students in kindergarten through third grade. The structured and systematic approach of this curriculum significantly enhanced our students' foundational reading skills.
2. **SRA Corrective Reading and Decoding and Spelling through Morphographs:** We provided robust support for students with substantial reading deficiencies by utilizing SRA Corrective Reading and Decoding and Spelling through Morphographs programs. These targeted interventions helped students improve their reading accuracy, fluency, and comprehension.
3. **Targeted Tutoring:** We offered targeted before and after-school tutoring sessions specifically for students with substantial reading deficiencies and those identified as "bubble students" (students on the cusp of proficiency). This additional instructional time was crucial in helping these students make significant gains.
4. **BEST Standards and SAVVAS Curriculum:** Teachers and students gained more experience and familiarity with the new BEST standards and the SAVVAS curriculum, leading to more effective instruction and better alignment with state expectations.
5. **Professional Learning Communities (PLCs):** There was a heavy focus on Professional Learning Communities, where teachers engaged in the PLC inquiry cycle and conducted regular data chats. These collaborative efforts allowed educators to analyze student data closely, share best practices, and implement data-driven instructional strategies.

These combined actions created a comprehensive support system for our students, enabling them to

achieve remarkable improvements in their ELA performance. The collaborative and targeted approach to addressing reading deficiencies and leveraging the strengths of our instructional frameworks played a crucial role in this success.

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 data component that showed the lowest performance was Science, with a performance rate of 45%.

Contributing Factors and Trends:

Several factors contributed to the low performance in Science last year:

1. **Staffing Changes and Class Size:** The school initially operated on a two-way split schedule. However, due to a staff member leaving and another going on maternity leave, we had to transition to a one three-way split, which resulted in increased class sizes. This shift likely impacted the amount of individualized attention and support students received.
2. **Out-of-Field Teaching:** For the latter half of the year, the science classes were taught by a first-year teacher who was out-of-field for both science and math. The lack of specialized expertise and experience in teaching these subjects could have affected the quality of instruction and student understanding.
3. **Inaccurate Projections:** The mid-year data and the spring scrimmage, which typically provide accurate performance projections, were not reliable this year. These data points had projected much higher achievement levels than were realized, indicating possible inconsistencies or issues in the assessment processes.
4. **Transition to Online and Partially Adaptive Testing:** This was the first year that science assessments were conducted online and in a partially adaptive format. The new testing format may have posed additional challenges for students, including unfamiliarity with the digital interface and the adaptive nature of the tests, potentially affecting their performance.

Trends:

The trends observed indicate that staffing stability, teacher qualifications, and accurate data projections are critical factors in student performance. Additionally, the transition to new testing formats can significantly impact outcomes if not adequately supported. Moving forward, ensuring consistent and qualified staffing, providing support for new testing formats, and validating assessment

data will be essential steps to improve science performance.

Greatest Decline

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

The data component that showed the greatest decline from the prior year was Science, with a decrease of 18 points.

Contributing Factors to the Decline:

Several factors contributed to the significant decline in Science performance:

1. **Staffing Changes and Increased Class Sizes:** Initially, the school operated on a two-way split schedule. However, due to a staff member leaving and another going on maternity leave, we transitioned to a one three-way split, resulting in increased class sizes. This change likely reduced the amount of individualized attention and support that students received.
2. **Out-of-Field Teaching:** During the latter half of the year, science was taught by a first-year teacher who was out-of-field for both science and math. The lack of specialized expertise and experience in these subjects may have negatively impacted the quality of instruction and student comprehension.
3. **Transition from Experienced Teachers:** The previous year, Science was taught by two very experienced teachers, and no staffing changes occurred during the year, providing stability and continuity. The loss of this experience and consistency likely contributed to the decline.
4. **Shift to Online and Partially Adaptive Testing:** This year marked the first time science assessments were conducted online and in a partially adaptive format. The transition from a paper-based test to a digital format may have posed challenges for students, including unfamiliarity with the new interface and the adaptive nature of the tests, potentially affecting their performance.
5. **Inaccurate Projections:** Mid-year data and the spring scrimmage, which usually provide reliable performance projections, were not accurate this year. These data points had projected much higher achievement levels than were realized, suggesting potential inconsistencies or issues in the assessment process.

The combined impact of staffing changes, increased class sizes, less experienced and out-of-field teachers, and the shift to a new testing format contributed to the substantial decline in Science performance. Addressing these issues will be crucial in reversing this trend and improving student outcomes in Science.

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 data component with the greatest gap when compared to the state average was 4th grade Math, where our performance was 14% below the state average.

Contributing Factors to the Gap:

Several factors contributed to this significant gap in 4th grade Math performance:

1. **Staffing Challenges:** Initially, the 4th grade started with two two-way splits. One of the Math teachers was in his first year and teaching out-of-field, while the other teacher had just returned from several years off. The first-year teacher encountered certification requirements and was subsequently released. Unable to hire a replacement, we had to shift to a co-teaching model with a long-term substitute and a fully certified teacher skilled in ELA but new to Math.
2. **Adjustment Period for Returning Teacher:** The returning teacher faced difficulties adapting to the numerous changes that had occurred during her absence, including new standards, curriculum, and assessment methods. This adjustment period likely impacted the effectiveness of Math instruction.
3. **Prior Math Proficiency:** This group of students completed 3rd grade with only 32% proficiency in Math. Despite performing well below the state average in 4th grade, they demonstrated tremendous growth given their starting point.
4. **Curriculum Prioritization:** Math was not prioritized as heavily as it should have been, especially with the implementation of a new curriculum. The focus on other subjects may have detracted from the time and resources needed to address the gaps in Math proficiency.

Trends:

The trends observed indicate that staffing stability and teacher expertise are critical for student success in Math. The combination of inexperienced and out-of-field teaching, coupled with a significant transition period for returning staff, created an environment less conducive to high performance. Additionally, the lack of prioritization for Math instruction amidst curriculum changes likely exacerbated the existing proficiency gaps. Moving forward, ensuring consistent and qualified staffing, prioritizing Math instruction, and providing targeted support for students with low prior proficiency will be essential in closing the gap with the state average.

EWS Areas of Concern

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

Upon analyzing the Early Warning System (EWS) data from the previous school year, it has become evident that student attendance is a significant area of concern. Specifically, approximately 131 students had attendance rates below 90%. This level of absenteeism is alarming as it can directly impact student achievement and overall school performance. Addressing this issue is critical to ensure that all students have equitable opportunities to succeed academically.

Plan of Action for Improving Student Attendance

To proactively address the attendance issue this school year, we will implement a comprehensive action plan that involves early identification, targeted interventions, and ongoing support for students and families. Our plan will focus on the following key strategies:

1. Early Identification and Monitoring

- Attendance Data Monitoring: We will utilize our EWS system to closely monitor student attendance on a weekly basis. This will allow us to identify students at risk of falling below 90% attendance early in the school year.
- Student Success Team (SST): Establish an SST-Attendance that will monthly to review attendance data, identify at-risk students, and develop individualized intervention plans. The team will consist of administrators, counselors, social workers, and teachers.

2. Targeted Interventions

- Tiered Intervention System: Implement a tiered intervention system to address varying levels of absenteeism.
 - Tier 1: School-wide attendance initiatives, including recognition programs, and regular communication with parents about the importance of attendance.
 - Tier 2: Small group interventions for students with moderate attendance issues, including attendance contracts, mentoring programs, and check-ins with counselors or social workers.
 - Tier 3: Intensive, individualized support for students with chronic absenteeism, including home visits, referrals to community resources, and individualized attendance plans.

3. Family Engagement and Support

- Parent Outreach and Education: Provide resources to educate parents on the importance of regular school attendance and its impact on student success. We will also establish clear communication channels to inform parents promptly if their child's attendance becomes a concern.

4. Positive School Climate

- Promote a Welcoming Environment: Foster a positive school climate where students feel safe, valued, and motivated to attend school regularly. This will include initiatives such as life skill programs

and activities that build a sense of community and belonging.

- Attendance Celebrations: Recognize and celebrate good and improved attendance with regular school-wide events.

5. Partnerships with Community Agencies

- Collaboration with Community Resources: Strengthen partnerships with local community agencies and organizations that can provide additional support to families facing challenges that impact school attendance, such as housing instability, health issues, or transportation barriers.

Monitoring and Evaluation

The success of our attendance improvement efforts will be monitored through regular review of attendance data, with adjustments to interventions as needed. We will track the progress of individual students and overall school attendance rates monthly and report findings to the school leadership team. Additionally, we will gather feedback from students, parents, and staff to assess the effectiveness of our strategies and make necessary modifications.

By taking a proactive and multi-faceted approach to addressing attendance, we aim to reduce the percentage of students with attendance below 90% and foster an environment where all students are present and ready to learn every day.

Highest Priorities

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

1. **Science:**

- **Objective:** Improve Science performance across all grade levels, addressing the 19-point decline from last year.

2. **Math:**

- **Objective:** Close the gap between our 4th grade Math performance and the state average, aiming to reduce the 14% disparity.

3. **ELA:**

- **Objective:** Build on the 8% improvement in ELA and continue to enhance student proficiency.

4. **Students with Disabilities (SWD) Proficiency:**

- **Objective:** Improve academic outcomes for Students with Disabilities (SWD) across all subjects.

5. **Positive Behavioral Interventions and Supports (PBIS) Systems:**

- **Objective:** Strengthen PBIS systems to create a positive and supportive school environment.

By prioritizing these areas, we aim to create a comprehensive and supportive learning environment that addresses the academic and behavioral needs of all students, ultimately leading to improved performance across the board.

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.

Description: Our goal is to continue the upward trajectory of our students' English Language Arts (ELA) proficiency. Building on the substantial improvements we have achieved, we aim to further enhance our literacy program to not only meet but exceed state averages. Despite significant progress, our students' performance still lags behind district benchmarks and comparable schools. Our objective is to ensure that by the end of the academic year, 60% of our students will achieve or surpass proficiency levels in ELA as measured by state standardized tests and school-based assessments.

Rationale: The substantial improvement in ELA performance over the past year demonstrates the effectiveness of our current strategies and the dedication of our staff and students. Achieving near state-average proficiency levels is a commendable milestone; however, our goal is to bridge the gap between our school, the district, and similar schools. By focusing on targeted interventions, professional development, and enriched literacy experiences, we can address the specific areas where our students need the most support.

Continuing to enhance our ELA program is critical because literacy is foundational to all areas of learning. Strong reading and writing skills not only improve academic performance across subjects but also prepare students for future educational and career opportunities. By striving to exceed district and peer school performance, we reaffirm our commitment to academic excellence and equity for all students.

Measurable Outcome

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

Current Performance (2023-2024):

- ELA Proficiency (KG-2): 60%
- ELA Proficiency (3-6): 57%

- Overall Learning Gains (3-6): 66%
- Learning Gains in the Lowest Quartile (3-6 LPQ): 67%

By the end of the 2024-2025 academic year, Coppergate Elementary School aims to achieve the following measurable outcomes in English Language Arts (ELA) on the Florida Assessment of Student Thinking (FAST):

1. **Increase ELA Proficiency:** Raise the percentage of students achieving proficiency in ELA (KG-6) from 59% to 63% as measured by FAST.
2. **Maintain or Increase Overall Learning Gains:** Ensure that at least 70% of students (retained 3rd and 4th - 6th) demonstrate overall learning gains in ELA, maintaining or surpassing the current level of progress as measured by FAST.
3. **Increase Learning Gains in the Lowest Quartile (LPQ):** Improve the percentage of students (retained 3rd and 4th - 6th) in the lowest quartile making learning gains from 67% to 69% measured by FAST.

These outcomes reflect our commitment to continuous improvement and ensuring that all students, particularly those in the lowest quartile, receive the support they need to succeed.

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 Approach: The progress towards our ELA goals will be rigorously monitored through a multi-tiered approach involving various stakeholders, data collection tools, and continuous evaluation practices.

Monitoring Tools and Techniques:

1. **Classroom Walkthroughs and Observations:**
 - **Purpose:** Ensure that ELA programs and instructional strategies are implemented with fidelity.
 - **Frequency:** Regular intervals throughout the academic year.
2. **Data Collection and Analysis:**
 - **Tools:** Lexia Core5 and PowerUp progress, Acadience, FAST, curriculum-based measures
 - **Process:** Data from these programs will be collected systematically and analyzed monthly and/or as appropriate to track student progress and identify areas needing intervention.
3. **Professional Learning Communities (PLCs) and Data Meetings:**
 - **Weekly PLCs:**

- **Purpose:** Discuss and analyze data to inform instructional practices and interventions.
 - **Quarterly Team Data Meetings:**
 - **Purpose:** Conduct comprehensive reviews of student data, assess progress towards goals, and adjust strategies as necessary.
4. **Alignment with Standards/Benchmarks:**
- **Process:** Work with District Literacy Coaches and Teacher Leads to ensure ELA programs are aligned with Florida B.E.S.T. Standards Benchmarks.

Impact on Student Achievement Outcomes: Ongoing monitoring and data-driven decision-making will significantly impact student achievement outcomes by:

- **Ensuring Fidelity of Implementation:** Regular classroom walkthroughs and observations will ensure that teachers are implementing ELA programs and instructional strategies as intended, maintaining a high standard of teaching quality.
- **Responsive Interventions:** Frequent data collection and analysis through Lexia Core5, PowerUp, Acadience, FAST, and curriculum-based measures will provide real-time insights into student performance, enabling timely and targeted interventions.
- **Collaborative Improvement:** Weekly PLCs and quarterly data meetings will foster a collaborative environment where teachers can share best practices, discuss challenges, and refine instructional strategies based on data insights.
- **Standards Alignment:** Working with District Literacy Coaches and Teacher Leads to align ELA instruction with B.E.S.T. Standards Benchmarks will ensure that the curriculum meets state requirements and addresses the specific needs of our students.

By implementing this comprehensive monitoring approach, we are confident that we will achieve our desired ELA outcomes, ultimately improving overall student proficiency, learning gains, and supporting our students in the lowest quartile to make significant progress.

Person responsible for monitoring outcome

Melissa Metz, 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:

Explicit Comprehension Strategy Instruction (Before, During, After)

Rationale:

Students who have been explicitly taught multiple comprehension strategies demonstrate greater improvement in reading comprehension. However, students should be proficient with each strategy before they attempt to combine them.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Small group instruction

Rationale:

Small group instruction is a highly effective, evidence-based intervention in ELA because it allows for personalized learning, targeted skill development, and increased student engagement. It enables teachers to provide immediate feedback, foster collaboration, and offer differentiated instruction based on specific student needs. Research supports that small group instruction significantly improves literacy outcomes, helping to close learning gaps and enhance overall proficiency. By utilizing small group instruction, we can better address the diverse needs of students, thereby improving literacy skills and achieving higher ELA proficiency and learning gains.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Systematic, explicit, recursive, and cumulative phonics instruction

Rationale:

Explicit, systematic phonics instruction is essential because it provides a clear, structured approach to teaching reading by focusing on the relationships between letters and sounds. This method helps students decode words, leading to improved reading fluency and comprehension. Research consistently shows that systematic phonics instruction is particularly effective for early readers and struggling readers, as it builds foundational literacy skills and promotes long-term reading success. By ensuring that students understand and can apply phonics rules, we lay the groundwork for proficient and confident readers.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

Systematic, explicit, recursive, and cumulative phonics instruction

Person Monitoring:
Melissa Metz, Principal

By When/Frequency:
Quarterly

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

All ELA and Science teachers will implement systematic, explicit, recursive and cumulative phonics instruction as evidenced by lesson plans, student work samples, classroom walkthroughs and the district-created ELA posters. The school will monitor the impact of implementing Foundations (KG-3) by employing a variety of curriculum-based measures and progress monitoring tools. By systematically collecting and analyzing data from these sources, the school can ensure that the implementation of Foundations is effective, identify areas for improvement, provide professional learning opportunities and continuously support students' literacy development.

Action Step #2

Implementation of small group instruction with fidelity

Person Monitoring:
Melissa Metz, Principal

By When/Frequency:
Quarterly

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

Beginning and mid-year data analysis to help plan whole and small group instruction and identifying focused students for more strategic support as evidenced by artifacts. The tools used will be dependent upon the identified areas of need and the programs available for those areas of need on the K-12 reading plan (CERP), as evident in lesson plans, classroom walkthroughs, and student data analysis in PLC's. A variety of professional learning opportunities will be offered, as well. Students will have a consistent visual reference to reinforce Language Arts concepts, leading to improved understanding and retention. The use of engaging posters will enhance the overall learning experience in small group settings. This will be evidenced by small group lesson plans and the posters themselves. Generation Genius videos will be combined with structured reading activities, to enhance their comprehension skills, better understand scientific concepts, and engage more deeply with the material as evidenced by lesson plans and classroom walkthrough. The title I teacher and assistants will assist teachers across all grade-levels with small group instruction.

Action Step #3

Explicit Comprehension Strategy Instruction

Person Monitoring:
Melissa Metz, Principal

By When/Frequency:
Quarterly

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

All ELA and Science teachers will implement explicit instruction in comprehension strategies (before, during, and after reading) as evidenced by lesson plans, student work samples, classroom walkthroughs and the district-created ELA posters. A variety of professional learning opportunities will be offered, such whole group PLC, grade-level PLCs, and lunch & learns. Specific topic will include, but are not limited to explicit comprehension strategies for ELA and Science, small group instruction, BEST Standards, student work analysis, data analysis, etc. as evidenced by artifacts. The school will monitor the impact of explicit instruction in comprehension strategies (before, during, and after reading) through a variety of curriculum-based measures, assessment tools and, data analysis practices. By systematically collecting and analyzing data from these various sources, the school can effectively monitor the impact of explicit comprehension strategy instruction, ensuring that students develop strong reading comprehension skills and achieve academic success. A variety of professional learning opportunities will be offered, as well.

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.

Description: Our goal is to reverse the declining trend in Math proficiency and learning gains, re-establishing it as a strong subject at our school. Despite historically outperforming in Math, recent years have seen a steady decline, resulting in ELA now outpacing Math in terms of proficiency and learning gains.

Rationale: The recent decline in Math performance is concerning, particularly given our history of strong achievement in this subject. Several factors may contribute to this decline, including changes in curriculum, instructional methods, or student support mechanisms. To address these challenges, we need a focused and strategic approach to strengthen our Math program and ensure our students regain their previous levels of excellence.

Improving Math proficiency is critical for several reasons:

1. **Foundational Skills:** Math is a core subject that provides essential skills for academic success and everyday problem-solving. Strengthening these skills is fundamental to students' overall educational development.
2. **Closing Learning Gaps:** Addressing the decline in Math performance is vital to ensure that all students, particularly those in the lowest quartile, have equitable opportunities to succeed.
3. **Holistic Academic Performance:** Balanced proficiency across core subjects is crucial for the overall academic health of our students and the school. High performance in both ELA and Math is indicative of a well-rounded, effective educational program.

To achieve these goals, we will implement targeted interventions, data-driven instruction, and professional development for teachers, ensuring a robust and supportive learning environment for all students. By revitalizing our Math program, we aim to restore our previous levels of achievement and provide our students with the skills and confidence they need to excel.

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.

Current Performance (2023-2024):

- Math Proficiency (KG-2): 60%
- Math Proficiency (3-6): 56%
- Overall Learning Gains: 68%
- Learning Gains in the Lowest Quartile (LPQ): 64%

Measurable Outcome: By the end of the 2024-2025 academic year, Coppergate Elementary School aims to achieve the following measurable outcomes in Math:

1. **Increase Math Proficiency:** Raise the percentage of students achieving proficiency in Math (KG-6) from 58% to 61% as measured by the Florida Assessment of Student Thinking (FAST).
2. **Increase Overall Learning Gains:** Ensure that 70% of students (retained 3rd and 4th - 6th) demonstrate overall learning gains in Math on the Florida Assessment for Student Thinking (FAST).
3. **Increase Learning Gains in the Lowest Quartile (LPQ):** Improve the percentage of students (retained 3rd and 4th - 6th) in the lowest quartile making learning gains from 64% to 66% on the Florida Assessment of Student Thinking (FAST).

These targets reflect our commitment to reversing the decline in Math performance and ensuring that all students, particularly those in the lowest quartile, make significant progress in their mathematical understanding and skills.

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 Approach: To ensure the effectiveness of the Math improvement plan, the school will employ a structured and systematic approach to monitor the implementation and impact of the Math curriculum. This approach will involve the use of specific programs, regular data collection, and analysis, as well as continuous support and evaluation from various stakeholders.

Implementation and Monitoring Tools:

1. **Math Curriculum:**
 - **Programs Used:** iReady, Florida Reveal Math, and Eureka Math Squared.
 - **Alignment:** Ensuring alignment with the Florida/B.E.S.T. Standards.
2. **Support and Fidelity Monitoring:**
 - **Methods:** Regular classroom walkthroughs and observations to ensure the curriculum is implemented with fidelity.
 - **Frequency:** Ongoing throughout the academic year.
3. **Data Collection and Analysis:**

- **Tools:** iReady diagnostic and progress monitoring, curriculum-based assessments, and other formative assessments.
- **Process:** Data collected from these programs will be systematically reviewed and analyzed by teachers.

4. **Professional Learning Communities (PLCs) and Data Meetings:**

- **Weekly Content PLCs:**
 - **Purpose:** Discuss and analyze data, share effective instructional strategies, and adjust teaching practices based on student needs.
- **Quarterly Team Data Meetings:**
 - **Purpose:** Conduct comprehensive reviews of student performance data, evaluate progress towards goals, and make necessary adjustments to instructional plans.

Impact on Student Achievement Outcomes: Ongoing monitoring and data-driven decision-making will have a significant impact on student achievement outcomes by:

- **Ensuring Fidelity of Implementation:** Regular classroom walkthroughs and observations by District Math Coaches, administration, and Teacher Leads will ensure that teachers are delivering the Math curriculum as intended. This will maintain a high standard of instructional quality.
- **Timely and Targeted Interventions:** Frequent data collection through iReady, Florida Reveal Math, Eureka Math Squared, and other assessments will provide real-time insights into student performance. This allows for timely interventions and supports tailored to student needs, ensuring that learning gaps are addressed promptly.
- **Collaborative Professional Development:** Weekly PLCs and quarterly data meetings will foster a collaborative environment where teachers can discuss student progress, share best practices, and refine instructional strategies based on data insights. This continuous professional development will enhance teaching effectiveness.
- **Standards Alignment:** Working closely with District Math Coaches and Teacher Leads to align instruction with Florida/B.E.S.T. Standards ensures that the curriculum meets state requirements and addresses the specific needs of our students.

By implementing this comprehensive monitoring approach, we are committed to achieving the desired Math outcomes, improving overall proficiency, and ensuring that all students, particularly those in the lowest quartile, make significant learning gains.

Person responsible for monitoring outcome

Candi Sweet, 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:

Provide explicit and systematic intervention instruction

Rationale:

Struggling students should receive explicit instruction to ensure that they have the foundational skills and conceptual knowledge necessary for understanding grade-level content.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Provide metacognitive strategy instruction

Rationale:

Metacognitive strategies can help students plan, monitor, and modify their mathematical problem-solving. Self instruction and self monitoring help students to become better independent problem solvers.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Use visual representations

Rationale:

Visual models allow students who have difficulty grasping the relationship between math representations and abstract symbols to understand this across math concepts and ideas.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

Instruction in metacognitive strategies

Person Monitoring:

Candi Sweet, Assistant Principal

By When/Frequency:

Quarterly

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

step:

All math teachers will implement metacognitive strategies in the classroom as evidenced by lesson plans, classroom walkthrough and student work samples. A variety of professional learning opportunities will also be provided. The school will employ a structured approach to monitor the implementation of metacognitive strategies in the classroom. This approach includes regular observations, data collection, professional development, and collaborative review sessions to ensure that these strategies are effectively integrated into teaching practices. By systematically monitoring and supporting the implementation of metacognitive strategies, the school aims to enhance the overall quality of instruction and promote higher levels of student achievement.

Action Step #2

Explicit and systematic intervention instruction

Person Monitoring:

Candi Sweet, Assistant Principal

By When/Frequency:

Quarterly

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

All math teachers will implement explicit systematic intervention instruction where appropriate as evidenced by lesson plans, small group plans, and classroom walkthroughs. Beginning and mid-year data analysis to help plan whole and small group instruction and identifying focused students for more strategic support as evidenced by artifacts. A variety of professional learning experiences will also be provided. The school will use a comprehensive and multi-faceted approach to monitor the implementation of explicit systematic intervention instruction. This approach will involve using the resources as defined in the CEMP, regular data collection, instructional observations, professional development, and collaborative review sessions to ensure that interventions are effectively implemented and meet the needs of all students. By systematically monitoring and supporting the implementation of explicit systematic intervention instruction, the school aims to enhance the quality and effectiveness of its intervention programs, leading to improved student performance and achievement.

Action Step #3

Explicit instruction using visual representations

Person Monitoring:

Candi Sweet, Assistant Principal

By When/Frequency:

Quarterly

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

All math teachers will implement explicit instruction using visual representations as evidenced by lesson plans and classroom walkthroughs. A variety of professional learning opportunities will also be provided. The school will employ a structured approach to ensure the effective implementation of explicit instruction using visual representations. This approach will involve regular classroom observations, data collection, professional development, and collaborative review sessions to ensure that visual representation strategies are consistently integrated into teaching practices. By systematically monitoring and supporting the implementation of explicit instruction using visual representations, the school aims to enhance the overall quality of instruction and promote higher levels of student achievement.

Area of Focus #3

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

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.

Description: Our goal is to continue the upward trajectory of our students' English Language Arts (ELA) proficiency. Building on the substantial improvements we have achieved, we aim to further enhance our literacy program to not only meet but exceed state averages. Despite significant progress, our students' performance still lags behind district benchmarks and comparable schools. Our objective is to ensure that by the end of the academic year, 60% of our students will achieve or surpass proficiency levels in ELA as measured by state standardized tests and school-based assessments.

Rationale: The substantial improvement in ELA performance over the past year demonstrates the effectiveness of our current strategies and the dedication of our staff and students. Achieving near state-average proficiency levels is a commendable milestone; however, our goal is to bridge the gap between our school, the district, and similar schools. By focusing on targeted interventions, professional development, and enriched literacy experiences, we can address the specific areas where our students need the most support.

Continuing to enhance our ELA program is critical because literacy is foundational to all areas of learning. Strong reading and writing skills not only improve academic performance across subjects but also prepare students for future educational and career opportunities. By striving to exceed district and peer school performance, we reaffirm our commitment to academic excellence and equity for all students.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

We were not identified as a RAISE school for K-2, therefore this section is not applicable.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Foundational reading skills and vocabulary

Grades K-2: Measurable Outcome(s)

We were not identified as a RAISE school for K-2, therefore this section is not applicable.

Grades 3-5: Measurable Outcome(s)

Current Performance (2023-2024):

- 5th Grade RAISE Identification Proficiency: 49%

By the end of the 2024-2025 academic year, Coppergate Elementary School aims to achieve the following measurable outcomes in English Language Arts (ELA) on the Florida Assessment of Student Thinking (FAST):

1. **Increase ELA Proficiency:** Raise the percentage of 6th grade (2023-2024's 5th grade) students achieving proficiency in ELA from 49% to 52% as measured by FAST.
2. **Maintain or Increase Overall Learning Gains:** Ensure that at least 55% of 6th graders (2023-2025's 5th grade) demonstrate overall learning gains in ELA, maintaining or surpassing the current level of progress as measured by FAST.
3. **Increase Learning Gains in the Lowest Quartile (LPQ):** Ensure that at least 57% of 6th graders in the LPQ (2023-2025's 5th grade) demonstrate overall learning gains in ELA, maintaining or surpassing the current level of progress as measured by FAST.

These outcomes reflect our commitment to continuous improvement and ensuring that all students, particularly those in the lowest quartile, receive the support they need to succeed.

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 Approach: The progress towards our ELA goals will be rigorously monitored through a multi-tiered approach involving various stakeholders, data collection tools, and continuous evaluation practices.

Monitoring Tools and Techniques:

1. **Classroom Walkthroughs and Observations:**
 - **Purpose:** Ensure that ELA programs and instructional strategies are implemented with fidelity.
 - **Frequency:** Regular intervals throughout the academic year.
2. **Data Collection and Analysis:**
 - **Tools:** PowerUp progress, Acadience, FAST, curriculum-based measures
 - **Process:** Data from these programs will be collected systematically and analyzed monthly and/or as appropriate to track student progress and identify areas needing intervention.
3. **Professional Learning Communities (PLCs) and Data Meetings:**
 - **Weekly PLCs:**
 - **Purpose:** Discuss and analyze data to inform instructional practices and interventions.

- **Quarterly Team Data Meetings:**

- **Purpose:** Conduct comprehensive reviews of student data, assess progress towards goals, and adjust strategies as necessary.

4. **Alignment with Standards/Benchmarks:**

- **Process:** Work with District Literacy Coaches and Teacher Leads to ensure ELA programs are aligned with Florida B.E.S.T. Standards Benchmarks.

Impact on Student Achievement Outcomes: Ongoing monitoring and data-driven decision-making will significantly impact student achievement outcomes by:

- **Ensuring Fidelity of Implementation:** Regular classroom walkthroughs and observations will ensure that teachers are implementing ELA programs and instructional strategies as intended, maintaining a high standard of teaching quality.
- **Responsive Interventions:** Frequent data collection and analysis through Lexia Core5, PowerUp, Acadience, FAST, and curriculum-based measures will provide real-time insights into student performance, enabling timely and targeted interventions.
- **Collaborative Improvement:** Weekly PLCs and quarterly data meetings will foster a collaborative environment where teachers can share best practices, discuss challenges, and refine instructional strategies based on data insights.
- **Standards Alignment:** Working with District Literacy Coaches and Teacher Leads to align ELA instruction with B.E.S.T. Standards Benchmarks will ensure that the curriculum meets state requirements and addresses the specific needs of our students.

By implementing this comprehensive monitoring approach, we are confident that we will achieve our desired ELA outcomes, ultimately improving overall student proficiency, learning gains, and supporting our students in the lowest quartile to make significant progress.

Person responsible for monitoring outcome

Melissa Metz, 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:

Explicit and systematic phonological awareness and phonemic awareness instruction

Rationale:

The National Reading Panel found positive effects of phonemic awareness instruction on improving students' ability to apply phonemic awareness in their reading and spelling. Learning to manipulate

phonemes in words helped students learning to read.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Teachers will provide explicit vocabulary instruction

Rationale:

The National Reading Panel emphasizes the importance of vocabulary instruction in reading development, highlighting that both direct and indirect methods are essential for improving comprehension. Beck, McKeown, and Kucan, in their work "Bringing Words to Life," advocate for robust, explicit vocabulary instruction as a key component of effective literacy education. Marzano found that direct vocabulary instruction can lead to significant gains in students' reading achievement, particularly when words are taught in a meaningful context and reinforced over time. Explicit instruction in vocabulary is a crucial element of effective literacy education. It not only enhances reading comprehension and academic performance but also supports overall language development and cognitive growth. By systematically teaching vocabulary, educators can provide students with the tools they need to succeed academically and beyond.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Teachers will provide explicit and systematic phonological awareness and phonemic awareness instruction

Person Monitoring:

Melissa Metz

By When/Frequency:

Monthly/Quarterly

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

To address the substantial reading deficiencies in students from Kindergarten through 6th grade, the school will take the following actions: Actions to Be Taken 1. Corrective Reading and Decoding for Grade 6: Students in grade 6 who are identified as having significant reading challenges will be enrolled in the Corrective Reading and Decoding program to address their specific needs. 2. Additional Tier II and Tier III Instruction: Depending on the severity of the reading deficiency, students will receive additional support through Tier II and Tier III interventions. The tools and programs used will be tailored to the individual needs of each student, as outlined in the CCDS Comprehensive Evidence-Based Reading Plan (CERP). Monitoring the Impact The school will monitor the impact of these instructional strategies through the following methods: 1. Regular Assessments and Screenings: Administered at the beginning, middle, and end of the school year to track students' progress in phonological and phonemic awareness. 2. Formative Assessments: Ongoing assessments during lessons to inform instruction and provide immediate feedback to students. 3.

Progress Monitoring: Regular progress monitoring for students receiving Tier II and Tier III interventions to ensure they are making adequate progress. 4. Data Collection and Analysis: Teachers will collect data on student performance and use it to adjust instruction and interventions as needed. 5. Teacher Observations and Feedback: Administrators and instructional coaches will conduct observations to ensure fidelity of implementation of the Heggerty curriculum and other instructional strategies. 6. Teacher Collaboration: Regular meetings for teachers to discuss student progress, share effective practices, and adjust instruction based on data. 7. Parent and Guardian Communication: Providing parents and guardians with updates on their child's progress and ways they can support reading development at home. Engaging parents in the development and monitoring of intervention plans for students with substantial reading deficiencies. By implementing these actions and monitoring strategies, the school aims to systematically address reading deficiencies and support the development of strong foundational reading skills for all students.

Action Step #2

Teachers will provide explicit instruction in vocabulary

Person Monitoring:

Melissa Metz

By When/Frequency:

Quarterly

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

To address vocabulary development effectively, the school will implement explicit vocabulary instruction across all grade levels. Here's a detailed plan of the actions to be taken and the methods for monitoring the impact: **Actions to Be Taken** 1. Implement Structured Vocabulary Program through curriculum Integration: Incorporate explicit vocabulary instruction into daily lessons across all subjects and grade levels. 2. Tiered Vocabulary Instruction: Use a tiered approach to vocabulary instruction, focusing on Tier 2 words (high-frequency) and Tier 3 words (subject-specific vocabulary). 3. Engage Students with Interactive Activities, such as Word Walls: Create classroom word walls that are regularly updated with new vocabulary. Use interactive games, flashcards, and technology-based activities to make vocabulary learning engaging. 4. Incorporate Vocabulary Assessments: Conduct regular formative assessments, such as quizzes, matching exercises, and word usage in sentences to monitor students' vocabulary acquisition. Include vocabulary components in summative assessments to evaluate long-term retention and understanding. **Monitoring the Impact** 1. Regular Data Collection: Review the vocabulary specific benchmark data at the beginning, middle, and end of the school year to track growth and identify areas needing improvement. 2. Classroom Observations: Conduct regular classroom observations to ensure that teachers are effectively implementing explicit vocabulary instruction strategies. **Feedback Sessions:** Provide constructive feedback to teachers based on observations and offer additional support where needed. 3. Student Performance Analysis: Analyze students' performance data from formative and summative assessments to measure the effectiveness of the vocabulary instruction. By implementing these actions and monitoring strategies, the school aims to enhance students' vocabulary knowledge, leading to improved reading comprehension and overall academic achievement.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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 primary focus is to enhance our Positive Behavioral Interventions and Supports (PBIS) framework, particularly by strengthening Tier I systems and providing robust Tier II and Tier III behavioral supports for students who struggle. This focus emerged as a crucial need based on the previous year's data, which indicated 277 behavioral referrals and minimal, often delayed, implementation of Tier II and Tier III behavioral plans.

Impact on Student Learning:

1. **Reduction in Disruptive Behavior:** By strengthening our Tier I PBIS system, we aim to establish clear expectations, consistent routines, and positive reinforcement throughout the school. This will help reduce disruptive behaviors, creating a more conducive learning environment where teachers can focus more on instruction rather than behavior management.
2. **Early Intervention:** Robust Tier II and Tier III supports will enable us to provide timely interventions for students before behaviors escalate. Early intervention helps address issues quickly, reducing the need for severe disciplinary actions that remove students from the learning environment.
3. **Improved Academic Performance:** With fewer behavioral disruptions, students are more likely to engage in learning activities. A positive and supportive school climate enhances students' ability to concentrate, participate, and perform academically.
4. **Enhanced Social-Emotional Skills:** Our focus includes teaching and reinforcing life skills such as self-regulation, conflict resolution, and empathy. These skills are critical for academic success and overall well-being.

Explanation of the Crucial Need:

The need to focus on strengthening PBIS and behavioral supports stems from several key observations:

- **High Referral Rates:** The 277 behavioral referrals indicate a significant number of students are exhibiting disruptive behaviors. This suggests our current Tier I strategies may not effectively prevent problem behaviors.

- Delayed Interventions: Minimal and delayed implementation of Tier II and Tier III behavioral plans means students needing more intensive support are not receiving it promptly. This can allow behaviors to become more entrenched and harder to address, leading to increased disciplinary actions and further disruptions.
- Ineffective Current Strategies: The data suggests our existing behavior management strategies are not meeting the needs of all students. This highlights the need for a more comprehensive and proactive approach.

Measurable Outcome

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

By the end of the 2024-2025 school year, the implementation of a strengthened PBIS framework and robust Tier II and Tier III behavioral supports will result in a 25% reduction in the number of behavioral referrals, from 277 to no more than 208. Additionally, 90% of students identified as needing Tier II and Tier III supports will receive their first intervention within four weeks of identification, and at least 70% of these students will show measurable improvement in behavior, as evidenced by a decrease in referrals and improved behavior ratings on school-wide behavior assessments.

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.

To ensure the desired outcome of strengthening our PBIS framework and behavioral supports, we will implement a structured monitoring process. This process will include the following steps:

1. Pulling Discipline Summary by Grade:

- Frequency: Monthly
- Tool: Synergy
- Action: The discipline summary will be pulled by grade level each month from Synergy. This report will include the number of behavioral referrals, types of incidents, and the students involved.
- Purpose: To identify trends and areas of concern by grade level, and to monitor the overall reduction in referrals.

2. Monthly PBIS Team Meetings:

- Frequency: Monthly
- Action: During these meetings, the PBIS team will review the discipline summary data. The team

will analyze the data to assess the effectiveness of Tier I strategies and make necessary adjustments.

- Purpose: To ensure continuous improvement and timely response to emerging behavioral trends.

3. Monthly Report on Tier II and Tier III Interventions:

- Frequency: Monthly

- Tool: Synergy and progress monitoring data

- Action: Request and review a monthly report of students receiving Tier II and Tier III interventions.

This report will include information on the specific interventions being implemented, the frequency of interventions, and progress monitoring data input by teachers.

- Purpose: To track the timely implementation of interventions and monitor the progress of students receiving additional support.

Impact on Student Achievement:

Ongoing monitoring will have a significant positive impact on student achievement by:

1. Ensuring Timely Interventions: By regularly reviewing data, we can ensure that students in need of Tier II and Tier III interventions are identified and supported promptly. Early and consistent interventions help prevent the escalation of behavioral issues, keeping students in the classroom and engaged in learning.

2. Data-Driven Decision Making: Analyzing discipline summaries and progress monitoring data allows for informed decision-making. The PBIS team can adjust strategies and interventions based on what the data reveals, ensuring that supports are effective and responsive to student needs.

3. Improving School Climate: Regular monitoring and adjustments to the PBIS framework contribute to a more positive and predictable school environment. A better school climate leads to reduced disruptive behavior, allowing teachers to focus on instruction and students to focus on learning.

4. Enhancing Teacher Support: By reviewing progress monitoring data, teachers receive feedback on the effectiveness of their interventions. This helps in refining their approaches and provides a sense of support and collaboration in managing student behavior.

5. Increasing Student Engagement: Students who receive timely and effective behavioral support are more likely to remain engaged and motivated in their learning. As behavioral issues decrease, overall student engagement and academic performance are likely to improve.

By systematically monitoring and adjusting our PBIS framework and behavioral supports, we can create an environment where all students have the opportunity to succeed academically and behaviorally.

Person responsible for monitoring outcome

PBIS 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:

Engaging students in relevant learning means creating educational experiences that connect academic content to students' real-world interests, experiences, and future goals. This approach involves using culturally responsive teaching methods, incorporating hands-on activities, and relating lessons to current events and practical applications. By making learning meaningful and applicable to their lives, students are more likely to stay motivated, participate actively, and retain information.

Rationale:

Research consistently shows that students who perceive their learning as relevant are more engaged, achieve higher academic outcomes, and develop better problem-solving skills. Studies highlight that relevant learning increases intrinsic motivation, making students more eager to invest time and effort in their education. Additionally, relevance helps bridge the gap between theoretical knowledge and practical application, preparing students for future challenges in higher education and the workforce.

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Tier I positive behavioral supports are proactive and universal strategies designed to promote a positive school climate and prevent behavioral issues among all students. These supports include setting clear behavioral expectations, teaching appropriate behaviors, acknowledging and reinforcing positive behaviors, and consistently applying consequences for negative behaviors. Strategies can include school-wide rules, life skills programs, positive reinforcement systems (like token economies or praise), and regular monitoring and feedback. Tier II Interventions: These are targeted interventions designed for students who do not respond adequately to Tier I supports and exhibit at-risk behaviors. Tier II strategies are more focused and often involve small groups or individualized support. Tier III Interventions: These are intensive, individualized interventions for students who display significant behavioral challenges and have not responded to Tier I and Tier II supports. Tier III strategies are highly personalized.

Rationale:

Enhancing Tier I positive behavioral supports is crucial because it establishes a foundation of expected behaviors and creates a positive environment conducive to learning for all students. By setting clear expectations and consistently reinforcing them, schools can reduce the incidence of problematic behaviors and create a safe, supportive atmosphere where students feel valued and

motivated to succeed. Effective Tier I supports can decrease the need for more intensive interventions by addressing issues before they escalate. Additionally, a strong Tier I framework ensures that all students, including those at risk, receive the guidance and support they need to thrive academically and socially. Tier II interventions provide additional support for students who need more than universal strategies but do not require intensive individualized interventions. These supports help address specific behavioral issues before they become severe, reducing the need for Tier III interventions. By offering targeted support, schools can better address the unique needs of at-risk students and promote positive outcomes. Tier III interventions are essential for students with significant and persistent behavioral issues that interfere with their learning and that of others. These students require intensive, customized support to address their complex needs. By implementing comprehensive and individualized plans, schools can help these students develop the skills necessary to succeed academically and socially, while also minimizing disruptions to the learning environment for other students.

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

This intervention focuses on fostering positive relationships and connections between students, teachers, and the school community as a core component of the PBIS framework. By emphasizing the importance of building trust, understanding, and a sense of belonging, this approach aims to enhance the overall effectiveness of PBIS strategies at all three tiers. The goal is to create a supportive and inclusive school environment where positive behaviors are consistently encouraged and reinforced.

Rationale:

Establishing positive connections within PBIS enhances its effectiveness by creating a consistent, inclusive, and supportive environment. This approach helps students feel secure and valued, fostering better engagement and reducing behavioral issues. Positive relationships enable proactive behavior management and tailored interventions through improved communication and understanding between students and teachers. This leads to fewer disruptions, better academic outcomes, and facilitates data-driven decisions. Additionally, involving families and the community strengthens the support network, ensuring the sustainability and long-term success of PBIS initiatives.

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Engage students in relevant learning

Person Monitoring:

Melissa Metz and Candi Sweet, Administration

By When/Frequency:

By October, 2024

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

Teacher will implement Total participation techniques into daily instruction. A variety of professional learning opportunities on this topic will also be provided. The school will monitor the implementation of Total Participation Techniques (TPTs) during regular classroom walkthroughs. These techniques are designed to ensure that all students are actively engaged in the learning process. Walkthroughs will focus on how effectively teachers are incorporating TPTs into their lessons to promote inclusive and interactive learning environments. To evaluate the impact of TPTs on student behavior, we will cross-reference classroom walkthrough data with individual teachers' student disciplinary records. By comparing these data sets, we can assess whether increased use of TPTs correlates with a reduction in behavioral issues. This approach will help identify effective practices and areas needing improvement, ensuring that our strategies foster both academic engagement and positive behavior in the classroom.

Action Step #2

Create and provide a continuum of response strategies

Person Monitoring:

Melissa Metz and Candi Sweet, Administration

By When/Frequency:

Ongoing

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

Expectation posters will be printed and distributed in main areas clearly stating school expectations for both students and teachers. Teacher will also be provide with a continuum of response strategies document and offered professional learning to strengthen their skills in this area. To monitor the impact of enhanced Tier I positive behavioral supports and the effectiveness of Tier II and Tier III interventions, the school will employ a comprehensive, data-driven approach. This includes systematically collecting and analyzing behavioral incident reports, office discipline referrals, and attendance data, as well as recording positive behavior acknowledgments. Surveys and feedback from students, staff, and parents will provide insights into the school climate and the effectiveness of the supports. Classroom walkthroughs will assess the consistency of implementation. For students receiving Tier II and Tier III interventions, progress monitoring, regular reviews of functional behavior assessments (FBAs) and behavior intervention plans (BIPs), and multidisciplinary team meetings will ensure that individualized supports are effective and adaptive. Continuous professional development and collaborative staff meetings will facilitate the ongoing improvement of behavioral support strategies.

Action Step #3

Establish positive connections

Person Monitoring:

Melissa Metz and Candi Sweet, Administration

By When/Frequency:

Ongoing

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

To establish positive connections within PBIS, the school will provide professional development for staff, implement student engagement programs, involve families and the community, and set up a consistent system of positive reinforcement. All teacher will be encourage to send positive postcard home to students two times per month, monitored by the front office. Kinder Camp will be offered for all incoming KG students as evidenced by the flyer and KG screeners. The impact will be monitored through behavioral data tracking, surveys, academic performance metrics, and regular review meetings. These actions and monitoring methods will help ensure that the positive connections intervention leads to improved student behavior and a better school climate.

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

Clay County Schools

CLAY HILL ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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 Clay Hill Elementary School is to work collaboratively with all stakeholders to provide a public education that is engaging, challenging, and appropriate for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant, and that transcend the boundaries of the school walls.

Provide the school's vision statement

Clay Hill Elementary School exists to prepare life-long learners for personal success in a global and technologically advanced society.

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

Adele Reed

Position Title

Principal

Job Duties and Responsibilities

School Administrator, overseeing all aspects of the school, including instruction, operations, professional learning, recruitment, climate and culture, etc.

Leadership Team Member #2

Employee's Name

Kristen Rhodes

Position Title

Title I Coordinator / Climate & Culture Lead

Job Duties and Responsibilities

Oversee the development and implementation of the Title I plan and program. Facilitate climate and culture initiatives at the school.

Leadership Team Member #3

Employee's Name

Melissa Combs

Position Title

Kindergarten Department Lead

Job Duties and Responsibilities

As a grade level team leader, focus will be on improving student achievement by: modeling and supporting effective instructional practices; data analysis practices; parent communication; overseeing best practices among team members through the use of profession learning communities (PLCs).

Leadership Team Member #4

Employee's Name

McKenzie Moss

Position Title

1st Grade Department Lead

Job Duties and Responsibilities

As a grade level team leader, focus will be on improving student achievement by: modeling and supporting effective instructional practices; data analysis practices; parent communication; overseeing best practices among team members through the use of profession learning communities (PLCs).

Leadership Team Member #5

Employee's Name

DeeAnn DuPont

Position Title

2nd Grade Department Lead

Job Duties and Responsibilities

As a grade level team leader, focus will be on improving student achievement by: modeling and supporting effective instructional practices; data analysis practices; parent communication; overseeing best practices among team members through the use of profession learning communities (PLCs).

Leadership Team Member #6

Employee's Name

Danielle Chapman

Position Title

3rd Grade Department Lead

Job Duties and Responsibilities

As a grade level team leader, focus will be on improving student achievement by: modeling and supporting effective instructional practices; data analysis practices; parent communication; overseeing best practices among team members through the use of profession learning communities (PLCs).

Leadership Team Member #7

Employee's Name

Meredith Pittman

Position Title

4th Grade Department Lead

Job Duties and Responsibilities

As a grade level team leader, focus will be on improving student achievement by: modeling and supporting effective instructional practices; data analysis practices; parent communication; overseeing best practices among team members through the use of profession learning communities (PLCs).

Leadership Team Member #8

Employee's Name

Suzanne Groover

Position Title

5th Grade Department Lead

Job Duties and Responsibilities

As a grade level team leader, focus will be on improving student achievement by: modeling and supporting effective instructional practices; data analysis practices; parent communication; overseeing best practices among team members through the use of profession learning communities (PLCs).

Leadership Team Member #9

Employee's Name

Allyson Lowans

Position Title

Media Specialist and Instructional Application Facilitator

Job Duties and Responsibilities

Facilitate the technology training of staff at CHE and serve as a liaison between the school and district regarding media and technology matters.

Leadership Team Member #10

Employee's Name

Sara Warren

Position Title

ESE Department Lead

Job Duties and Responsibilities

Facilitate the effective collaboration of the ESE team.

Leadership Team Member #11

Employee's Name

Candice Stevens

Position Title

Intervention Team Facilitator

Job Duties and Responsibilities

Facilitate the MTSS processes at CHE, support the effectiveness of the literacy program at CHE.

Leadership Team Member #12

Employee's Name

Paula Lestrangle

Position Title

Counselor and Assessment Coordinator

Job Duties and Responsibilities

Support Mental Health initiatives and oversee assessment in grades 3-6.

Leadership Team Member #13

Employee's Name

Stephanie Loper

Position Title

Teacher and School Advisory Council Chair

Job Duties and Responsibilities

Facilitates the development of the SIP and SAC meetings. Provides input and guidance to promote student achievement by collaborating with teachers and parents regarding student intervention and progress monitoring data.

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.

Stakeholders were involved in gathering input for the development of the 2024-2025 School Improvement Plan using the data and analysis from classroom walkthroughs, student performance on state-wide testing, student performance on district-wide progress monitoring, climate and culture surveys, attendance records, Positive Behavior Intervention Support (PBIS) reports for student discipline. All data is presented to stakeholders at School Advisory Council meetings, Title I parent and family engagement events, Professional Learning Community meetings and other informal information meetings where it is discussed and input is given.

SIP Monitoring

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

The SIP will be monitored, with shared results to stakeholders, quarterly. Information will be transmitted in the Principal's parent newsletter, SAC Committee, and shared with lead teachers to disseminate information among grade level teams. The Curriculum Council and School Leadership Team will meet quarterly as well to review achievement, analyze data, and revise the SIP as needed to ensure continuous improvement.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	10.4%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
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)* WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: B* 2021-22: B 2020-21: 2019-20: B

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	8	18	24	15	16	27	7			115
One or more suspensions	0	5	4	4	6	4	11			34
Course failure in English Language Arts (ELA)	0	2	0	0	0	0	0			2
Course failure in Math	1	0	0	0	0	1	1			3
Level 1 on statewide ELA assessment	4	26	12	17	25	8	8			100
Level 1 on statewide Math assessment	10	8	12	12	22	9	4			77
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	4	26	12	17						59
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	10	8	12	12						42

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	0	2	2	5	14	6			29

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	3	7	1	9	1	0	0			21
Students retained two or more times	0	0	0	0	1	0	0			1

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		5	5	2	7	3	14			36
Course failure in ELA	1	1		2	1	2				7
Course failure in Math	1			3		2				6
Level 1 on statewide ELA assessment				1	15	6	12			34
Level 1 on statewide Math assessment				1	17	9	11			38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)				1						13

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 *	54	62	57	57	59	53	61	63	56
ELA Grade 3 Achievement **	51	65	58	58	61	53			
ELA Learning Gains	55	62	60				60		
ELA Learning Gains Lowest 25%	48	60	57				69		
Math Achievement *	49	67	62	52	64	59	61	51	50
Math Learning Gains	54	68	62				63		
Math Learning Gains Lowest 25%	43	59	52				58		
Science Achievement *	60	61	57	65	65	54	41	69	59
Social Studies Achievement *								70	64
Graduation Rate								64	50
Middle School Acceleration								61	52
College and Career Readiness									80
ELP Progress	55		61		55		59		

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (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	52%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	414
Total Components for the FPPI	8
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
52%	58%	59%	49%		59%	58%

* 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	40%	Yes	2	
White Students	51%	No		
Economically Disadvantaged Students	49%	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	30%	Yes	1	1
White Students	57%	No		
Economically Disadvantaged Students	52%	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	42%	No		
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students	50%	No		
Multiracial Students				
Pacific Islander Students				
White Students	58%	No		
Economically Disadvantaged Students	59%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	54%	51%	55%	48%	49%	54%	43%	60%					
Students With Disabilities	24%		48%	52%	31%	51%	48%	27%					
White Students	53%	50%	54%	46%	50%	54%	39%	61%					
Economically Disadvantaged Students	51%	51%	54%	51%	45%	51%	38%	50%					

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	57%	58%			52%			65%					
Students With Disabilities	26%	44%			23%			28%					
White Students	55%	55%			52%			67%					
Economically Disadvantaged Students	51%	49%			48%			61%					

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	61%		60%	69%	61%	63%	58%	41%					
Students With Disabilities	35%		46%	59%	39%	50%	50%	15%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	45%				55%								
Multiracial Students													
Pacific Islander Students													
White Students	61%		58%	70%	62%	62%	55%	39%					
Economically Disadvantaged Students	61%		68%	70%	56%	62%	62%	35%					

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	52%	63%	-11%	55%	-3%
Ela	4	51%	56%	-5%	53%	-2%
Ela	5	60%	54%	6%	55%	5%
Ela	6	52%	65%	-13%	54%	-2%
Math	3	41%	66%	-25%	60%	-19%
Math	4	42%	62%	-20%	58%	-16%
Math	5	33%	56%	-23%	56%	-23%
Math	6	71%	74%	-3%	56%	15%
Science	5	60%	58%	2%	53%	7%

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?

5th grade ELA showed the only grade level improvement, and it was significant, rising from 45% proficient to 60% proficient. We attribute this to frequent and consistent coaches' support of a new teacher in the provision of whole- and small- group instruction, district curriculum guidance/maps, and individualized instruction via and in response to the Lexia Core5 CAI program.

Lowest Performance

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

Math proficiency in grades 3-5, was the lowest area in 2024, with grade 5 being the lowest performing, with 33%. We attribute this to a lack of fidelity to core instruction, particularly in grade 5, and disciplinary problems that disrupted instructional momentum in this relatively small student group (41 students). In grades 3 and 4, instructional momentum was challenged by pacing issues, fidelity to curriculum, and an unexpected mid-year change in personnel that disrupted teaching and learning during the transition.

Greatest Decline

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

5th grade math reflected not only the lowest proficiency (33%) in 2024 but also the lowest learning gains (24%). We attribute this to a lack of fidelity to core instruction, particularly in grade 5, and disciplinary problems that disrupted instructional momentum in this relatively small student group (41 students).

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.

CHE performed well-below the state averages for proficiency in math in grades 3, 4, and 5, but most significantly in grade 5 with 23 percentage points lower than the state. We attribute this to a lack of fidelity to core instruction, particularly in grade 5, and disciplinary problems that disrupted instructional

momentum in this relatively small student group (41 students).

EWS Areas of Concern

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

Areas of concern include suspension rates for rising 6th graders, as well as the substantial number of students with attendance rates below 90% in grades 1-5.

Highest Priorities

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

Our greatest priorities for improvement in the upcoming year are:

1. Improving math proficiency & learning gains in grade 5.
2. Improving math proficiency & learning gains in grade 3.
3. Improving math proficiency & learning gains in grade 5.
4. Improve ELA proficiency in grade 3.

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.

Based on the Florida Assessment of Student Thinking (F.A.S.T.) ELA 2023-2024 scores, proficiency in reading comprehension is a crucial area of focus. Clay Hill Elementary decreased in ELA proficiency from 57% in 2023 to 54% in 2024.

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.

Through the practice of evidence-based, direct, and explicit instruction, Clay Hill Elementary will increase our overall proficiency in ELA from 54% to 59% on the F.A.S.T. PM3 ELA Assessment in 2025.

Monitoring

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

All teachers will use data to identify student areas of need in the five components of reading and develop and deliver daily whole-group and differentiated small-group instruction. These will be evidenced by lesson plans, classroom walk-throughs, and student work, and monitored via progress-monitoring assessments and common formative assessments developed by PLCs. Progress will be monitored during grade level data meetings after each PM to respond to data. Teacher response to student outcomes will drive instruction, leading to increased achievement.

Person responsible for monitoring outcome

Adele Reed

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:

Small groups, using evidence-based programs that address the identified gaps aligned with the 5 Components of Reading, explicit comprehension strategy instruction, and direct-explicit instruction.

Rationale:

These evidence-based resources are skills that are proven to foster improved student learning and CHE has the resources for implementation.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Explicit Comprehension Strategy Instruction (Before, During, After) such as gradual release, activating prior knowledge, and generating questions.

Person Monitoring:

Adele Reed

By When/Frequency:

Weekly

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

All teachers will utilize the gradual release model, guide, and provide application opportunities in grade-appropriate comprehension strategies as evidenced in lesson plans, classroom walk-throughs, and student work analysis and PLCs.

Action Step #2

Individual and Small-Group Instruction

Person Monitoring:

Adele Reed

By When/Frequency:

Weekly

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

All teachers will use data to identify student areas of need in reading and develop differentiated small groups; .6 Reading Interventionist / Coach will help support PL for ELA teachers and provide targeted small group instruction in reading; All K-3 teachers will provide phonological instruction during the reading block; RAZ-Plus will provide additional lesson plans and text resources for teacher and/or assistant-led small group lessons and student skill application; UFLI Resources will be used for systematic small group support in foundational reading skills; and Lexia Core5 / Power Up systems will be used to target individual and/or small-group needs. These actions will be evidenced in lesson plans, classroom walk-throughs/student work analysis, and PLCs.

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.

Based on the Florida Assessment of Student Thinking (F.A.S.T.) Math 2023-2024 scores, proficiency in math is a priority area of focus. Clay Hill Elementary decreased in math proficiency from 52% in 2023 to 49% in 2024.

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.

Through the implementation of evidence-based strategies Clay Hill Elementary will increase our overall proficiency in math from 49% to 55% on the F.A.S.T. PM3 Math Assessment in 2025.

Monitoring

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

All teachers will use data to identify student areas of need in math and develop and deliver daily whole-group and differentiated small groups. These will be evidenced by lesson plans, classroom walkthroughs, and student work. Progress will be monitored by benchmark assessments and common formative assessments developed by PLCs, as well as grade level data meetings after each PM to respond to data.

Person responsible for monitoring outcome

Adele Reed

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 will be implemented for this area of focus: small-group math instruction; frequent student practice, visual representations with programs such as i-Ready Math, teaching modeling using interactive monitors, frequent progress monitoring assessments using Eureka Squared content to check for mastery levels.

Rationale:

If all teachers implement an on-level curriculum (Eureka Squared) and instruction aligned to Florida State Standards in conjunction with high-impact learning strategies, learning acceleration may begin and learning gains will be made by all students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Professional learning on Eureka Squared to ensure fidelity to the instructional program.

Person Monitoring:

Adele Reed

By When/Frequency:

End of quarter 1 and ongoing through district collaboratives.

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

Math teachers will understand the appropriate implementation of Eureka Squared and the embedded instructional strategies to ensure student mastery. The impact of the action step will be monitored by PL sign-in sheets and resultant student achievement data on Module Assessments.

Action Step #2

Small group, differentiated instruction.

Person Monitoring:

Adele Reed

By When/Frequency:

Weekly

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

Teachers will use ongoing progress monitoring data to develop targeted, small-group instruction in math. The impact of this step will be monitored through ongoing formative assessment outcomes.

Area of Focus #3

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.

2024 PM3 F.A.S.T. ELA Federal Points Index for CHE Students with Disabilities was 40%. Although this reflects an improvement over 2023, which was 30% of the FPPI for this subgroup, this gap in performance reflects a significant need for strategic instruction and intentional intervention for students with disabilities.

Measurable Outcome

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

By the end of the 2024-2025 school year, Students with Exceptionalities will earn at least 41% of the Federal Points Index on the PM3 F.A.S.T. ELA assessment.

Monitoring

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

This area of focus will be monitored through ongoing benchmark, unit, and common formative assessment, disaggregated by subgroup. Frequent data analysis will prompt instructional response and an improvement in student outcomes.

Person responsible for monitoring outcome

Adele Reed

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 teachers will utilize the gradual release process to model, guide, and provide application opportunities in grade appropriate comprehension strategies as evidenced in lesson plans, classroom walkthroughs and student work analysis, and professional learning communities (PLCs) working in conjunction with ESE teachers.

Rationale:

When providing evidence-based instruction with intentional planning between the general education teacher and inclusion special education provider, students with disabilities will show an increase in overall proficiency as a result of strategic instruction.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Explicit vocabulary instruction

Person Monitoring:

Adele Reed

By When/Frequency:

Weekly

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

Teachers will incorporate explicit vocabulary instruction in weekly ELA routines. The impact of these

will be monitored through ongoing formative and common formative assessments, developed in PLCs.

Action Step #2

Specially-designed instruction

Person Monitoring:

Adele Reed

By When/Frequency:

Weekly

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

ESE teachers will incorporate specially-designed instruction in weekly ELA small groups. The impact of these will be monitored through ongoing formative and common formative assessments, developed in PLCs.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

A strong culture of learning contributes to student achievement by ensuring a focused and effective environment, a community of learners, and engagement in instruction. 2023-2024 data revealed a significant increase in the number of discipline referrals assigned (352), impacting student instructional time and the overall culture of learning at CHE.

Measurable Outcome

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

By the end of the 2024-2025 school year, Clay Hill Elementary will reduce the number of discipline referrals from 352 to 150 or fewer.

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 PBIS team will monitor progress toward our goal by analyzing discipline data monthly. This will include the number of discipline referrals issues, the offenses, the interventions, and the involved teachers and students. We will also use the PBIS rewards program to enable us to monitor the distribution of PBIS points, and the specific life skills at which students are most and least proficient,

better allowing us to target our PD focus with staff and students.

Person responsible for monitoring outcome

Kathryn Wright

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:

CHE will design a safe environment and foster-positive relationships. The PBIS Team will develop and cross-train on Mindsets lessons for implementation school wide. All staff will deepen knowledge of effective PBIS strategies to increase rates of acknowledgment and reinforcement of positive behaviors among students as evidenced by PBIS Rewards data.

Rationale:

If all teachers implement the adopted 7 Mindsets curriculum and PBIS strategies with fidelity, an increase in positive behaviors among students should be seen, ensuring an improved culture of learning, fewer disciplinary incidents, and increased time on task.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Peer Mentorship

Person Monitoring:

Adele Reed

By When/Frequency:

End of Quarter 1

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

Students will collaborate on initiatives to promote the 7 Mindsets / Resiliency Standards through conflict resolution, communication, restorative practice lessons and activities.

Action Step #2

Adult Mentorship

Person Monitoring:

Adele Reed

By When/Frequency:

End of Quarter 1

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

Resource teachers will mentor targeted students, set goals and action steps, creating systems for tracking (behavior or goal trackers, token systems, etc to gauge progress).

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.

The CHE SIP is disseminated via the school website, and a hard copy is available for review in the main office, upon request. It is also shared publicly during SAC meetings, monthly Leadership, and PBIS Team meetings. The plan for sharing the SIP and ongoing progress is to present quarterly updates during School Advisory Council meetings throughout the year.

The school web page is located at <https://che.myoneclay.net>.

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))

Clay Hill Elementary plans to build positive relationships with parents, families, and other community stakeholders through engagement activities including Coffee and Conversation with the Principals, School Advisory Council meetings, PVO Events (Fall Festival, Spring Fling, etc.) and Curriculum Council.

The school web page is located at <https://che.myoneclay.net>.

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))

Clay Hill Elementary plans to strengthen the academic program by providing professional learning on the OneClay Vision, developing systems to support the implementation of the OneClay Vision in all classrooms, and providing teacher feedback and support for implementing the Vision in classrooms. Title I Funds will be utilized to supplement core instruction through the provision of classroom assistants, supplementary instructional materials, and instructional materials. In the area of ELA and Mathematics this will be done by: shared weekly instructional planning time between exceptional education teachers general education teachers; data driven small group instructional practices; curriculum aligned with the Florida Best Standards; professional development opportunities for teachers using high yield writing program. Learning time will be maximized via strategic, inclusive scheduling, aligned to the district's requirements for instructional minutes, and the provision of accelerated curriculum, as appropriate, during small group instruction.

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))

This plan is developed through collaboration with our local leadership team, the district's Title I department, School Improvement leaders, and community stakeholders.

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))

Clay Hill Elementary School ensures that students receive school-based mental health services through monthly character lessons provided by our school counselor, monthly 7 Mindsets lessons provided through collaboration with resource teachers and our school counselor, informal counseling services provided by our counselor, and BRAVE referrals/onsite counseling for students for whom this service is deemed appropriate. 100% of CHE staff are credentialed in Youth Mental Health First Aid, annually.

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))

N/A

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)).

PBIS and discipline data is used to monitor students who may need Tier 2 behavior support. These students are provided with individualized behavior plans, interventions, and explicit data monitoring, to address problem behavior and intervene.

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)).

Weekly professional development, including whole-group, Professional Learning Communities, and vertical teams, as well as book clubs focusing on effective strategies for teaching and learning, along with the provision of an onsite Instructional Coach all promote the development of teacher quality and

retention.

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))

Clay Hill Elementary school supports the transition of preschoolers to elementary programs via Childfind services, our onsite Pre-K ESE 3-5 program, and Voluntary Prekindergarten Program, as well as our partnership with our local prekindergarten provider, Kids World, with whom we collaborate to promote the effective transition of preschool students to Kindergarten.

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.

Clay Hill Elementary has been identified as a school in ATSI status for our Students with Disabilities subgroup. The process used to review the resources used to meet the identified needs of students begins with an analysis of students' Individualized Education Plans (IEPS). These drive the nature, duration, and frequency of services that are planned during our next step, the Inclusive Scheduling Process. Through inclusive scheduling, SWDs receive priority scheduling to ensure that they receive the support they need as outlined on the IEP. Once the school year is initiated, scheduling is reviewed monthly, via ESE department meetings with both ESE Site Specialists and Administration to ensure that student and teacher schedules continue to adequately meet the needs of the learners. To ensure that instructional implementation is effective, frequent progress monitoring is conducted through the monthly review of student growth (PLC Common formative assessments and other formative assessments), with an emphasis on disaggregated data for subgroups, classroom walkthrough data that reflects the use of and feedback on instructional strategies, including specialized instructional techniques, to impact the learning of special needs students, and benchmark assessments, such as the F.A.S.T. ELA and math assessments. Clay Hill Elementary School also utilizes our Title I compliance procedures to review the use of resources to meet the needs of students. We review the resources acquired and gauge their effectiveness based on student outcome data, again, disaggregated by subgroup.

Specifics to Address the Need

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

The specific resources utilized to address the needs of our ATSI subgroup, SWD, and the plan to address their needs are:

- The establishment of weekly teacher collaboration, among ESE and Gen Ed teachers) to identify student needs, implement responsive instruction, and review student outcomes.
- The acquisition of additional personnel to provide targeted, small group instruction, specially designed instruction, and tailored instructional strategies to remediate below-level learners.
- Frequent Progress monitoring, no less than bimonthly, via common-formative assessment, CAI data, and benchmark assessment outcomes.
- The acquisition of instructional materials, such as visuals, models, assistive technology, and various mechanisms for student response.

The rationale for these resources is our 2024 outcome data, which revealed that, although our SWD

subgroup improved their FPPI from 30% in 2023 to 40% in 2024, they still did not meet the threshold of 41%. We will meet or exceed this threshold in 2025.

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

Clay County Schools

CLAY HIGH SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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 Clay High School, in conjunction with the School District of Clay County, is to work collaboratively with all stakeholders to provide a quality education and motivate students to develop and excel in academics, technology, and social interaction in a caring and safe environment that fosters responsible citizens.

Provide the school's vision statement

It is the vision of Clay High School and the School District of Clay County to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

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

Halter, Jennifer

Position Title

Principal

Job Duties and Responsibilities

Educational leader of the school who oversees all areas of Clay High School. Assigned to oversee 9th & 10th grade English/Language Arts, Algebra 1, Geometry, and all new teachers to Clay High School.

Leadership Team Member #2

Employee's Name

King, Bonnie

Position Title

Assistant Principal

Job Duties and Responsibilities

Provides instructional leadership to the Intensive Reading, math, AICE, and ESE departments as well as manages the day-to-day operations of the school.

Leadership Team Member #3

Employee's Name

Lewis, Matthew

Position Title

Vice Principal

Job Duties and Responsibilities

Oversees career and technical education programs, manages the day-to-day operations of the school, and works with students to improve classroom climate and culture.

Leadership Team Member #4

Employee's Name

Burghart, Joshua

Position Title

Assistant Principal

Job Duties and Responsibilities

Provides instructional leadership to 11th & 12th grade ELA, social studies, science, and physical education. Mr. Burghart oversees PBIS, climate, and culture. He also helps manage the day-to-day running of the school.

Leadership Team Member #5

Employee's Name

Horn, Susan

Position Title

Guidance Counselor

Job Duties and Responsibilities

Guidance department head. Works with guidance team and others to support students' academic success. Primary person responsible for coordinating social-emotional learning activities during the school day.

Leadership Team Member #6

Employee's Name

Dillon, Theresa

Position Title

SAC Member

Job Duties and Responsibilities

SAC Chairperson Also a math teacher who is responsible for providing instructional support to students in math.

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.

Clay High's SAC team involved a variety of stakeholders that have helped make the SIP and will continue monitoring the SIP throughout the school year. Dr. Halter, Clay High's principal, and Mr. Burghart, Clay High's assistant principal are part of the SAC and represent the school's leadership team. Ms. Horne represents the teachers and school staff. Ms. Dillon represents the parents of students who attend Clay High. We have students from the 11th and 12th grades who represent the student body at Clay High. Stacey Reape, the owner of Tucker's Farm House, is not officially part of the SAC, but she is consulted to get business partners' input on Clay High's SIP and consults on other important decisions that the SAC makes throughout the year.

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))

Clay High's SIP will be monitored in a variety of ways. We will utilize our weekly PLCs to create rigorous common assessments, analyze data trends, and make plans for remediation where necessary. Specifically, we will look at how our subgroups of SWD, ELL, and lower quartile to see if we are closing the performance gap. Also, administrators will be present at PLCs and they will seek feedback from members of the PLC. The administration team will conduct walkthroughs and provide constructive feedback on instructional practices. Students will take ownership of their own data through data chats that they hold with their teacher. Dr. Halter and Mr. Burghart will monitor Data results and be in communication on possible next steps throughout the year. We will place an emphasis on the ELL, SWD, and lower quartile data.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH PK, 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	32.9%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	46.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: B* 2021-22: C 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

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
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

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
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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 *	64	64	55	57	57	50	47	56	51
ELA Grade 3 Achievement **									
ELA Learning Gains	65	62	57				43		
ELA Learning Gains Lowest 25%	66	62	55				27		
Math Achievement *	56	61	45	50	50	38	36	35	38
Math Learning Gains	56	60	47				37		
Math Learning Gains Lowest 25%	53	61	49				34		
Science Achievement *	74	80	68	67	74	64	64	43	40
Social Studies Achievement *	71	83	71	70	80	66	79	48	48
Graduation Rate	91	94	90	94	95	89	95	75	61
Middle School Acceleration								39	44
College and Career Readiness	58	60	67	58	63	65	57	78	67
ELP Progress	46	51	49	38	52	45	50		

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	704
Total Components for the FPPI	11
Percent Tested	98%
Graduation Rate	91%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
64%	65%	52%	52%		57%	57%

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

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	45%	No		
English Language Learners	46%	No		
Black/African American Students	54%	No		
Hispanic Students	60%	No		
Multiracial Students	76%	No		
White Students	68%	No		
Economically Disadvantaged Students	57%	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	41%	No		
English Language Learners	38%	Yes	4	
Black/African American Students	46%	No		
Hispanic Students	62%	No		
Multiracial Students	75%	No		
White Students	70%	No		
Economically Disadvantaged Students	55%	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	34%	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	24%	Yes	3	2
Native American Students				
Asian Students				
Black/African American Students	41%	No		
Hispanic Students	52%	No		
Multiracial Students	59%	No		
Pacific Islander Students				
White Students	53%	No		
Economically Disadvantaged Students	43%	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	64%		65%	66%	56%	56%	53%	74%	71%		91%	58%	46%
Students With Disabilities	30%		52%	56%	28%	41%	29%	48%	50%		89%	27%	
English Language Learners	19%		61%	58%	43%			38%	31%		64%		50%
Black/African American Students	54%		62%	58%	37%	48%	31%	67%	51%		89%	38%	
Hispanic Students	60%		70%	68%	52%	48%	52%	70%	61%		84%	43%	52%
Multiracial Students	73%		67%		74%	48%		88%	82%		100%	77%	
White Students	65%		64%	66%	59%	61%	60%	74%	77%		92%	64%	
Economically Disadvantaged Students	54%		59%	59%	48%	52%	48%	66%	60%		87%	43%	50%

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	57%				50%			67%	70%		94%	58%	38%
Students With Disabilities	29%				25%			32%	41%		95%	24%	
English Language Learners	14%				8%						69%		59%
Black/African American Students	33%				25%			41%	48%		94%	32%	
Hispanic Students	57%				44%			67%	62%		98%	48%	56%
Multiracial Students	86%				63%				91%		90%	44%	
White Students	60%				57%			70%	74%		93%	63%	
Economically Disadvantaged Students	43%				43%			54%	55%		91%	44%	55%

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	47%		43%	27%	36%	37%	34%	64%	79%		95%	57%	50%
Students With Disabilities	19%		25%	18%	12%	26%	31%	36%	58%		87%	24%	
English Language Learners	0%		35%	43%	7%	33%		0%					50%
Native American Students													
Asian Students													
Black/African American Students	30%		30%	23%	16%	32%	42%	45%	67%		97%	24%	
Hispanic Students	38%		44%	42%	36%	40%	40%	57%	69%		100%	56%	50%
Multiracial Students	41%		31%					70%	92%				
Pacific Islander Students													
White Students	52%		45%	24%	40%	38%	27%	68%	83%		94%	62%	
Economically Disadvantaged Students	30%		35%	27%	25%	34%	40%	51%	68%		93%	46%	25%

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

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

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	64%	62%	2%	53%	11%
Ela	9	62%	61%	1%	53%	9%
Biology		73%	77%	-4%	67%	6%
Algebra		41%	61%	-20%	50%	-9%
Geometry		61%	68%	-7%	52%	9%
History		72%	81%	-9%	67%	5%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		11%	16%	-5%	16%	-5%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		13%	22%	-9%	27%	-14%
Algebra		19%	24%	-5%	17%	2%
Geometry		7%	23%	-16%	16%	-9%
History		48%	34%	14%	29%	19%

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?

ELA achievement is our biggest area of improvement. We grew by 8 points, 57% to 65%, for the 2023-2024 school year. This can be attributed to numerous initiatives that have been put in place. Teachers committed to completing data-based exit tickets that were tied to standards. The data collected from the exit tickets were used to drive discussion at weekly PLCs. At the PLCs, teachers discussed best practices and developed remediation strategies. Teachers also committed to standard-based teaching to better help students reach mastery of the state standards.

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 area of performance is in the area of math lower quartile learning gains. Clay High obtained a 53% in this area. The major contributing factors to this weakness were teacher turnover and student attendance. Clay High had to replace numerous teachers who taught Algebra last year. There was a learning curve since they were new to the subject area. Also, our lower quartile students in math had a lower attendance rate compared to students not in the lower quartile. Attendance is key to mastering the concepts and standards in a rigorous subject area like math.

Greatest Decline

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

Our graduation rate dropped from a 94% to a 91%. The biggest factor for the decrease in graduation rate comes from negative withdrawals. Last year Clay High had 17 negative withdrawals. Decreasing that number will be key to increasing our graduation rate for the following year.

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.

As of our 2022-2023 data, our largest gap with the state is in college and Career readiness. Clay High obtained 58% and the state average was 65%. This 7% gap is 3% less from the 2021-2022 school

year. As our CTE and AICE programs grow, we expect the gap to continue to close.

EWS Areas of Concern

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

N/A

Highest Priorities

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

- 1) Lower Quartile Math Learning Gains
- 2) Social Studies proficiency

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 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.

Clay High will focus on lower-quartile learning gains in math. Our lower quartile math students require some extra support to help them achieve similar or higher learning gains to our students who are not in the lower quartile. Our lower quartile students received a 53% for learning gains. That is a 3% gap from students who are not in the lower quartile.

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.

For the 2023-2024 school year, Clay High obtained a score of 53% for lower quartile learning gains. This was a 3% gap in learning gains from our students who are not in the lower quartile. Through the initiatives that Clay High will implement for the 2024-2025 school year Clay High will increase our lower quartile learning gains in math by 7%. By setting a goal of 60% learning gains for the lower quartile, the gap between our lower quartile and non-lower quartile students should close.

Monitoring

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

Math teachers and the administration team will monitor the progress through standard-based exit tickets, common assessment data, weekly PLCs that put an emphasis on data and remediation practices, and progress monitoring quarterly tests.

Person responsible for monitoring outcome

Joshua Burghart and Dr. Jennifer Halter

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

Data-Driven Instruction

Person Monitoring:

Joshua Burghart

By When/Frequency:

Bi-Weekly

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

To achieve a 7% increase in learning gains for our lower quartile math students, teachers will use PLCs to make content-wide exit tickets, create common assessments, use data dialogs to examine data trends from common assessments and progress monitoring tests, have data chats with students to monitor progress, and implement remediation plans for students that are needing extra support.

Action Step #2

Professional Learning

Person Monitoring:

Dr. Jenifer Halter

By When/Frequency:

Semester

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

Teachers will participate in a professional learning day for their content once a semester. Teachers will focus on best practices for reaching our students in the lower quartile in math. Professional learning will be led by an administrator and the math curriculum specialist.

Area of Focus #2

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

Instructional Practice specifically relating to Social Studies

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.

For the 2023-2024 school year Clay High obtained an average of 71% proficiency on the U.S. History EOC. That is only a 1% increase from the 2022-2023 school year. During the 2022-2023 school year, Clay High's U.S. History scores decreased by 9%. For the 2021-2022 school year, the proficiency rate for Clay High's U.S. History scores was 79%. While the proficiency rate did increase last year,

there are still areas of growth that need to occur to reach proficiency levels that are reflective of the 2021-2022 school year.

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.

For the 2023-2024 school year, Clay High will increase our U.S. History EOC proficiency by 5%.

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.

Clay High will monitor the progress of each student by examining common assessment data, using progress monitoring tests each quarter, and completing data dialogs, and discussing student progress during weekly PLCs.

Person responsible for monitoring outcome

Joshua Burghart

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

Daily Exit Tickets

Person Monitoring:

Joshua Burghart

By When/Frequency:

Daily

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

Teachers will administer daily exit tickets to gauge mastery of the standards being taught. Teachers will use the data to drive instruction and implement remediation.

Action Step #2

PLC

Person Monitoring:

Joshua Burghart

By When/Frequency:

Bi-Weekly

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

To achieve a 5% increase on the U.S History EOC, teachers will use PLCs to make common assessments, use data dialogs to examine data trends from common assessments and progress monitoring tests, discuss how to implement data chats with students to monitor progress, and implement remediation plans for students that are needing extra support.

Action Step #3

Horizontal Alignment

Person Monitoring:

Joshua Burghart

By When/Frequency:

Monthly

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

Every month, our U.S. History teachers will partner with the ELA and Reading Departments to create a flex PLC that concentrates on literacy. The U.S. History EOC has a major reading component to it and lower quartile students have traditionally struggled with this component on the exam. The ELA and Reading Departments obtained the highest lower quartile learning gains on the FAST in the district. Through the literacy strategies they implemented, they were able to obtain 66% learning gains for our lower quartile students on the FAST. U.S. History scores should increase by implementing these high-leverage literacy strategies.

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.

One of the greatest factors of student success is attendance. Clay High had an average daily attendance for the 2023-2024 school year of 85.9%. This is an area of need because on average 14% of our students were absent.

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.

Clay High had an 84% average daily attendance during the 2022-2023 school year. The school

implemented PBIS initiatives to raise average daily attendance. The plan yielded a 2% increase. Clay High will continue its comprehensive PBIS plan to help raise student average daily attendance again by 2% for the 2024-20245 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 PBIS team will meet monthly and monitor Clay High's average daily attendance rates. Students who are showing early warning signs of attendance issues will be placed in the Power 50 program and they will be monitored weekly until their attendance improves. Improvement in attendance will result in PBIS rewards.

Person responsible for monitoring outcome

Joshua Burghart

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

Average Daily Attendance Increase

Person Monitoring:

Joshua Burghart

By When/Frequency:

Weekly and Monthly

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

To achieve a 2% increase in average daily attendance, we will monitor student attendance rates monthly. Students who are showing early warning signs of attendance issues will be placed in the Power 50 program and they will be monitored weekly until their attendance improves. Students will also receive Blue Devil Distinctions for improved attendance in individual classrooms. They will receive a certificate, candy, and be placed into a drawing for bigger prizes. The school will monitor the impact of this initiative by seeing if it correlates to better student grades, progress monitoring testing data, and behavioral data during PBIS meetings.

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

Clay County Schools

CLAY VIRTUAL FRANCHISE



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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

Our mission is to offer a virtual education experience which allows students to dream, achieve, and soar anywhere, anytime on any path.

Provide the school's vision statement

Clay Virtual Academy will provide students a learning path in an innovative online environment where mastery learning is the focus of each child's motivation, organization, and dedication in preparing them to be leaders in a global marketplace.

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

Amanda Stilianou

Position Title

Principal

Job Duties and Responsibilities

The principal's job duties include but are not limited to all aspects of overseeing the academic, behavior, fiscal, and operational tasks required of the institution and directly supervising staff in these tasks. The principal is primarily involved in analyzing school data trends and identifying priority improvement targets, strategies, and goals.

Leadership Team Member #2

Employee's Name

Linda Garcia

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal's job duties include supporting the principal in ensuring all tasks are completed and in directly supervising staff in these tasks. The assistant principal serves on SAC as the administrative representative and is primarily responsible for drafting the SIP as well as working with stakeholders to develop appropriate goals and monitor progress.

Leadership Team Member #3

Employee's Name

Carol Cochuyt

Position Title

Curriculum Specialist

Job Duties and Responsibilities

As the blended learning curriculum specialist, Carol's duties include working with our on school site lab facilitators, administrators and guidance departments as a liaison between our school and teachers with their full time students taking classes with CVA as blended students. She works closely with our teachers to provide instructional supports on site and virtually. She serves as the SAC chair and is directly involved in the analysis of school data and the development and monitoring of SIP goals.

Leadership Team Member #4

Employee's Name

Gayle Weaver

Position Title

Curriculum Specialist-Distance learning specialist

Job Duties and Responsibilities

As a distance learning specialist, Gayle's duties involve being an expert in virtual learning best practices, coordinating teacher professional development activities for the year and analyzing student work data trends weekly. She is actively involved in identifying school improvement areas to target, establishing appropriate growth goals, and monitoring progress.

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.

The process to develop the SIP involves the leadership team through data analysis and improvement target setting. Additionally, the SAC is involved (which includes teachers, parents, students and community members) by reviewing student assessment data and other data trends like attendance and completion rates, working on the draft of the school improvement plan to modify or approve identified targeted areas, the strategies chosen, and goals established.

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))

Using the states progress monitoring during PM 1 and PM2 the SIP targets and goals will be reviewed and revised as needed. Additional data from district assessments in reading and math (Lexia and I-Ready Math) will be used to monitor progress. Data from our virtual student system for on pace and grades will be used to monitor attendance and other student work habit behaviors that predict success and behavior goals will be modified as needed.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION 4-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	32.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	21.1%
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)* BLACK/AFRICAN AMERICAN STUDENTS (BLK) 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: B* 2021-22: B 2020-21: 2019-20: I

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	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	1	1	0	0	2	0	2	2	8
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	1	1	2
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	0	0	0	0						0
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	0	0					0

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	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0
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-6.0531, 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)

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
	9	10	11	12	
Absent 10% or more school days	0	0	0	0	0
One or more suspensions	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0
Course failure in Math	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0
Level 1 on statewide Algebra assessment	0	0	0	0	0

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
	9	10	11	12	
Students with two or more indicators	0	0	0	0	0

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	0	0
Students retained two or more times	0	0	0	0	0

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 *	67	54	58	58	52	53	64	54	55
ELA Grade 3 Achievement **		58	59		64	56			
ELA Learning Gains	46	51	59				59		
ELA Learning Gains Lowest 25%	50	49	54				56		
Math Achievement *	67	57	59	55	56	55	48	34	42
Math Learning Gains	54	57	61				55		
Math Learning Gains Lowest 25%	67	51	56				36		
Science Achievement *	66	53	54	62	61	52	51	55	54
Social Studies Achievement *	84	74	72	79	74	68	61	50	59
Graduation Rate	80	77	71	86	70	74	94	56	50
Middle School Acceleration	27	68	71	20	69	70	53	41	51
College and Career Readiness	44	43	54	35	38	53	44	68	70
ELP Progress		59	59		39	55		64	70

*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 (FPP) 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	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	652
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	80%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
59%	56%	56%	52%		70%	57%

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

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	36%	Yes	1	
Black/African American Students	50%	No		
White Students	61%	No		
Economically Disadvantaged Students	53%	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		
Black/African American Students	53%	No		
Hispanic Students	69%	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%
White Students	66%	No		
Economically Disadvantaged Students	46%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	47%	No		
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students	56%	No		
Hispanic 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%
Multiracial Students	55%	No		
Pacific Islander Students				
White Students	59%	No		
Economically Disadvantaged Students	58%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	67%		46%	50%	67%	54%	67%	66%	84%	27%	80%		44%
Students With Disabilities	33%		25%		42%	42%							
Black/African American Students	60%				40%								
White Students	65%		49%	55%	70%	53%	80%	67%	87%	30%	79%		41%
Economically Disadvantaged Students	50%		58%		50%	50%					55%		

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	58%				55%			62%	79%	20%	86%	35%	
Students With Disabilities	40%				46%								
Black/African American Students	55%				36%						92%	27%	
Hispanic Students	64%										83%	60%	
White Students	57%				62%			71%	86%		84%	34%	
Economically Disadvantaged Students	35%				31%						86%	32%	

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	64%		59%	56%	48%	55%	36%	51%	61%	53%	94%	44%	
Students With Disabilities	46%		37%	42%	44%	54%	30%	31%	68%		85%	36%	
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	63%		59%		32%	43%		45%	64%		100%	42%	
Hispanic Students	65%		52%		64%	63%		50%	64%		79%	27%	
Multiracial Students	70%				40%								
Pacific Islander Students													
White Students	70%		59%	43%	57%	55%	31%	60%	73%		96%	48%	
Economically Disadvantaged Students	67%		54%		41%	44%		44%	71%		94%	47%	

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	10	79%	62%	17%	53%	26%
Ela	5	64%	54%	10%	55%	9%
Ela	7	60%	57%	3%	50%	10%
Ela	8	36%	58%	-22%	51%	-15%
Ela	9	83%	61%	22%	53%	30%
Math	5	45%	56%	-11%	56%	-11%
Math	7	70%	49%	21%	47%	23%
Math	8	87%	70%	17%	54%	33%
Science	5	64%	58%	6%	53%	11%
Science	8	43%	59%	-16%	45%	-2%
Biology		91%	77%	14%	67%	24%
Algebra		93%	61%	32%	50%	43%
Geometry		25%	68%	-43%	52%	-27%
History		81%	81%	0%	67%	14%
Ela	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Civics		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE

Algebra * data suppressed due to fewer than 10 students or all tested students scoring the same.

2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE

Algebra * data suppressed due to fewer than 10 students or all tested students scoring the same.

Geometry * data suppressed due to fewer than 10 students or all tested students scoring the same.

History * data suppressed due to fewer than 10 students or all tested students scoring the same.

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?

Overall CVA saw a positive improvement overall in ELA 3-10th grade proficiency with a growth of 10% and a positive improvement overall in Math 3-8th and Math EOCs proficiency with a growth of 12%. A renewed focus on progress monitoring with assessments aligned to state end of year assessments contributed the most to this growth.

Specific content areas saw exceptional growth within these data points.

Algebra 1 EOC proficiency rose 51%. This improvement is attributed to a new teacher who focused on live lessons, guided notes/data notebooks for enrichment grades, and the intentional use of district aligned progress monitoring.

3rd Grade ELA proficiency was 100% with an increase of 40%. A systematic implementation of a reading supplemental program with frequent monitoring and feedback with weekly live lessons aligned to the standards helped students achieve this level.

4th Grade Math proficiency saw a 29% improvement which was rooted in explicit instruction during live lessons and improved progress monitoring through i-ready Math.

Biology EOC proficiency rose 44%. Close progress monitoring using district assessments and focus on the scientific method and vocabulary development during live lessons and resources created for students were crucial to student success.

Lowest Performance

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

Geometry EOC proficiency dropped 28% for a 25% pass rate. Contributing factors include a lack of realignment of the curriculum to the new FAST Geometry standards and limited practice within the curriculum of the rigor of the standards.

8th Grade ELA dropped 27% for a pass rate of 36%. Students were showing good progress on PM 2

so a contributing factor may be a lack of engagement in reading supplemental programs and finishing segment 2 too early in the Spring. Another contributing factor is a strong focus on improving writing and need to improve reading instruction.

5th Grade Math was 45% proficient which is a 15% drop from last year. A lack of complete student engagement in the math supplemental program i-Ready math during the second half of the year is a contributing factor. Tracking student progress post PM 2 on benchmarks needs to be more explicit to ensure positive momentum.

For subgroup SWD, only 43% show proficiency in both ELA/Reading and Math. 36% show a learning gain in ELA and 43% show a learning gain in Math. This subgroup is not performing at the same level as the whole school and is also not making learning gains at the same rate.

Greatest Decline

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

Geometry showed the greatest decline. A curriculum alignment issue has been identified across the state virtual franchises using FLVS curriculum as it was not realigned to the new standards and rigor. Updates to the curriculum as well as more targeted teacher supplementation is needed to overcome this barrier.

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.

Geometry showed the greatest gap between the state average of 52% passing and CVA 25% passing rate. Factors that contribute to gap include misaligned curriculum and a lack of rigorous practice that aligned to the test items.

EWS Areas of Concern

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

Given that CVA is a school of choice with specific academic student profile for success, students must meet attendance/weekly work requirements, behavior/discipline, and academic success, zero students enrolled SY 24/25 have two or more indicators on the early warning warning areas. 9 students from last school year met criteria for the early warning system including level 1 on ELA or Math and one had two indicators, but all of these students have withdrawn from CVA for this school year and returned to their zoned school or chosen other school options for this year.

Highest Priorities

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

- 1- Improve achievement and learning gains across ELA and Math for students in subgroup SWD.
- 2-Improve Geometry through targeted live lessons to close curriculum gaps
- 3- Improve ELA results, especially in grades 6 and 8, through use of supplemental programs and live lessons targeted to individual students based on test scores
- 4- Improve Math results, especially in grades 3 and 5, through the use of supplemental programs and live lessons
- 5- Improve acceleration opportunities for all students through redesign of curriculum pathways that lead to advanced coursework and/or industry certifications

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 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.

Focusing on student improvement in math across all grade levels is an area of need as demonstrated by underperforming in 3rd grade math, 5th grade math, and Geometry. Identifying gaps in the curriculum is necessary for teachers to be able to provide targeted benchmark aligned live instruction and additional resources to students. Declines in these grade levels as well as inconsistent gains and losses in math over the past few years indicates a continued need to address gaps and barriers to student success in 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.

By PM 3(May 2025), 72% of students will achieve proficiency or higher on the state assessment in assessed math course improving from 67% proficiency.

Monitoring

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

This area will be monitored through the state progress monitoring windows PM 1 and PM 2 as well as the district baseline and midyear assessments for Algebra and Geometry. Additionally, teachers will use in class module assessments, discussion based assessments, and checks for understanding during live lessons to monitor student learning and mastery of the benchmarks throughout the year.

Person responsible for monitoring outcome

Amanda Stilianou

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:

Tutoring one-to-one and in small group will be used to provide students with additional practice with modeling and guided practice with the teacher via zoom live lessons and weekly in-person live tutoring will be available for student to attend.

Rationale:

Targeted academic tutoring has shown to have a high effect size when used to provide remediation to students during the learning cycle. Teachers will use data from student coursework progress to align tutoring sessions to meet student learning needs. This will also provide opportunities for students to receive feedback during the learning process and not just when they submit assignments for grading.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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 Teacher Efficacy Development

Person Monitoring:

Amanda Stilianou

By When/Frequency:

ongoing throughout the year (weekly)

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

Secondary Math PLCs will analyze data weekly and work together to identify curriculum resources and strategies that can be used to help struggling math students. Math teachers will worked collaboratively with the district math specialist to align additional resources for targeted student assistance.

Area of Focus #2

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Based on PM 3 of FAST reading given in May 2024, 67% of students in grades 3-10 were performing at or above benchmarks. 33% of students are not performing on level. Additionally only 46% of students show a learning gain in reading. Literacy skills are critical to the academic success of students, especially in our virtual platform where reading the content independently is how the majority of content is delivered to the student.

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.

72% of students grades 3-10 will score a level 3 or higher indicating reading proficiency on the end of year (PM 3) ELA assessment given in May 2025, an increase of 5%. Learning gains for reading will grow from 46% to 55%, a 9% growth.

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.

Progress on this goal will be monitored by the state assessment system (PM 1 and PM 2), lexia progress monitoring, and literacy assessments given in the students' ELA classes, and live lessons. Students will also be monitored grades K-6 using the Acadience reading screener.

Person responsible for monitoring outcome

Linda Garcia

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:

Small group and one to one instruction in the components of literacy will be provided to students who are identified as needing intervention. Teachers will use Lexia, Heggerty, and PALS as curriculum resources for the small group instruction.

Rationale:

Small group and one to one direction instruction in the literacy skills is a proven strategy with a high impact effect on student growth. This strategy was selected because it is a strategy that is conducive to virtual instruction and has the highest impact on student reading growth.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

ELA Teacher Efficacy Development

Person Monitoring:

Linda Garcia

By When/Frequency:

ongoing/weekly PLC

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

Teachers in grades k-10 will attend district training on Lexia and other reading supplemental programs to become more proficient in using the literacy instructional components of these programs and how to best implement instruction and monitor student literacy growth. During PLCs, K-5 teachers will analyze literacy assessments each quarter to identify students who need additional support. ELA teachers in grades 6-10 will meet weekly in PLCs to review student progress and discuss/plan best practices for improving student literacy skills. Teachers will plan live lessons and supports for students who need additional instruction to improve reading skills. Teachers will use student progress monitoring from discussion based assessments to determine student needs for live lessons or tutoring sessions.

Area of Focus #3

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 SWD subgroup has experienced a decline in the federal index indicators the past few years and fell at 36% for the 2023-2024 school year. Student achievement and learning gains for this subgroup has been difficult to achieve in the virtual school setting. A lack of learning progress from year to year impacts students' ability to achieve success in coursework as it cumulatively gets harder. Students who fall behind also have a higher risk of not graduating on time and lack opportunities for acceleration coursework in their years in school. This subgroup was identified as an area of focus due to the falling below the federal index parameter. In ELA, 43% students in grades 3-10 are reading proficiently in the SWD subgroup and only 36% show a learning gain last year. In Math, 43% of students made learning gains and 43% met proficiency measures.

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.

Subgroup SWD will improve from 36% SY 23/24 to 41% during SY 24/25 on the Federal Index. Students will improve achievement, learning gains, graduation rate, and acceleration to achieve this goal.

Monitoring

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

SWD subgroup students will be monitored throughout the school year through the state progress monitoring and district progress monitoring assessments. They will also be monitored weekly for success in their classes through our student success team and will be targeted for additional supports as needed. Based on their baseline scores, students will be scheduled into supplemental learning programs for ELA/Reading and/or Math as appropriate for their grade levels. Student progress in these supplemental programs will be monitored weekly by the teachers.

Person responsible for monitoring outcome

Linda Garcia

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:

CVA will use specially designed instruction through collaboration between the ESE support facilitator and the General Education teacher to provide individualized instruction and support to students in the SWD subgroup for ELA and Math courses. Students will receive one on one academic support adjusted to their needs based on weekly classroom data and ongoing progress monitoring data.

Rationale:

Small group and one to one direction instruction is a proven strategy with a high impact effect on student growth. This strategy was selected because it is a strategy that is conducive to virtual instruction and has the highest impact on student reading and math growth.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Specially Designed Instruction

Person Monitoring:

Linda Garcia

By When/Frequency:

weekly

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

The ESE Support Facilitator will create a weekly/monthly services schedule based on individual student IEPs and adjust the schedule as needed based on student academic data. The teacher will collaborate with the Gen Ed teachers to help provide individualized resources and one on one instruction or support for learning. The ESE support facilitator will monitor students growth on each progress monitoring check point, progress in supplemental programs like Lexia and i-Ready/ALEKS

and progress towards IEP goals for literacy and math. As a member of the student success team, the ESE Support Facilitator will discuss any concerns about the SWD subgroup during the weekly Success Team meeting and lead the problem solving process to provide immediate support for struggling students in this subgroup. Student attendance to all live lessons and sessions with the Support Facilitator are required and will be monitored with feedback provided to the student and parent monthly.

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.

Attendance at the virtual school is determined by students submitting work weekly and remaining on pace. Last year, CVA students averaged 81% weekly attendance (submitted at least one assignment per class weekly). FLVS establishes a goal of 90% weekly attendance/work submission. Submitting work weekly helps students maintain appropriate pacing in the course for a continuation of learning within the curriculum and completion of the course based on established pace guides. Students who do not submit work weekly tend to fall behind pace and experience learning gaps.

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.

85% of students will submit work weekly and will be on pace.

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.

Through reports available in teacher accounts with FLVS, students' weekly work submissions and pace can be tracked. The student success team will track this data weekly, the leadership team will review the data monthly.

Person responsible for monitoring outcome

Amanda Stilianou

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:

For this strategy, teachers will be very specific on what attendance to virtual school looks like and teachers will analyze student data twice a week and students who are not submitting work will be contacted and support offered. Specific pacing guides with checkpoints are used in each class to specify exactly what work should be done each week. Teachers have engaging and easy to use welcome pages that explain expectations. Teachers have welcome calls with students and parents in the first 14 days of class to set clear expectations.

Rationale:

Setting clear and specific behavior guidelines and expectations is a proven strategy to improve student behavior outcomes and improve school culture.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Student success team and attendance/work submissions tracking

Person Monitoring:

Amanda Stilianou

By When/Frequency:

Weekly/Tuesdays

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

Establish an academic success team and student tracking system for weekly progress monitoring for students, procedures for referring a student to the success team, and action steps members will take. The team will analyze data weekly and leadership team will monitor the data monthly. The monthly Leadership Team will also review this student data and further assist with problem solving and interventions as needed.

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.

Throughout the school year, student progress including academic progress in coursework and assessments are reviewed with the ESE support facilitator to determine students' learning progress and achievement, review their attendance to sessions with their ESE support staff member, and determine if additional services or supports are needed. Student access to and use of supplemental programs for reading and math are monitored weekly by the teacher. Each student is reviewed at semester to determine if the online virtual program continues to be a learning option that is best suited for their learning success and if it is not, we problem solve to see if additional services or supports are needed within the online platform or if the student needs to return to their brick and mortar or other school choice option. At the beginning of the year, ESE/SWD students are identified and scheduled for their services. Allocations for our ESE support facilitator are determined and adjusted as needed based on student needs. Weekly, our student success team reviews student data and also provides interventions based on student need. Our support facilitator is a member of this success team. Teachers provide synchronous live lessons monthly or more frequently and full time students are required to attend these live lessons this school year. Teachers also identify and provide additional resources within their courses as needed and identified by student data. Examples of these additional resources include but are not limited to: pace guides, study guides, guided notes, exemplars of student assignments, links to additional online resources, and help files. Teachers also schedule one on one tutoring and support when needed either with the content teacher, support facilitator or both if needed. Administration reviews teachers work schedules and caseloads on an ongoing basis to determine if student needs are being met and make adjustments as needed and allowable through district provided allocations.

Specifics to Address the Need

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

ESE Support Facilitator- CVA is allocated one full time ESE Support Facilitator. This role provides academic and behavior supports and instruction for students with disabilities in the virtual setting. Through specially designed instruction individualized to the student's needs and IEP goals, the ESE Support Facilitator meets individually with students during the month on a set schedule determined by the IEP and provides one to one learning support. This typically involves reviewing the student's progress in their online classes, tutoring for academic subjects, clarifying assignments, identifying and vetting outside resources for class learning support, and reviewing prior material. The ESE Support Facilitator also, based on student need, will help monitor student progress in supplemental programs

and provide support and instruction as appropriate. The ESE Support Facilitator will also help teach the student time management, organization, and other executive functioning skills as needed to grow their independent learning skills. The Support Facilitator will also provide social emotional skills training to students who demonstrate a need for this instruction. The Support Facilitator will also attend subject area live lessons based on student need with a priority focus on the ELA and Math live lessons and will coordinate student support with the General Education teachers as needed. By the first week of school, the ESE support facilitator will establish the student contact schedule. Monthly, the ESE support facilitator will meet with administration and review SWD student progress and any areas of concern. The ESE Support Facilitator is also a member of the Student Success team and meets weekly with other members to discuss students and problem solve areas of concern.

ESE Secretary- CVA is allocated one full time ESE secretary who's duties include scheduling IEP meetings and ensuring all documentation is needed. She also helps coordinate service schedules for Gifted and Speech/Language Therapies. By August 13, the ESE Secretary will identify all full time students with IEPs, assign their case manager in the student information system and establish a calendar of IEP due dates. This includes setting up interim IEP meetings for all new CVA full time students with disabilities so that the IEP team can review the student's learning needs and make appropriate adjustments to the services and accommodations to account for the differences in virtual learning versus traditional in-person learning.

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

Clay County Schools

DOCTORS INLET ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant, and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

Doctors Inlet School exists to prepare lifelong learners for success in a global and competitive workplace and in acquiring life skills.

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

Carolyn Ayers

Position Title

Principal

Job Duties and Responsibilities

Oversees entire instructional programming and implementation of the goals for the school.

Leadership Team Member #2

Employee's Name

Jocelyn Farber

Position Title

Assistant Principal

Job Duties and Responsibilities

Creates testing schedules, in charge of instructional materials and oversees data collection for students and staff.

Leadership Team Member #3

Employee's Name

Suzette Torres

Position Title

MTSS/ITF/ESE Teacher

Job Duties and Responsibilities

She is our intervention facilitator looking at data and helping to collect data points for students. She also supports our staff in providing support and interventions for our students.

Leadership Team Member #4

Employee's Name

Lauren Paine

Position Title

IAF/ Media Tech/ LLT

Job Duties and Responsibilities

She helps provide technology support for students and staff regarding the programs we use. She also is instrumental in updating our social media and web accounts for all stakeholders.

Leadership Team Member #5

Employee's Name

Carli Guess

Position Title

Classroom Teacher

Job Duties and Responsibilities

A seasoned classroom teacher who helps to collaborate and make decisions that are in the best interest of the school.

Leadership Team Member #6

Employee's Name

Kristi Mineo

Position Title

5th Grade Math

Job Duties and Responsibilities

Team leader and seasoned teacher to help provide support and decision making for the school

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.

Our school advisory council collaborates with administration, teachers, parents and community members to develop and implement strategies that meet the goals and requirements outlined in Doctors Inlet Elementary's school improvement plan. They review goals and monitor progress through at least quarterly meetings.

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 school advisory council will use data to drive instruction by analyzing student performance metrics, attendance records, early warning systems, and other relevant data to identify areas of need. Based on these insights, the council will work with educators to develop targeted strategies and interventions, monitor progress, and adjust instructional methods to improve student learning outcomes.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	42.2%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	95.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: A

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	2	17	16	4	5	2	1	0	0	47
One or more suspensions	0	14	5	3	2	0	1	0	0	25
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	2	0	0	2
Course failure in Math	0	0	0	1	0	1	1	0	0	3
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	2	5	2	0	0	0	9
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	0	0	0	0						0
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	0	0					0

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	3	0	2	3	0	1	0	0	9

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	1	0	7	0	0	0	0	0	9
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	14	15	13	9	10	16	11			88
One or more suspensions	1	2				1	5			9
Course failure in ELA	4	2		1			1			8
Course failure in Math		1		2	1					4
Level 1 on statewide ELA assessment					2	2	2			6
Level 1 on statewide Math assessment					2	1	4			7
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										6

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

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

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

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	55	62	57	58	59	53	59	63	56
ELA Grade 3 Achievement **	50	65	58	59	61	53			
ELA Learning Gains	62	62	60				56		
ELA Learning Gains Lowest 25%	67	60	57				53		
Math Achievement *	69	67	62	61	64	59	62	51	50
Math Learning Gains	68	68	62				70		
Math Learning Gains Lowest 25%	63	59	52				76		
Science Achievement *	63	61	57	78	65	54	70	69	59
Social Studies Achievement *								70	64
Graduation Rate								64	50
Middle School Acceleration								61	52
College and Career Readiness									80
ELP Progress	54	55	61	64	55	59	36		

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	497
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
62%	67%	60%	61%		62%	61%

* 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	54%	No		
Black/African American Students	56%	No		
Hispanic Students	66%	No		
Multiracial Students	60%	No		
White Students	63%	No		
Economically Disadvantaged Students	60%	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	37%	Yes	1	
English Language Learners	64%	No		
Black/African American Students	62%	No		
Hispanic Students	66%	No		
Multiracial Students	87%	No		
White Students	62%	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	43%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	60%	No		
Native American Students				
Asian Students				
Black/African American Students	56%	No		
Hispanic Students	69%	No		
Multiracial Students	58%	No		
Pacific Islander Students				
White Students	64%	No		
Economically Disadvantaged Students	57%	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	55%	50%	62%	67%	69%	68%	63%	63%					54%
Students With Disabilities	35%	31%	48%	45%	42%	45%	57%	53%					
English Language Learners	38%		76%		48%	53%							
Black/African American Students	38%		55%	70%	49%	68%	53%						
Hispanic Students	56%	54%	67%	90%	69%	56%		67%					
Multiracial Students	55%				64%								
White Students	58%	57%	60%	58%	74%	71%	67%	61%					
Economically Disadvantaged Students	50%	38%	63%	70%	63%	66%	68%	65%					

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	58%	59%			61%			78%					64%
Students With Disabilities	37%	40%			35%								
English Language Learners	47%				65%								80%
Black/African American Students	57%				46%			82%					
Hispanic Students	55%	73%			70%								
Multiracial Students	82%				91%								
White Students	56%	57%			59%			74%					
Economically Disadvantaged Students	54%	51%			56%			76%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	59%		56%	53%	62%	70%	76%	70%					36%
Students With Disabilities	30%		41%	43%	37%	51%	64%	32%					
English Language Learners	62%		67%		54%	79%							36%
Native American Students													
Asian Students													
Black/African American Students	61%		63%		47%	56%	55%						
Hispanic Students	65%		64%	50%	58%	84%	94%	69%					
Multiracial Students	54%				62%								
Pacific Islander Students													
White Students	57%		54%	56%	65%	70%	78%	68%					
Economically Disadvantaged Students	51%		52%	49%	53%	63%	70%	60%					

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

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

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

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	46%	63%	-17%	55%	-9%
Ela	4	54%	56%	-2%	53%	1%
Ela	5	41%	54%	-13%	55%	-14%
Ela	6	67%	65%	2%	54%	13%
Math	3	71%	66%	5%	60%	11%
Math	4	64%	62%	2%	58%	6%
Math	5	43%	56%	-13%	56%	-13%
Math	6	83%	74%	9%	56%	27%
Science	5	61%	58%	3%	53%	8%

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?

Our overall math achievement reflects a strong and consistent effort in mastering fundamental concepts and advanced techniques. We've demonstrated progression toward proficiency in problem-solving, logical reasoning, and analytical thinking. This progress toward our goals is a testament to our progress toward proficiency. We focused on small group instruction and interventions for math instruction. We also focused on basic math skills such as adding, subtracting, multiplication, and division for our students.

Lowest Performance

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

To address the declining reading scores at DIS, we have examined the data and will implement a comprehensive reading intervention plan. This plan will include providing professional development for teachers on effective literacy instruction, incorporating differentiated reading strategies tailored to individual students' needs and increasing access to high-quality reading materials. Additionally, we will engage parents through workshops and resources to support reading at home, while regularly monitoring student progress through assessments and adjusting interventions as needed. We had many factors that contributed to low scores including student absences, teacher absences, student behaviors, and attendance.

Greatest Decline

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

Our 3rd grade ELA scores showed the greatest decline. There were a variety of factors that contributed to the loss of learning with our students including absences, behavior, and quality instruction for our students.

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.

3rd-grade ELA had the greatest gap between scores and average. This group of 3rd-grade students came to us significantly behind their peers in regards to reading level, this combined with multiple changes in instructors as well as student behaviors in the classroom all contributed to the lack of proficiency and gains we had for our students.

EWS Areas of Concern

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

Our areas for concern with our students are the amount of absences and students out of class for disruptive and disrespectful behaviors. We have a plan for a reentry into the classroom for students who have significant behaviors.

Highest Priorities

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

Our highest areas of concern are for reading and ELA proficiency 3-6th. If students cannot read then it will hinder their ability to perform on any of the standardized tests. We would also like to improve our Math proficiency, and SWD proficiency and 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 ELA required by RAISE (specific questions)

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.

Increasing ELA proficiency is essential for students' overall academic success and future opportunities. ELA proficiency encompasses critical skills in reading, writing, speaking, and listening which are foundational for learning across all subjects. By enhancing ELA proficiency, students develop the ability to comprehend complex texts, articulate their thoughts clearly, and engage in critical thinking and analysis. This, in turn, supports their academic performance, boosts their confidence, and prepares them for higher education and the workforce. Improving ELA proficiency also helps bridge achievement gaps ensuring all students have the necessary skills to succeed in an increasingly information-driven world.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Increasing foundational reading proficiency is essential for students' academic success and future opportunities. ELA proficiency encompasses critical skills in reading, writing, speaking, and listening which are foundational for learning across all subjects. By enhancing ELA proficiency, students develop the ability to comprehend complex texts, articulate their thoughts clearly, and engage in critical thinking and analysis. This, in turn, supports their academic performance, boosts their confidence, and prepares them for higher education and the workforce. Improving ELA proficiency also helps bridge achievement gaps ensuring all students have the necessary skills to succeed in an increasingly information-driven world.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Based on our 3rd-grade proficiency is 46%, and our 5th-grade proficiency is 41% score. This area needs to be improved for the 2024-2055 school year. We will use differentiated instruction provided by our teachers and support staff to help students achieve their goals and gain confidence in learning. This will be completed by using progress monitoring assessments and reviewing data.

We will offer a variety of texts which meet diverse learning needs and interests. We will use flexible grouping to allow students to work with peers of different abilities helping them to push their thinking.

We will also implement with fidelity the county-approved corrective reading program and supports.

Grades K-2: Measurable Outcome(s)

By the end of the 24-25 school year, 80% of our K-2 students will demonstrate a 15% improvement in their ELA as measured by the district-wide standardized assessments and progress monitoring tools.

Grades 3-5: Measurable Outcome(s)

By the end of the 24-25 school year, 75% of our 3rd-5th students will demonstrate a 15% improvement in their ELA as measured by the district-wide standardized assessments and progress monitoring tools.

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 monitor the progress toward our goals through classroom walkthroughs, progress monitoring, and student performance.

Person responsible for monitoring outcome

Carolyn Ayers

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:

We will use corrective reading instruction targeting 2023-2024 Fast PM 3 for grade level 1 retainees, grades 4/5 level 1, and grade 6 level 1 to mid 2.

Rationale:

Students did not make a learning gain or some students even slid down a level based on the data.

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

Description of Intervention #2:

We will use corrective reading instruction targeting 2023-2024 Fast PM 3 for grade level 1 retainees, grades 4/5 level 1, and grade 6 level 1 to mid 2.

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Using an evidence-based approach to reading instruction that focuses on the systematic and explicit teaching of key components of reading, including phonological awareness, phonics, fluency, vocabulary, and comprehension for students through whole and small group instruction.

Rationale:

Research indicates that systematic and sequential instruction in phonics is more effective than non-systematic or implicit approaches.

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

Provide targeted tutoring for students who are approaching or below proficiency. Teachers will develop small groups for tutoring based on student needs in ELA.

Person Monitoring:

Jocelyn Farber

By When/Frequency:

Monthly and completion by March 2025

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

Targeted tutoring for students with specific skills will help students receive unambiguous instruction, which helps them understand and apply what they are learning.

Action Step #2

Specific Targeted Tutoring

Person Monitoring:

Carolyn Ayers

By When/Frequency:

Monthly and completion by March 2025

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

Targeting students for literacy instruction in tutoring involves a systematic and personalized approach to identify and address the specific reading needs of each student. It will involve the identification of students through assessment, individualized learning plans with goal setting, instructional strategies to close learning gaps, and explicit systematic instruction with a variety of instructional techniques including multisensory and differentiation.

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.

Math has usually been a strength for us, this year our scores did slide back slightly due to different factors. Math proficiency is important because it develops critical thinking and problem-solving skills essential for success in academic pursuits, everyday life, and many careers in a technology-driven world.

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.

Based on FAST/STAR data, our area of focus will be instructional practice specifically relating to Math. By using the strategies and action steps described below, we will increase math proficiency from 66% to 68% by the end of the 2024-2025 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.

We will monitor the area of focus using classroom walkthroughs, progress monitoring, and student performance.

Person responsible for monitoring outcome

Carolyn Ayers

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:

We will use visual representations and hands on learning to help our students grasp and understand concepts related to math.

Rationale:

We will have collaborative discussions and questioning through quarterly data meetings to discuss grade level and classroom trends and create a plan for students who are not reaching proficiency.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

District Vocabulary Cards appropriate for each unit of instruction in order to have cohesive vocabulary throughout the school.

Person Monitoring:

Jocelyn Farber

By When/Frequency:

Monthly Walkthroughs

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

Positive Behavior and Intervention System (PBIS)

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.

Based on our climate survey, our students showed an increase in positive interactions within our school walls. We would like to further increase positive interactions because it reinforces desired actions, promoting a positive and supportive school environment. It improves students' self-esteem and motivation, encouraging them to continue exhibiting good behavior. Additionally, it helps build a culture of respect and cooperation, which can lead to improved academic and social outcomes for all students.

Measurable Outcome

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

Last year 336 students received a documented positive interaction from a faculty member. Based on climate survey data, our area of focus will be positive culture and environment specifically relating to positive interactions with students. By using the strategies listed below we will increase positive student interactions from 336 to 425 by the end of the 2024-2025 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.

We will monitor this by the use of positive postcards that are mailed home to students weekly. The

postcards will be logged and then sent home for the students and their families.

Person responsible for monitoring outcome

Carolyn Ayers

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 establish positive connections with students on campus making them feel welcomed and supported at school.

Rationale:

This will help build confidence and increase the drive to work hard in school and be part of the DIS community.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Positive Postcards send home to all students 2x per year

Person Monitoring:

Carolyn Ayers

By When/Frequency:

Monthly at Foundations Meetings

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

We will monitor how many postcards are sent home each month and celebrate the teacher or grade level who submits the most post cards.

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.

<https://dis.myoneclay.net/>

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))

<https://dis.myoneclay.net/>

We build positive relationships with the school community and stakeholders by fostering open communication, involving parents and community members in decision-making processes, and organizing collaborative events and activities. Establishing regular forums for feedback, providing volunteer opportunities, and celebrating the achievements of students and staff also helps us to build these relationships.

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))

We have a strong intervention plan designed to improve student learning and performance based on our areas of focus.

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))

We work with our district office and other similar schools to develop and coordinate our plan. We are inclusive and help enhance student learning with our goals aligned to best practices in teaching. This leads to stronger, more connected communities that benefits everyone involved.

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.

We use a variety of resources to look at and support our students with disabilities at Doctors Inlet Elementary School. Analyzing data on students with disabilities is crucial for providing tailored support and fostering an inclusive educational environment. By examining metrics such as academic performance, attendance, engagement, and student discipline we can identify specific needs and challenges faced by these students. This data-driven approach enables the implementation of targeted interventions aligned to their IEP goals and progress. By providing appropriate accommodations to students ensures that all students have equitable opportunities to succeed.

Specifics to Address the Need

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

We will be continuing with our small group instruction, interventions (corrective reading/math), and specially designed instruction for our students with disabilities. With this, we have seen great gains and helped to move our students with disabilities more toward proficiency. We are meeting and exceeding their individual goals on their IEPs and within the classroom setting.

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

Clay County Schools

DISCOVERY OAKS ELEMENTARY



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

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

Discovery Oaks Elementary provides authentic and rigorous learning experiences in a nurturing environment where students discover their full potential and feel appreciated as individuals, fostering confidence, creativity, critical thinking, and problem-solving skills in ALL students.

Provide the school's vision statement

Discovery Oaks Elementary is a safe, collaborative, and student-centered learning community that inspires students to develop into lifelong learners and productive global citizens through S.T.E.A.M.-based learning experiences.

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

James Herrholtz

Position Title

Principal

Job Duties and Responsibilities

The school Principal is responsible for all leadership activities and the vision of the school. We actively engage our stakeholders using our SAC committee and our PFA. Additionally, we are using surveys and others forms of feedback to engage those stakeholders in our school vision.

Leadership Team Member #2

Employee's Name

Dimitra Mainer

Position Title

Assistant Principal

Job Duties and Responsibilities

As a partner in developing and implementing the schools vision we act as instructional leaders with all interactions with staff and community stakeholders.

Leadership Team Member #3

Employee's Name

Avius Johnson

Position Title

Assistant Principal

Job Duties and Responsibilities

The AP is responsible for assisting the principal with all leadership and school vision activities.

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.

We have a strong leadership team of teachers in each grade-level that are active in developing and monitoring our goals as a school. We consistently engage the PFA and our SAC parental groups for feedback and assistance in our helping shape and support our school vision and mission. We regularly (quarterly) survey our parents to gain valuable feedback from our community stakeholders. We also do the same with our internal stakeholders - students and staff.

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))

We have a system in place that forces us to revisit the school improvement plan monthly as we meet with team leads around data and implementation of said plan. We pivot or revise based on that data with our students using formative and summative data collected by grade-level.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	66.7%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	39.5%
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: A

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	24	28	15	14	6	22	30			139
One or more suspensions	4	6		7	9	7	35			68
Course failure in English Language Arts (ELA)	3	2		1		1	0			7
Course failure in Math		1			1	2				4
Level 1 on statewide ELA assessment				15	13	10	18			56
Level 1 on statewide Math assessment				19	10	19	14			62
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	3	5	8	3						19
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)			1							1

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	3	2	1	2	2	9	24			43

Current Year 2024-25

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

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

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-6.0531, 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 *	68	62	57	65	59	53	70	63	56
ELA Grade 3 Achievement **	68	65	58	58	61	53			
ELA Learning Gains	64	62	60				67		
ELA Learning Gains Lowest 25%	60	60	57				57		
Math Achievement *	80	67	62	77	64	59	77	51	50
Math Learning Gains	74	68	62				78		
Math Learning Gains Lowest 25%	68	59	52				65		
Science Achievement *	76	61	57	65	65	54	62	69	59
Social Studies Achievement *								70	64
Graduation Rate								64	50
Middle School Acceleration								61	52
College and Career Readiness									80
ELP Progress	67	55	61	58	55	59	47		

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	608
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
68%	68%	65%	62%		74%	

* 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	54%	No		
English Language Learners	67%	No		
Asian Students	87%	No		
Black/African American Students	63%	No		
Hispanic Students	70%	No		
Multiracial Students	72%	No		
White Students	74%	No		
Economically Disadvantaged Students	62%	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	58%	No		
Asian Students	87%	No		
Black/African American Students	57%	No		
Hispanic Students	63%	No		
Multiracial Students	77%	No		
White Students	76%	No		
Economically Disadvantaged Students	61%	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	46%	No		
Native American Students				
Asian Students	85%	No		
Black/African American Students	62%	No		
Hispanic Students	64%	No		
Multiracial Students	73%	No		
Pacific Islander Students				
White Students	73%	No		
Economically Disadvantaged Students	57%	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 L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	68%	68%	64%	60%	80%	74%	68%	76%					67%
Students With Disabilities	38%	31%	58%	56%	55%	72%	73%	50%					
English Language Learners	47%	58%	74%	85%	72%	78%	70%						50%
Asian Students	76%		85%		95%	92%							
Black/African American Students	60%	61%	59%	57%	71%	64%	65%	68%					
Hispanic Students	68%	71%	72%	71%	81%	75%	67%	63%					62%
Multiracial Students	70%	63%	68%		80%	71%		82%					
White Students	75%	71%	64%	50%	88%	83%	73%	85%					
Economically Disadvantaged Students	59%	61%	62%	63%	69%	70%	68%	62%					43%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	65%	58%			77%			65%					58%
Students With Disabilities	34%	25%			54%			64%					
English Language Learners	52%				48%								75%
Asian Students	84%				90%								
Black/African American Students	56%	50%			68%			53%					
Hispanic Students	59%	60%			77%			54%					
Multiracial Students	72%	81%			78%								
White Students	76%	57%			85%			84%					
Economically Disadvantaged Students	55%	43%			61%			58%					90%

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	70%		67%	57%	77%	78%	65%	62%					47%
Students With Disabilities	36%		52%	52%	46%	65%	54%	22%					
English Language Learners	37%		50%	40%	42%	56%	50%						47%
Native American Students													
Asian Students	100%		62%		100%	77%							
Black/African American Students	60%		65%	48%	67%	76%	70%	49%					
Hispanic Students	57%		64%	65%	72%	73%	61%	57%					
Multiracial Students	79%		81%		73%	60%							
Pacific Islander Students													
White Students	80%		69%	57%	86%	84%	60%	77%					
Economically Disadvantaged Students	52%		60%	54%	60%	73%	64%	38%					

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	66%	63%	3%	55%	11%
Ela	4	66%	56%	10%	53%	13%
Ela	5	64%	54%	10%	55%	9%
Ela	6	65%	65%	0%	54%	11%
Math	3	82%	66%	16%	60%	22%
Math	4	75%	62%	13%	58%	17%
Math	5	81%	56%	25%	56%	25%
Math	6	71%	74%	-3%	56%	15%
Science	5	73%	58%	15%	53%	20%

III. Planning for Improvement

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

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

Most Improvement

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

Discovery Oaks ELementary made significant gains in Science. We also gained significantly in 5th grade math. We did have some nice learning gains overall in all grades.

We have continued to use computer based testing in the classroom to familiarize our students with the testing format used by the State.

We have focused on the culture of learning and allowed school to be engaging and fun. We are project based when the standards lend it itself for project-based learning.

Lowest Performance

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

We continue struggle in ELA. We have see flat performance over the past couple of years. Students have not demonstrated stamina and focus coming out of the pandemic that is needed to succeed in ELA. We did have a new Curriculum but that in itself is not an excuse. We have struggled to improve writing.

Greatest Decline

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

We have not seen the kind of growth we would have expected in ELA. That is why we have focused our efforts to intervene with struggling readers early and often, increase the amount of reading kids are doing in and out of the classroom as well as writing across the curriculum. We have hired a second interventionist that will focus efforts on our youngest readers and intervene using the science of reading to address the deficits.

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.

We have a significant number of Level 2 in ELA. That is our area of concern and our gap. We have been discussing the issue in our Data Chats and feel if we can increase the amount of reading and

writing we will be able to get those students to grade-level. We have hired a second interventionist that will focus efforts on our youngest readers and intervene using the science of reading to address the deficits.

EWS Areas of Concern

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

Our highest priority is absenteeism. The data shows we have a concerning number of students absent 10% or more of the time. This high incidence of absences widens gaps for students already struggling academically.

Highest Priorities

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

1. ELA
2. Science
3. Writing

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.

If we provide strong evidence based instructional techniques consistent delivery while setting high expectations for all students we will improve overall engagement levels, increase student ownership which should then increase our performance in ELA.

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.

If we provide strong evidence based instructional techniques consistent delivery while setting high expectations for all students we will improve overall engagement levels, increase student ownership which should then increase our performance in ELA. Our overall target is to improve proficiency in ELA by 5% across all grade levels.

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.

FAST Progress monitoring, SAVVAS, Common Lit.

Person responsible for monitoring outcome

James Herrholtz

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:

We will use rigorous tier 1 instruction in an evidence based environment. Focused on the standards kids must achieve.

Rationale:

We need to increase teacher capacity and insure measured consistent delivery of instruction.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Targeted Professional Development

Person Monitoring:

James Herrholtz

By When/Frequency:

Quarterly Data Meetings

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

PLC monthly meetings, Student Success Meetings, Team Leads Meetings, data tracking meetings.

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.

If we provide strong evidence based instructional techniques consistent delivery while setting high expectations for all students we will improve overall engagement levels, increase student ownership which should then increase our performance in 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.

If we provide strong evidence based instructional techniques consistent delivery while setting high expectations for all students we will improve overall engagement levels, increase student ownership which should then increase our performance in Math. We would like to raise our overall proficiency in Math by 5% per grade-level.

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 be using consistent progress monitoring, baseline data, mid-year data, and FLDOE SS

Person responsible for monitoring outcome

James Herrholtz

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:

Tier 1 – Strong 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

Strong evidence based tier 1 instruction.

Person Monitoring:

James Herrholtz

By When/Frequency:

Quarterly Reviewed

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

PLC monthly meetings, Student Success Meetings, Team Leads Meetings, data tracking meetings.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

In year three of our PBIS initiative, we have systemically overhauled our implementation and fidelity within the faculty. We implemented the DOE Voyager bucks and opened the PBIS store for students to redeem those for good behavior. In reflection, we determined the need to start this year with the

basics of a positive behavior system with our staff.

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.

Reduce discipline referrals by at least 20%.

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.

Usage of the DOE Bucks - Number of Kids earning those Bucks, Referrals and overall suspension rates.

Person responsible for monitoring outcome

James Herrholtz

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:

N/A

Rationale:

N/A

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Data Analysis

Person Monitoring:

James Herrholtz

By When/Frequency:

Quarterly Data Meetings

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

During PLC monthly meetings, Student Success Meetings, Team Leads Meetings, data tracking meetings.

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

Clay County Schools

FLORIDA CYBER CHARTER ACADEMY AT CLAY



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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

Ensuring all students reach their full potential by utilizing a highly effective curriculum and implementing classes that are student-centered, data driven, and engaging for all learners.

Provide the school's vision statement

Celebrating diversity and building community through inspiration while ensuring our students are productive citizens today for success in their future endeavors of tomorrow.

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

Kristan Haberstro

Position Title

Elementary Principal

Job Duties and Responsibilities

Administrator for grade K-5. To serve as an instructional leader of the virtual campus and provide direction in the school system. Develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, and hire and evaluate staff.

Leadership Team Member #2

Employee's Name

Page Green

Position Title

Middle School and High School Principal

Job Duties and Responsibilities

Administrator for grades 6-12. To serve as an instructional leader of the virtual campus and provide direction in the school system. Develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, and hire and evaluate staff.

Leadership Team Member #3

Employee's Name

Angie Canter

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Administrator for grades K-12. To serve as an instructional leader of the virtual campus and provide direction in the school system. Develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, and hire and evaluate staff.

Leadership Team Member #4

Employee's Name

Jennifer Burton

Position Title

Special Programs Administrator

Job Duties and Responsibilities

Administrator of Special Programs for K-12. Coordinator of the ESE department. Create and monitor schedules, IEP's and ESE teachers. Attend bi-weekly meetings review goals, analyze data and recommend adjustments when needed

Leadership Team Member #5

Employee's Name

Kendra Rangel

Position Title

Counselor

Job Duties and Responsibilities

Academic Success Counselor

Leadership Team Member #6

Employee's Name

Michelle Cole

Position Title

Master Teacher - Elementary

Job Duties and Responsibilities

Instructional monitoring and fidelity checks of the implementation of all core and intensive program. Collaborate and plan with K - 5 teachers to ensure planning includes curriculum resources and benchmarks that are aligned to rigorous instruction and student tasks. Analyze assessments for quality, identify strength and weaknesses on weekly assessments, and articulate academic alignment of targets/benchmarks/tasks to support teacher growth.

Leadership Team Member #7

Employee's Name

Lauren Moore

Position Title

Master Teacher - Middle School

Job Duties and Responsibilities

Instructional monitoring and fidelity checks of the implementation of all core and intensive program. Collaborate and plan with 6-8 teachers to ensure planning includes curriculum resources and benchmarks that are aligned to rigorous instruction and student tasks. Analyze assessments for quality, identify strength and weaknesses on weekly assessments, and articulate academic alignment of targets/benchmarks/tasks to support teacher growth.

Leadership Team Member #8

Employee's Name

Shelby Macon

Position Title

Master Teacher

Job Duties and Responsibilities

Instructional monitoring and fidelity checks of the implementation of all core and intensive program. Collaborate and plan with 9-12 teachers to ensure planning includes curriculum resources and benchmarks that are aligned to rigorous instruction and student tasks. Analyze assessments for quality, identify strength and weaknesses on weekly assessments, and articulate academic alignment

of targets/benchmarks/tasks to support teacher growth.

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.

Plan development includes data from surveys from teachers, parents, and students.

1. Online surveys are tailored to different stakeholder groups and include questions about various aspects of the school experience such as academic programs, extracurricular activities, facilities, communication channels, and overall satisfaction.

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))

SIP Leadership Team will meet after each assessment period, monthly, to review data and monitor progress toward School Improvement Plan. Administrators will complete walkthroughs and formal evaluations throughout the school year to monitor the implementation of the instructional practices in our priority focus. The team will filter and analyze data specific to our ESSA subgroups to ensure our B/AA, Hispanic, SWD, FRL students are making adequate progress and adjust interventions as needed.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	59.8%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	7.4%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	CSI
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)* BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP)* WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: D 2022-23: C* 2021-22: C 2020-21: 2019-20: C

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	1	0	0	0	0	0	3	3	0	7
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	1	0	0	0	0	4	0	5
Course failure in Math	0	0	1	0	0	0	0	2	0	3
Level 1 on statewide ELA assessment				5	1	2	4	5	2	19
Level 1 on statewide Math assessment				5	2	5	4	7	2	25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	0	1	1	5						7
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	5	2					7

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	0	1	5	3	2	4	5	2	22

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	0	1	0	0	0	0	0	0	1
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	1					1				2
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment						1	3	3		7
Level 1 on statewide Math assessment						3	5	3		11
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)			1	2						6

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

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

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

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)

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
	9	10	11	12	
Absent 10% or more school days	8	25	9	12	54
One or more suspensions	0	0	0	0	0
Course failure in English Language Arts (ELA)	13	10	11	8	42
Course failure in Math	9	5	12	4	30
Level 1 on statewide ELA assessment	8	17	0	0	25
Level 1 on statewide Algebra assessment	12	9	1	4	26

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
	9	10	11	12	
Students with two or more indicators	9	15	9	8	41

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	0	0
Students retained two or more times					0

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 *	42	54	58	55	52	53	53	54	55
ELA Grade 3 Achievement **		58	59		64	56			
ELA Learning Gains	39	51	59				54		
ELA Learning Gains Lowest 25%	31	49	54				50		
Math Achievement *	21	57	59	29	56	55	38	34	42
Math Learning Gains	42	57	61				46		
Math Learning Gains Lowest 25%	46	51	56						
Science Achievement *	52	53	54	55	61	52	53	55	54
Social Studies Achievement *	46	74	72	56	74	68	43	50	59
Graduation Rate	82	77	71	64	70	74	89	56	50
Middle School Acceleration		68	71	50	69	70	50	41	51
College and Career Readiness	26	43	54	24	38	53	5	68	70
ELP Progress		59	59		39	55		64	70

*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 (FPP) 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)	CSI
OVERALL FPPI – All Students	43%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the FPPI	427
Total Components for the FPPI	10
Percent Tested	95%
Graduation Rate	82%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
43%	48%	48%	48%		41%	50%

* 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	13%	Yes	2	2
Black/African American Students	39%	Yes	1	
Hispanic Students	37%	Yes	2	
White Students	45%	No		
Economically Disadvantaged Students	14%	Yes	1	1
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	31%	Yes	1	1
Black/African American Students	47%	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%
Hispanic Students	36%	Yes	1	
Multiracial Students	27%	Yes	1	1
White Students	63%	No		
Economically Disadvantaged Students	60%	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	53%	No		
English Language Learners				
Native American Students				
Asian Students				
Black/African	33%	Yes	1	

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%
American Students				
Hispanic Students	53%	No		
Multiracial Students				
Pacific Islander Students				
White Students	53%	No		
Economically Disadvantaged Students	47%	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	42%		39%	31%	21%	42%	46%	52%	46%		82%		26%
Students With Disabilities	17%				8%								
Black/African American Students	40%		33%		21%	48%		55%					
Hispanic Students	34%		33%		21%	37%		53%	43%				
White Students	46%		50%	36%	21%	43%		47%	45%		94%		27%
Economically Disadvantaged Students	27%				0%								

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	55%				29%			55%	56%	50%	64%	24%	
Students With Disabilities	38%				23%								
Black/African American Students	52%				24%			36%			75%		
Hispanic Students	47%				25%								
Multiracial Students	45%				9%								
White Students	65%				39%			80%	80%		50%		
Economically Disadvantaged Students											60%		

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	53%		54%	50%	38%	46%		53%	43%	50%	89%	5%	
Students With Disabilities	40%				30%						90%		
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	32%		36%		17%	54%		27%					
Hispanic Students	50%		50%		47%	70%		50%					
Multiracial Students													
Pacific Islander Students													
White Students	68%		65%		45%	29%		64%	67%		85%	0%	
Economically Disadvantaged Students											93%	0%	

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	10	42%	62%	-20%	53%	-11%
Ela	7	53%	57%	-4%	50%	3%
Ela	9	34%	61%	-27%	53%	-19%
Math	7	15%	49%	-34%	47%	-32%
Civics		44%	81%	-37%	67%	-23%
Biology		53%	77%	-24%	67%	-14%
Algebra		12%	61%	-49%	50%	-38%
Geometry		28%	68%	-40%	52%	-24%
History		45%	81%	-36%	67%	-22%
Ela	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Science	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Science	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE

Algebra		27%	16%	11%	16%	11%
Geometry		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE

Algebra		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry		<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?

The increase in the graduation rate for state accountability can be attributed to several targeted strategies. One key initiative was the implementation of bi-weekly senior escalation meetings, which provided a structured platform for identifying and addressing at-risk seniors' needs promptly. Additionally, the use of a graduation tracker by school counselor allowed for meticulous monitoring of each student's progress, ensuring that no one fell through the cracks. The diligent tracking of positive withdrawal codes also played a significant role, as it ensured that students leaving the school system were doing so for valid reasons and were accounted for correctly. Furthermore, efforts to locate students who did not enter on the first day of school helped to identify and re-engage those who might otherwise be lost to the system. Together, these measures created a comprehensive approach to supporting student success and significantly contributed to the improved graduation rates.

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 recent decline in math scores for state accountability reflects another year of downward trends, which can be attributed to several critical issues. One significant factor was the inconsistent implementation of adopted research-based programs, leading to a lack of fidelity in how these programs were executed across classrooms. Additionally, the absence of effective, standards-aligned instruction further compounded the problem, as teachers struggled to deliver lessons that met the required educational benchmarks. Compounding this issue was the misalignment of student tasks to the standards, resulting in assignments that failed to adequately prepare students for state assessments. These combined factors contributed to the continued decrease in math scores, highlighting the need for a more cohesive and aligned approach to math instruction.

Greatest Decline

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

The overall ELA scores saw a significant decline of 13%, mirroring the troubling trend observed in math scores. This drop can be attributed to several interrelated issues. Firstly, there was inconsistent fidelity in the implementation of adopted research-based programs, which led to uneven educational outcomes across different classrooms. Additionally, the lack of effective, standards-aligned instruction further exacerbated the problem, as educators struggled to deliver curriculum that met state benchmarks. This issue was further compounded by the misalignment of student tasks to the standards, resulting in assignments that did not adequately prepare students for assessments. These factors collectively contributed to the marked decrease in ELA scores, underscoring the urgent need for a more cohesive and standards-driven approach to instruction.

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 greatest gap in math achievement was starkly evident, with a 21% proficiency rate compared to the state average of 55% in 2023. Several factors contributed to this troubling decline. The lack of effective, standards-aligned instruction exacerbated the problem, as educators were unable to consistently deliver curriculum that met state benchmarks. Compounding these issues was the misalignment of student tasks to the standards, resulting in assignments that did not adequately prepare students for assessments. These combined factors have significantly contributed to the widening achievement gap in math.

EWS Areas of Concern

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

Students passing core ELA courses.

Students passing core Math courses.

Highest Priorities

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

1. Student Achievement in Math.
2. Student Achievement in ELA.
3. Increasing the performance of the subgroups that fell below 41%.
4. Increasing the lowest quartile in both Math and ELA.
5. Increasing the graduation rate.

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

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.

Based on the PM3 data, it was identified that many students in grades 3rd-8th grade were struggling with math skills. Specifically, the data revealed that only 15% of 3rd grade, 14% of 4th grade, 13% of 5th grade, 21% of 6th grade, 21% of 7th grade, 30% of 8th and 29% of Algebra 1 Accelerated 8th grade students were proficient in math. Considering this data, there is a crucial need to improve instructional practices, particularly those relating to benchmark-aligned instruction. The aim is to ensure that students receive the necessary support and guidance in developing their math and reading skills, which will ultimately lead to improved academic performance and outcomes. Therefore, it is important to focus on benchmark-aligned instruction to provide a targeted and effective approach to teaching. By aligning instructional practices with benchmark standards, teachers can ensure that students are receiving standards aligned tasks and effective instruction. This approach will help to address the gaps in students' math and reading skills, leading to improved proficiency and academic success. In summary, the PM3 data highlights the need for a focus on benchmark-aligned instructions to improve student performance in math. Through the identification of this need and the implementation of focused instructional strategies, educators may contribute to the closing of the achievement gap and guarantee that every student has the tools needed for academic success.

Measurable Outcome

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

Our goal for this academic year is to enhance the proficiency levels of students in math. 2025 PM3 Increase the % Proficient in math achievement on the B.E.S.T Standards in grades 3rd-12th by 20 points to achieve a 41% proficiency and demonstrate a 45% in Learning Gains for all students, including those in the bottom quartile. We plan to achieve this by improving our instructional practices, which include benchmark-aligned instructions and setting specific goals using data to ensure effective instructional practices. To measure teacher practices, we will use Asynchronous reviews, Informal Walk-Through Look-Fors Data, which will assess criteria such as the subject area, whether a benchmark is driving the lesson, whether the task is aligned to the benchmark, and

whether the instructional time is optimized. Additionally, we will collect data on standards mastery using tools such as Braining Camp, I-ready, IXL, Progress Learning, Reflex, Formal assessments and Progress Monitoring assessments

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 Area of Focus on benchmark-aligned instructions will be monitored using a variety of tools and assessments. Weekly formative evaluations will be given by teachers to track students' progress and modify their teaching strategies as necessary. Additionally, Progress Learning will be utilized to track development on a monthly and on a monthly basis as well. This data-driven strategy will enable prompt actions and modifications to be reviewed during data chats. The implementation of a data-driven instruction will provide prompt interventions and modifications, so assisting in guaranteeing that students are on course to achieve the targeted improvement of 10% in math proficiency. The school leadership team will review progress monitoring on monthly basis.

Person responsible for monitoring outcome

Kristan Haberstro, Page Green, Angie Canter, Michelle Cole, Katie Moore, Shelby Macon

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:

I-Ready is an evidence-based intervention program designed to support personalized learning in mathematics for K–12 students. It combines adaptive diagnostic assessments and individualized instruction to address students' unique learning needs, making it a powerful tool for educators aiming to close achievement gaps and promote academic growth.

Rationale:

Studies have shown that students using I-Ready demonstrate significant gains in reading and mathematics. Research indicates that the program is particularly effective for students performing below grade level, helping to accelerate their learning and close achievement gaps. I-Ready's diagnostic assessments provide educators with actionable data, enabling them to tailor instruction to meet the specific needs of each student. This targeted approach is grounded in educational research, which emphasizes the importance of differentiated instruction in promoting student achievement.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

IXL - math comprehensive researched based platform offering fluency and practice in mathematics.

IXL will be used to support personalized learning in mathematics for students in 6th-8th ,Algebra and Geometry.

Rationale:

Research indicates that pupils utilizing IXL exhibit noteworthy improvements in their mathematical skills. According to research, the program works especially well for kids who aren't functioning at grade level since it helps them catch up on lost ground and improve academically. IXL diagnostic tests give teachers useful information that they can use to customize lessons to each student's unique needs.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

School improvement in the area of math.

Person Monitoring:

Kristan Haberstro, Page Green, Angie Canter,
Michelle Cole, Katie Moore, Shelby Macon

By When/Frequency:

Weekly

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

Student Learning: Student data will be disaggregated after PM1 and PM2 and compared to state proficiency and growth trends. We will align state data with diagnostic data from I-Ready. After each benchmark-aligned common assessment is administered, teachers, with the support of master teachers, will track and chart this data to measure progress over time. Placement into small groups for Tier 2 and Tier 3 instruction will be based on a triangulation of data from the previous year's PM3 data and the beginning of the year's I-Ready diagnostic assessments. Implementation: Students will use I-Ready for a minimum of 45 minutes per week as part of Tier 1. Those students needing additional interventions will receive explicit small group instruction and an additional 45 minute per week in Tier 2. Students needing Tier 3 interventions will work in small groups with explicit instruction given by a highly effective teacher using the I-Ready Math Toolbox. Teacher Practice: Classroom walkthrough trend data will be collected and analyzed biweekly. Administration and master teachers will support teams with benchmark-aligned task planning. Walkthrough data using the Look For document will identify trends in explicit instruction and task alignment to benchmark or intended learning that is aligned with collaborative planning. Administrators will meet with teachers in data chats to discuss student assessment/diagnostic/look for trends and make adjustments accordingly.

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

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.

Based on the PM3 data, it has been identified that a significant number of students in grades 3 through 8 are struggling with their reading skills, with only 42% demonstrating proficiency. This data underscores a critical need to enhance instructional practices, particularly those aligned with benchmark standards. To address this issue, it is essential to improve benchmark-aligned instruction to better support students in developing their reading abilities.

Focusing on benchmark-aligned instruction will provide a targeted and effective approach to teaching, ensuring that students engage with tasks and instruction that meet established standards. This alignment aims to bridge gaps in students' reading skills and foster greater proficiency and academic success.

In summary, the PM3 data indicates a pressing need for an emphasis on benchmark-aligned instruction to boost reading performance. By addressing this need and implementing focused instructional strategies, educators can help close the achievement gap and equip every student with the necessary tools for academic success.

Measurable Outcome

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

Our goal for this academic year is to boost reading proficiency levels by 5% or more on the 2025 PM3 assessment. We have set specific targets for proficiency in reading as follows: 42% for 3rd grade, 42% for 4th grade, 42% for 5th grade, 47% for 6th grade, 51% for 7th grade, and 48% for 8th grade.

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.

To achieve these targets, we will enhance our instructional practices, focusing on benchmark-aligned instruction and setting data-driven goals to ensure effective teaching. Our approach will include:

1. **Improving Instructional Practices:** We will align our instruction with benchmark standards to better support student learning.
2. **Monitoring Teacher Practices:** We will use Asynchronous Reviews and Informal Walk-Through Look-Fors Data to evaluate key criteria such as alignment with benchmarks, task relevancy, and the optimization of instructional time.

3. **Collecting Data on Standards Mastery:** We will utilize a variety of tools, including I-Ready, Power Up by Lexia, SIPPS, Progress Learning, RAZ Kids, Formal Assessments, and Progress Monitoring Assessments, to track and assess student progress.

By implementing these strategies, we aim to close gaps in reading proficiency and ensure that every student receives the support they need for academic success.

Person responsible for monitoring outcome

Kristan Haberstro, Page Green, Angie Canter, Michelle Cole, Katie Moore, Shelby Macon

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:

I-Ready is an evidence-based intervention program designed to support personalized learning in reading for K-12 students. It combines adaptive diagnostic assessments and individualized instruction to address students' unique learning needs, making it a powerful tool for educators aiming to close achievement gaps and promote academic growth.

Rationale:

Studies have shown that students using i-Ready demonstrate significant gains in reading and mathematics. Research indicates that the program is particularly effective for students performing below grade level, helping to accelerate their learning and close achievement gaps. I-Ready's diagnostic assessments provide educators with actionable data, enabling them to tailor instruction to meet the specific needs of each student. This targeted approach is grounded in educational research, which emphasizes the importance of differentiated instruction in promoting student achievement. The continuous progress monitoring allows for timely interventions, ensuring that students stay on track and receive support when needed.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

PowerUp Lexia is an evidence-based intervention program designed to support struggling readers in grades 9-12. Students in an intensive reading class. For students that continue to struggle, teacher-led lessons with structured, scripted instructional strategies target areas of weakness.

Rationale:

Grades 9-12: PowerUp by Lexia has been found to improve critical literacy skills in struggling readers. Students working on skills two or more grades below their grade level will substantially increase their reading ability, ending the school year making significant growth towards reading proficiency as measured by PM3.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

School Improvement in the Area of Reading

Person Monitoring:Kristan Haberstro, Page Green, Angie Canter,
Michelle Cole, Katie Moore, Shelby Macon**By When/Frequency:**

Weekly

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

Student Learning: Student data will be disaggregated after PM1 and PM2 and compared to state proficiency and growth trends. We will align state data with diagnostic data from I-Ready. After each benchmark-aligned common assessment is administered, teachers, with the support of master teachers, will track and chart this data to measure progress over time. Placement into small groups for Tier 2 and Tier 3 instruction will be based on a triangulation of data from the previous year's PM3 data and the beginning of the year's I-Ready diagnostic assessments. Implementation: Students will use I-Ready for a minimum of 45 minutes per week as part of Tier 1. Those students needing additional interventions will receive explicit small group instruction and an additional 45 minute per week in Tier 2. Students needing Tier 3 interventions will work in small groups with explicit instruction given by a highly effective teacher using the I-Ready Reading Toolbox. Teacher Practice: Classroom walkthrough trend data will be collected and analyzed biweekly. Administration and master teachers will support teams with benchmark-aligned task planning. Walkthrough data using the Look For document will identify trends in explicit instruction and task alignment to benchmark or intended learning that is aligned with collaborative planning. Administrators will meet with teachers in data chats to discuss student assessment/diagnostic/look for trends and make adjustments accordingly.

IV. Positive Culture and Environment

Area of Focus #1

Teacher 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.

At FLCCA, our teacher attendance data revealed that we had significant need to improve teacher attendance. It is believed that a direct correlation of student achievement is affected by teacher absenteeism.

Measurable Outcome

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

By February 2025, we will see a marked improvement in teacher attendance with the expectation that teachers will be present 90% of the instructional time.

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.

Teacher attendance will be monitored monthly and those teachers who maintain high attendance rate will be recognized monthly at school wide huddles.

Person responsible for monitoring outcome

Kristan Haberstro, Page Green

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:

Solution Tree Webinars

Rationale:

Being a fantastic teacher doesn't have to mean burning out. Solution Tree outlines five simple methods—reflect, reframe, refocus, reconnect, and reveal—to rekindle teacher passion. Solution Tree has the most recent research as well as shares personal teaching experiences. It makes sense that a lot of teachers are burning out! It's as if the enthusiasm and fire for teaching that once ignited are simply fading. Solution Tree webinars will show educators how to rekindle their love for their work in addition to discovering proven strategies to support their love of teaching.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:**Action Step #1**

Creating Positive Culture and Environment - Addressing Teacher Absenteeism

Person Monitoring:

Kristan Haberstro, Page Green

By When/Frequency:

Monthly

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

We will monitor our teacher attendance through our Workday system and determine the correlation between teacher absenteeism and student academic achievement by reviewing formative and

summative scores. Teachers will be recognized by administration on monthly basis in our school wide huddles. Teachers will attend three webinars offered by Solution Tree including: Attend to Your Well-Being: How Educators Can Avoid Mental, Physical and Emotional Exhaustion, Healthy Teachers, Happy Classrooms, and From Burnt Out to Fired Up. Additionally, teachers will complete a virtual module on Culture in the Classroom - Student and Teacher Perceptions in within the K12 Training platform. The efficacy of the intervention will be monitored through the PLC Process. Teachers will bring their learning back and discuss improvement strategies to combat their own absenteeism and create a high sense of student culture and belonging in classroom communities.

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.

Weekly School Leadership Team Meetings and data review with the FLCCA grant coordinator. FLCCA has utilized operating FEFP funds, Title IV, and other Grants to target various software programs and tutoring to support students. For example, the ARP Targeted Math Grant was used to implement Brainingcamp, Reflex Math, SIPPS, and to provide PD for Teachers at the FCTE conference.

Specifics to Address the Need

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

At FLCCA, the specific needs will be addressed through the following strategies:

1. Resource Teachers (ESOL, ESE, Intervention) Support during Small Group Instruction: Specialized resource teachers for English Speakers of Other Languages (ESOL) and Exceptional Student Education (ESE), and interventionists will provide targeted support during small group instruction. This ensures that students with diverse learning needs receive personalized attention and instruction to enhance their learning outcomes.
2. Ongoing Professional Development for Teachers and Support Staff: Continuous professional development opportunities will be provided to teachers and support staff to engage in deep, focused, and collaborative planning. These sessions will be designed to improve data analysis skills and enhance the planning and implementation of small group instruction, ensuring that teaching strategies are data-driven and effective.
3. Professional Learning Communities (PLC) and Professional Development: Through PLCs and dedicated professional development sessions, teachers will have the opportunity to collaborate on best practices and methodologies. This collaborative environment will foster the sharing of innovative teaching strategies and promote a culture of continuous improvement.
4. Master Teachers for Teacher Support and Development: Master teachers will offer a range of support levels to teachers, from one-on-one coaching sessions to group workshops. These mentors will provide feedback, model effective teaching practices, and help teachers develop new skills to ensure their professional growth and development.
5. Multi-Tiered System of Supports (MTSS) Framework: The MTSS framework will be implemented to provide students with the specific instruction, resources, time, and intensity they need for success. This system will include multiple tiers of support, ranging from universal interventions for all students to targeted and intensive interventions for those who require additional assistance.

6. Curriculum Resources to Enhance ELA, Science, and Math Skills: A variety of curriculum resources will be utilized to enhance students' skills in English Language Arts (ELA), Science, and Math. These resources, including I-Ready, Power Up by Lexia, SIPPS, IXL, Reflex, and I-Ready Toolbox, will support student mastery of the Florida B.E.S.T. standards and promote literacy/math proficiency across all content areas. By integrating these resources into the curriculum, students will be better equipped to achieve academic success.

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

Clay County Schools

FLEMING ISLAND ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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

We will prepare our students to be independent life-long learners. We will provide a learning environment that is centered on our students, directed by our teachers, and supported by our homes and community.

Provide the school's vision statement

Fleming Island Elementary is a supportive and inclusive environment which engages and inspires students by promoting a growth mindset and belief that all students are capable of learning. We want our students to be problem solvers utilizing critical thinking skills to make a greater impact on the world.

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

Mallory McConnell

Position Title

Principal

Job Duties and Responsibilities

Analyzes data and works with team to develop goals for school based on historical academic and social emotional learning progress

Leadership Team Member #2

Employee's Name

Julie Dover

Position Title

Assistant Principal

Job Duties and Responsibilities

Analyzes data and works with team to develop goals for school based on historical academic and social emotional learning progress

Leadership Team Member #3

Employee's Name

Karla Glidden

Position Title

Teacher

Job Duties and Responsibilities

5th Grade team leader- leads PLCs for the grade level, analyze student data, works collaboratively with colleagues to intentionally plan for small group, differentiated instruction. All jobs and responsibilities align to SIP implementation.

Leadership Team Member #4

Employee's Name

Robin Barnard

Position Title

Teacher

Job Duties and Responsibilities

5th Grade team leader- leads PLCs for the grade level, analyze student data, works collaboratively with colleagues to intentionally plan for small group, differentiated instruction. All jobs and responsibilities align to SIP implementation.

Leadership Team Member #5

Employee's Name

Natalie Wells

Position Title

Teacher

Job Duties and Responsibilities

1st Grade team leader- leads PLCs for the grade level, analyze student data, works collaboratively with colleagues to intentionally plan for small group, differentiated instruction. All jobs and responsibilities align to SIP implementation.

Leadership Team Member #6

Employee's Name

Ashley Kibler

Position Title

Teacher

Job Duties and Responsibilities

2nd Grade team leader- leads PLCs for the grade level, analyze student data, works collaboratively with colleagues to intentionally plan for small group, differentiated instruction. All jobs and responsibilities align to SIP implementation.

Leadership Team Member #7

Employee's Name

Stephanie Burt

Position Title

Teacher

Job Duties and Responsibilities

3rd Grade team leader-- leads PLCs for the grade level, analyze student data, works collaboratively with colleagues to intentionally plan for small group, differentiated instruction. All jobs and responsibilities align to SIP implementation.

Leadership Team Member #8

Employee's Name

Kimberly Harrell

Position Title

Teacher

Job Duties and Responsibilities

3rd Grade team leader-- leads PLCs for the grade level, analyze student data, works collaboratively with colleagues to intentionally plan for small group, differentiated instruction. All jobs and responsibilities align to SIP implementation.

Leadership Team Member #9

Employee's Name

Angela Courson

Position Title

Teacher

Job Duties and Responsibilities

4th Grade team leader-- leads PLCs for the grade level, analyze student data, works collaboratively with colleagues to intentionally plan for small group, differentiated instruction. All jobs and responsibilities align to SIP implementation.

Leadership Team Member #10

Employee's Name

Stacey Johnson

Position Title

Teacher

Job Duties and Responsibilities

6th Grade team leader-- leads PLCs for the grade level, analyze student data, works collaboratively with colleagues to intentionally plan for small group, differentiated instruction. All jobs and responsibilities align to SIP implementation.

Leadership Team Member #11

Employee's Name

Kristen Tully

Position Title

Teacher

Job Duties and Responsibilities

Kindergarten Team Lead- leads PLCs for the grade level, analyze student data, works collaboratively with colleagues to intentionally plan for small group, differentiated instruction. All jobs and responsibilities align to SIP implementation.

Leadership Team Member #12

Employee's Name

Karen McCarthy

Position Title

Teacher

Job Duties and Responsibilities

ESE Team Leader- leads PLCs for the grade level and helps with training on the universal screener. leads PLCs for the grade level, analyze student data, works collaboratively with colleagues to

intentionally plan for small group, differentiated instruction. All jobs and responsibilities align to SIP implementation.

Leadership Team Member #13

Employee's Name

Leigh Snyder

Position Title

Teacher

Job Duties and Responsibilities

ESE Team Leader- leads PLCs for the grade level. leads PLCs for the grade level, analyze student data, works collaboratively with colleagues to intentionally plan for small group, differentiated instruction. All jobs and responsibilities align to SIP implementation.

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.

We meet 6 times per year involving the school leadership team, teachers and school staff, parents, families, and business/community leaders. We use a various data to review the needs of the campus from survey, climate data, and parental/stakeholder feedback.

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))

We meet 6 times per year involving the school leadership team, teachers and school staff, parents, families, and business/community leaders. During our meetings we will review student performance data for academics and behavior. We will make adjustments as needed. School staff will also be monitoring data on a monthly basis for a more "real time" approach.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	29.9%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	25.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) 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: A

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	5	9	7	5	7	14	11			58
One or more suspensions	1	1			3	4				9
Course failure in English Language Arts (ELA)	1	2	2							5
Course failure in Math		1				1				2
Level 1 on statewide ELA assessment				7	8	6	3			24
Level 1 on statewide Math assessment				3	4	4	1			12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)				3						3
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				2						2

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		1	1			1				3

Current Year 2024-25

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, 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 *	80	62	57	76	59	53	79	63	56
ELA Grade 3 Achievement **	78	65	58	80	61	53			
ELA Learning Gains	67	62	60				70		
ELA Learning Gains Lowest 25%	62	60	57				53		
Math Achievement *	90	67	62	83	64	59	85	51	50
Math Learning Gains	84	68	62				73		
Math Learning Gains Lowest 25%	75	59	52				66		
Science Achievement *	76	61	57	82	65	54	63	69	59
Social Studies Achievement *								70	64
Graduation Rate								64	50
Middle School Acceleration								61	52
College and Career Readiness									80
ELP Progress	55	61			55	59			

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	77%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	612
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
77%	80%	70%	69%		76%	76%

* 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	52%	No		
Asian Students	95%	No		
Black/African American Students	63%	No		
Hispanic Students	76%	No		
Multiracial Students	86%	No		
White Students	78%	No		
Economically Disadvantaged Students	74%	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	58%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Black/African American Students	66%	No		
Hispanic Students	81%	No		
Multiracial Students	82%	No		
White Students	82%	No		
Economically Disadvantaged Students	68%	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	53%	No		
English Language Learners				
Native American Students				

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%
Asian Students	96%	No		
Black/African American Students	66%	No		
Hispanic Students	70%	No		
Multiracial Students	73%	No		
Pacific Islander Students				
White Students	72%	No		
Economically Disadvantaged Students	69%	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	80%	78%	67%	62%	90%	84%	75%	76%					
Students With Disabilities	47%	39%	55%	53%	61%	65%	59%	40%					
Asian Students	90%				100%								
Black/African American Students	53%		57%		71%	71%							
Hispanic Students	83%	62%	68%		90%	76%	70%	83%					
Multiracial Students	84%		79%		96%	84%							
White Students	80%	83%	66%	57%	90%	86%	80%	78%					
Economically Disadvantaged Students	73%	78%	66%	74%	83%	84%	75%	59%					

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%	80%			83%			82%					
Students With Disabilities	50%	68%			58%			56%					
Black/African American Students	57%				74%								
Hispanic Students	74%	87%			83%			79%					
Multiracial Students	72%				91%								
White Students	78%	84%			82%			83%					
Economically Disadvantaged Students	63%	67%			75%			65%					

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	79%		70%	53%	85%	73%	66%	63%					
Students With Disabilities	58%		59%	44%	63%	62%	52%	32%					
English Language Learners													
Native American Students													
Asian Students	92%				100%								
Black/African American Students	56%		67%		81%	58%							
Hispanic Students	77%		68%		72%	68%		63%					
Multiracial Students	67%		67%		89%	81%		60%					
Pacific Islander Students													
White Students	82%		70%	60%	87%	73%	70%	63%					
Economically Disadvantaged Students	75%		76%	63%	74%	73%	63%	62%					

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	78%	63%	15%	55%	23%
Ela	4	78%	56%	22%	53%	25%
Ela	5	74%	54%	20%	55%	19%
Ela	6	86%	65%	21%	54%	32%
Math	3	90%	66%	24%	60%	30%
Math	4	93%	62%	31%	58%	35%
Math	5	79%	56%	23%	56%	23%
Math	6	92%	74%	18%	56%	36%
Science	5	77%	58%	19%	53%	24%

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?

Math learning gains showed the most improvement. We began identifying students with a substantial math deficiency and providing interventions aligned to their area of need.

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 average percentage of students in the bottom quartile making learning gains in ELA had the lowest performance at 62%. Although this component showed the lowest performance, it also showed the largest increase from 2022 (last time we had gains). Systems and structures for identifying students' area of need and adequately aligning interventions to meet those needs, need to be refined.

Greatest Decline

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

Science. A veteran teacher that had been teaching 5th grade science, retired. There were two new teachers to 5th grade science teaching science this year. The cohort of students in 5th grade this past year are lower performing, as a whole, than the cohort of students the year prior.

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 data component with the greatest gap when compared to the state average was 6th grade math. Our school scored 36% higher than the state average. This component was the second smallest gap between our school and the district, showing that overall scores in 6th grade math for the district were high. One factor that contributed to this gap was a more focused lens from a district standpoint. Very intentional supports were in place from the district.

EWS Areas of Concern

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

1. Students absent 10% or more of the school days

2. Students scoring a level 1 in ELA

Highest Priorities

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

1. ELA Learning Gains
2. ELA Learning Gains of L25%
3. Students With Disabilities
4. Science

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

The area of focus is our students with disabilities. The gap has grown from last year to this year of the percentage of all students reaching proficiency in ELA and the percentage of students with disabilities reaching proficiency. In the 22-23 school year, the gap was 26% and in 23-24, the gap was 33%. The data indicates a growth in overall proficiency for all students with a decrease in proficiency for students with disabilities. The area of focus requires further analysis of why proficiency is increasing for all students, but dropping for students with disabilities. In math, the proficiency for all students increased from 83% to 90% and the proficiency of students with disabilities also increased from 58% to 61%. While there was an increase in proficiency, there is also an increase in the discrepancy between all students and students with disabilities from 25% gap in 22-23 to a 29% gap in 23-24.

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.

In 22-23, 50% of students with disabilities were proficient in ELA. In 23-24, 47% of students with disabilities were proficient in ELA. The goal is to increase by 4% so that the proficiency of students with disabilities in ELA is 51% in the 24-25 school year. Science proficiency for SWDs in 22-23 was 56% and 40% in 23-24. The goal is to increase by 10% in 24-25, with the SWD subgroup reaching 50% proficient in science.

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.

Professional Development around High Leverage Practices, SDI and UDL strategies, and expectations for standards based lesson targets and success criteria.

Walkthrough feedback and Coaching will be required for this expectation. We will work to create a supportive environment where teachers feel comfortable seeking guidance and assistance when necessary.

Data-Informed Instruction will be a big focus this year. Implementation of the quarterly “Data Dive” meetings will promote a culture of data-informed instruction.

Recognize and celebrate teachers' success in implementing these instructional practices.

Administration and teachers will track student progress (FAST, Lexia, I-Ready) in data profile sheets to determine student progress. In addition, administration will meet with teachers each quarter to review informal and formal data to determine if students are making gains.

A universal screener will be implemented and teachers will receive professional development on how to interpret the results and identify students' area of need. Professional development around small group, differentiated instruction and aligning learning tasks to individual student need will be provided. Ongoing progress monitoring and collaborative work through PLCs will ensure student needs are being met.

Person responsible for monitoring outcome

Mallory McConnell

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:

We will be working to implement professional development/training throughout the course of the year and through PLCs related to the High Level Instructional Practices. We will strategically plan integration and training into our monthly meetings with staff that also support the One Clay Vision for Instruction. We will also be utilizing specially designed instruction and intentional small group instruction this year within our school. A quarterly data dive to target and track the performance of students who are not routinely meeting grade level expectations and performance. Teachers will utilize small group, differentiated instruction to meet the needs of students in the SWD subgroup. Teachers will utilize evidence-based materials and resources such as From Phonics to Reading, Wilson Reading, Corrective Reading and Lexia.

Rationale:

If we lead using the collaborative team actions centered around student data, then we impact teacher's core instructional practices in Collaboration, Assessment, SEL, and Instruction, Which results in increased student performance (proficiency and learning gains).

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

PLCs

Person Monitoring:

Mallory McConnell

By When/Frequency:

Monthly

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

Teachers will work collaboratively to intentionally plan for HLPs within lessons and work together to analyze data and answer the 4 critical PLC questions.

Action Step #2

Small group, differentiated instruction

Person Monitoring:

Mallory McConnell

By When/Frequency:

Daily

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

Teachers will include time in their daily schedule for small group intervention/enrichment. Groups will be selected based on area of need.

Action Step #3

Data Tracking

Person Monitoring:

Julie Dover

By When/Frequency:

Monthly

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

Leadership team will monitor the progress of SWD through intervention data and individual student data sheets.

Area of Focus #2

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

The area of focus is instructional practice specifically relating to ELA because it is known that reading ability is going to impact students' success in all other academic areas and the data shows at least a 10 percentage point gap between ELA and Math in all three categories (Achievement, Gains, and LQ Gains). If we can adequately identify students area of need leading to a deficiency in reading, we can align interventions to each specific need and provide differentiated instruction/tasks to close gaps and increase 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.

In the 22-23 school year, there was a 7 percentage point gap between overall ELA achievement and overall math achievement. In the 23-24 school year, the gap grew to 10 percentage points. The outcome the school plans to achieve is lower the gap between overall ELA and math scores to 5 percentage points while maintaining at least an 85% average in both ELA and math overall

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.

A universal screener will be utilized and tracked via a shared spreadsheet. Teachers will receive professional development on analyzing students' data to identify a specific area of need and intervene appropriately. Grade level PLCs will discuss the data and which students are making progress and which are not. Ongoing monitoring of the data will impact student achievement outcomes because it will provide information on which students need more intensive interventions as ensuring students are receiving instruction aligned with the area of need.

Person responsible for monitoring outcome

Julie Dover

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:

PLCs, data tracking spreadsheets, universal screeners. This specific strategy aligns with Florida's Formula for Success in ELA. The strategy will be monitored by data spreadsheets, walkthroughs, and PLCs.

Rationale:

Florida's Formula for Success is an evidence based system for improving reading outcomes. If we utilize this formula, the overall ELA proficiency data will increase and therefore close the gap between ELA and Math.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Professional Development

Person Monitoring:

Julie Dover

By When/Frequency:

Mid September/ongoing

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

Teachers will receive professional development on the universal screener as well as simple diagnostics to determine student's area of need and how to align instruction appropriately to the area of need.

Action Step #2

PLCs

Person Monitoring:

Mallory McConnell

By When/Frequency:

Ongoing- 1x weekly

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

Content area teachers will meet in PLCs once a week to plan for intentional, small groups aligned to areas of need. Additionally, PLCs will analyze and interpret the data,

Action Step #3

Classroom Walkthroughs

Person Monitoring:

Mallory McConnell

By When/Frequency:

daily

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

Administrators will perform classroom walkthroughs during small group instruction time in classrooms, specifically looking for evidence of intentional grouping of student aligned to area of need.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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 engagement strategies as it relates to classroom management and positive student behavior. On our Spring Climate survey from 2024, only 7.8% of students in grades 4-6 strongly agreed that students in class behave so teachers can teach. 39.4% of personnel strongly

agreed that students behave so that they can teach which is a 11.1% decrease from the Spring of 2023 survey.

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.

Through intentional use of engagement strategies, collaboratively planned for during PLCs, student's time on task will increase. Increased time on task will limit behavior disruptions. With engagement strategies implemented with fidelity, the percent of students that strongly agree with "students in my class behave so teachers can teach" on the Spring 2025 Climate survey will increase by 10%. The percentage of personnel strongly agreeing will increase by 15%.

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.

PBIS team will meet monthly to review data. Expectation stations will take place during the first week of school in order to teach and model the school wide expectations in different common areas. PBIS will develop specific classroom lessons for each of the school wide expectations. The school will continue to utilize a school wide reward system. PLCs will meet weekly with an intentional focus on engagement strategies and tracking the data that aligns.

Person responsible for monitoring outcome

Julie Dover

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 school will utilize a reward system aligned to the school wide expectations as well as resources from 7 Mindsets. Common language will be utilized, school wide, based on the 7 mindsets and school expectations. Engagement strategies will be implemented in all classrooms.

Rationale:

If students are engaged in lessons and teachers utilize total participation techniques, student behavior will improve and less disruptions to the learning environment will occur. School wide expectations is part of PBIS Tier 1. The 7 Mindsets are the district adopted resources for implementation of character trait and life skills lesson. Lessons will be retaught after winter break and spring break. Additional lessons and class visits will be conducted by teacher request or as needed based on student data and performance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Student Engagement

Person Monitoring:

Julie Dover

By When/Frequency:

Weekly

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

Weekly PLCs will have a focus of engagement strategies and total participation techniques to be implemented in daily lessons. This will be in addition to our school-wide rewards systems and common expectations.

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

Clay County Schools

FLEMING ISLAND HIGH SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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

Fleming Island High School provides excellence in education by preparing tomorrow's leaders to be determined, passionate, dedicated, and accountable through providing opportunities to soar in scholarship and leadership.

Provide the school's vision statement

We are releasing the eagle within each student to soar to limitless heights academically, socially, emotionally and physically.

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

Thomas Pittman

Position Title

Principal

Job Duties and Responsibilities

Oversees policies and procedures of the daily functions at Fleming Island High School, Math Administrator

Leadership Team Member #2

Employee's Name

Brittany Senna

Position Title

Assistant Principal

Job Duties and Responsibilities

- Master Schedule Creation

- Instructional Technology
- Oversee Guidance, Science, and Career & Technical Education Departments
- Cambridge/AICE Administrator

Leadership Team Member #3

Employee's Name

Heather Labbe

Position Title

Assistant Principal

Job Duties and Responsibilities

- Campus Professional Development
- State Testing
- Oversee ELA, ESE, Foreign Language, and Reading Departments
- Advanced Placement (AP) Administrator
- Climate and Culture

Leadership Team Member #4

Employee's Name

Mark Mckinney

Position Title

Assistant Principal

Job Duties and Responsibilities

- Campus Facilities
- Oversee Social Studies, Physical Education, NJROTC, and Custodial Departments
- Instructional Materials

Leadership Team Member #5

Employee's Name

Amy Cannon

Position Title

Dean

Job Duties and Responsibilities

- School-Wide Discipline
- PBIS Lead
- Attendance Monitoring/Student Success Team Organizer

- MTSS Lead

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 is presented to the FIHS School Advisory Council to collaborate, discuss, and identify areas of focus for the current school year. The SAC team includes admin, parents, students, employees, and business partners. In addition, our PBIS team (staff, students, and administration) meets monthly to review discipline and attendance data, as well as discuss other areas of need based on climate survey responses.

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))

Goals and data from the School Improvement Plan will be reviewed monthly in Curriculum Council, PBIS, and Literacy Team meetings. The School's Advisory Council will meet quarterly to monitor School Improvement Plan goals. Within weekly content area PLCs, a variety of available data will be reviewed consistently including state testing (FAST PM1 & PM2), district testing (baseline and midyear information), and district supplemental online platform data (Aleks, Lexia, etc). PLC protocol includes analyzing data for all subgroups, specifically our SWD and ELL populations. ESE Case Managers and our campus ESOL Facilitator will collaborate regularly with core academic teachers to ensure appropriate interventions are in place, and modify them as needed.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH PK, 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	32.7%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	25.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <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: A

E. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

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
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

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
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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 *	75	64	55	73	57	50	73	56	51
ELA Grade 3 Achievement **									
ELA Learning Gains	63	62	57				62		
ELA Learning Gains Lowest 25%	66	62	55				47		
Math Achievement *	81	61	45	66	50	38	57	35	38
Math Learning Gains	65	60	47				56		
Math Learning Gains Lowest 25%	77	61	49				48		
Science Achievement *	92	80	68	86	74	64	88	43	40
Social Studies Achievement *	89	83	71	86	80	66	78	48	48
Graduation Rate	97	94	90	98	95	89	99	75	61
Middle School Acceleration								39	44
College and Career Readiness	73	60	67	74	63	65	73	78	67
ELP Progress	72	51	49	58	52	45	77		

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	76%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	841
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	97%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
76%	77%	69%	63%		62%	69%

* 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	60%	No		
English Language Learners	72%	No		
Asian Students	84%	No		
Black/African American Students	70%	No		
Hispanic Students	75%	No		
Multiracial Students	81%	No		
White Students	78%	No		
Economically Disadvantaged Students	71%	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	54%	No		
English Language Learners	58%	No		
Asian Students	87%	No		
Black/African American Students	69%	No		
Hispanic Students	76%	No		
Multiracial Students	78%	No		
White Students	82%	No		
Economically Disadvantaged Students	71%	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	57%	No		
Native American Students				
Asian Students	85%	No		
Black/African American Students	59%	No		
Hispanic Students	62%	No		
Multiracial Students	75%	No		
Pacific Islander Students				
White Students	70%	No		
Economically Disadvantaged Students	58%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	75%		63%	66%	81%	65%	77%	92%	89%		97%	73%	72%
Students With Disabilities	42%		48%	51%	69%	60%	64%	80%	55%		95%	36%	
English Language Learners	56%		68%	78%	71%	60%		70%	100%		100%	54%	63%
Asian Students	79%		76%		88%	60%		94%	100%		100%	74%	
Black/African American Students	61%		60%	59%	78%	56%		86%	88%		97%	47%	
Hispanic Students	68%		62%	66%	76%	74%	85%	86%	84%		96%	72%	57%
Multiracial Students	76%		78%	80%	75%	62%		100%	88%		100%	69%	
White Students	78%		62%	64%	83%	65%	75%	93%	89%		97%	76%	
Economically Disadvantaged Students	66%		60%	65%	75%	65%	77%	86%	81%		93%	53%	58%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	73%				66%			86%	86%		98%	74%	58%
Students With Disabilities	42%				39%			52%	55%		98%	40%	
English Language Learners	45%				77%			55%					55%
Asian Students	85%				80%			88%	91%		100%	76%	
Black/African American Students	60%				41%			77%	79%		98%	59%	
Hispanic Students	73%				63%			82%	78%		96%	65%	
Multiracial Students	78%				40%			82%	93%		95%	81%	
White Students	73%				70%			88%	86%		98%	76%	
Economically Disadvantaged Students	61%				52%			84%	78%		96%	55%	

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%		62%	47%	57%	56%	48%	88%	78%		99%	73%	77%
Students With Disabilities	37%		49%	40%	25%	39%	36%	54%	58%		96%	31%	
English Language Learners					20%				45%		100%	42%	77%
Native American Students													
Asian Students	94%		78%		77%	64%		100%	86%		100%	77%	
Black/African American Students	60%		55%	50%	35%	57%	35%	88%	62%		100%	44%	
Hispanic Students	63%		58%	47%	50%	47%	44%	84%	67%		100%	64%	
Multiracial Students	72%		49%		70%	76%		89%	74%		100%	67%	
Pacific Islander Students													
White Students	75%		63%	49%	60%	56%	53%	88%	81%		99%	78%	
Economically Disadvantaged Students	57%		52%	30%	47%	50%	45%	82%	63%		98%	57%	

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

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

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	78%	62%	16%	53%	25%
Ela	9	70%	61%	9%	53%	17%
Biology		91%	77%	14%	67%	24%
Algebra		78%	61%	17%	50%	28%
Geometry		80%	68%	12%	52%	28%
History		88%	81%	7%	67%	21%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		24%	16%	8%	16%	8%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		30%	24%	6%	17%	13%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

Math achievement improved by 15% from the 22-23 school year to the 23-24 school year (from 66%-81%). This was the first school year in which students participating in the new math progression had the opportunity to take the EOC (Algebra 1A and 1B taken in two consecutive school years rather than combined into 1 year). Extending the learning over two years significantly impacted our students.

Lowest Performance

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

Proficiency increased in all subject areas from the prior school year. In regards to proficiency, ELA had the lowest performance at 75% (however still an increase from the prior school year). Data analyzed of rising 9th graders from the 23-24 school year showed students entering high school with a larger deficiency in English/Language Arts than prior school years.

Greatest Decline

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

Though FIHS did not decline in any category for the 2023-2024 school year, our ESE ELA proficiency did remain unchanged at 42%. Data analyzed of rising 9th graders (both with and without IEPs) showed students entering high school with a larger deficiency in English/Language Arts than in prior school years.

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.

FIHS was above the state average in all categories. The greatest gap when compared to the state average is in ELA. The most recent data shows the state average was 50%, with FIH having 75%. 9th and 10th grade ELA teachers at FIHS met regularly during PLCs to analyze data from a variety of sources including FAST PM1 and PM2 data, Lexia, Achieve3000, and Savvas BOY, MOY, EOY. In

addition, students who needed additional support in ELA were intentionally scheduled into Intensive Reading.

EWS Areas of Concern

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

NA

Highest Priorities

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

1. Close the gap between overall proficiency within ELA, and the proficiency rate of our SWD population.
2. Continue to close the gap between overall proficiency within ELA, and the proficiency rate of our ELL population.
3. Increase collaborative planning and teaching opportunities for General Education, ESE and ELL teachers.

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Data from the 2023-2024 school year shows a difference of 33% between our students with disabilities and our overall proficiency in ELA (42% for SWD and 75% 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.

FIHS will work to improve our SWD proficiency in ELA by at least 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.

Various forms of data will be monitored including FAST PM 1 & 2, Savvas, Lexia, and common classroom assessments.

Person responsible for monitoring outcome

FIHS Administration Team (in collaboration with ESE and 9th/10th Grade ELA 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:

Intentional scheduling with our SWD students took place within Intensive Reading. Students were placed in specific IR sections based on placement exams to provide targeted interventions (including decoding, spelling through morphographs, etc.). Support Facilitators will also be pushing in to multiple sections of 9th and 10th grade ELA classes to provide additional assistance and support to our SWD students and implement Specially Designed Instruction in the classroom environment. Teachers are being trained in high leverage practices to incorporate high cognitive and high participation

techniques to improve student engagement, collaboration and overall growth.

Rationale:

Our SWD will have the opportunity to remain in their LRE by having Support Facilitators push-in to ELA, allowing them to receive both original instruction from English certified teachers, while receiving differentiated and specially designed instruction and support from ESE certified educators.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

PM1 Data Reviewed/Analyzed for SWD

Person Monitoring:

9th & 10th Grade ELA Team

By When/Frequency:

Mid September

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

Evaluate PM1 data to identify areas of deficiency in reporting categories so teachers can identify specific standards to target with SWD students. English and Reading teachers will work with ESE teachers to intentionally plan remedial strategies to address these standards.

Area of Focus #2

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

Instructional Practice specifically relating to Collaborative Planning

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.

FIHS will focus on collaborative planning during PLC time and planning periods. Students are directly impacted by teachers developing common assessments to evaluate student learning and progress in an effort to collaborate on interventions for students performing below proficiency, as well as developing rigorous coursework to challenge students mastering benchmarks. This need was identified in reviewing our data, specifically our SWD ELA data. Students in our SWD subgroup did not show growth from the previous school year and our proficiency rate only increased by 2% in reading.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

The previous school year FIHS' proficiency in reading was 75% up from 73% the previous year, whereas our SWD students had a stagnant proficiency for the last two years at 42%. For the 24-25 school year, our goal is to grow by at least 2% in our SWD subgroup and at least 1% in proficiency.

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.

-PM 1 Data reviewed/analyzed for SWD

-Plan of action determined by ELA teacher in collaboration with ESE push-in educator and/or case manager

-Regularly monitor and analyze continuous data (FAST, Lexia, Savvas) and adjust instruction and support

based on the needs for our SWD population

Person responsible for monitoring outcome

Thomas Pittman

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:

We are growing the number of collaborative teaching partnerships with our General Education teachers and ESE teachers. We have increased our push in periods for the upcoming school year from 12 to 17 periods with an emphasis on Algebra and 9th & 10th grade English. We have created common planning periods for these teachers when possible.

Rationale:

Our SWD will have the opportunity to remain in their LRE by having Support Facilitators collaborate with Gen Ed teachers and push in to their classes, allowing students to receive both original instruction from subject area teachers, while receiving differentiated and specially designed instruction and support from ESE certified educators. The collaboration within these teams will allow for ALL students to receive quality instruction with scaffolded supports regardless of whether the ESE teacher is in the classroom that period or not.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate 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

Evaluate PM1 data to identify areas of deficiency in reporting categories so teachers can identify specific standards to target with SWD students. Gen Ed teachers will work with ESE teachers to intentionally plan remedial strategies to address these standards.

Person Monitoring:

Thomas Pittman

By When/Frequency:

Quarterly

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

-Master schedule design -Intentional student placement -Intentional teacher pairing -Common planning -Designated, uninterrupted PLC time

IV. Positive Culture and Environment

Area of Focus #1

Multiple Early Warning Signs

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.

By focusing on all aspects of students who fall within the EWS, we plan on improving student attendance, decreasing student referrals, and providing remediation and support for our LQ students (11th and 12 graders specifically).

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.

-
- Student attendance will improve by at least 2%
 - Student discipline referrals will decrease by at least 2%
 - The percentage of 11th and 12th grade students not on track for graduation based on state assessments will decrease 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.

-
- Attendance reports to be pulled monthly. Parent correspondence to follow Clay County School

- District's attendance policy/decision tree. Data to be reviewed in PBIS meetings.
- Student discipline reports to be pulled monthly and reviewed in PBIS meetings.
- Monthly grad status meetings with guidance team and College and Career Coach

Person responsible for monitoring outcome

Thomas Pittman

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:

-Consistent parent contact regarding student attendance policy. If deemed necessary, an SST (Student Success Team) meeting will take place with student, parent, counselor, dean, and social worker to create plan for student success. -Increased promotion of Positive Behavior enforcement through PBIS initiatives and restorative practices for students -Bootcamps for 11th and 12th grade students who have not yet met concordant scores required for state assessments for graduation.

Rationale:

-Increased attendance and parental involvement during previous school year with SST meetings. -Continued support of PBIS team initiatives, including Link Crew to give students sense of belonging and leadership to decrease discipline referrals -Bootcamps provide opportunity for students to receive additional support and remediation prior to a high-stakes exam (such as FAST retake, ACT, or SAT).

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

-Monthly attendance data pulled and SST meetings scheduled accordingly -Monthly discipline data pulled and examined (including sharing within PBIS) -Monthly meetings scheduled with guidance counselors to closely monitor seniors off-track for graduation

Person Monitoring:

Amy Cannon

By When/Frequency:

Monthly

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

-Attendance and discipline data will be reviewed month over month in PBIS meetings to analyze effectiveness -Monthly counselor meetings will be held to monitor the progress of seniors on-track for graduation

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

Clay County Schools

FLORIDA YOUTH CHALLENGE ACADEMY



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant, and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility. Florida Youth Challenge Academy is a residential program that takes place in a highly disciplined and motivational environment promoting structure and academics along with leadership, health, service to the community, life skills, job skills, physical fitness, and citizenship. The program is roughly a four-month residential program followed by mentoring for twelve months after the students complete the residential phase. Since students are residents of the facility, the attendance rate is 100%. Some cadets are seeking a GED, but some are seeking a standard diploma. Attendance data from previous school years as well as other trackable data cannot be reported as cadets enter the program from all of Florida's 67 districts.

Provide the school's vision statement

To provide a highly disciplined and motivational environment, free from outside distractions, which fosters academics, leadership development, personal growth, self-esteem, and physical fitness for qualifying high school dropouts.

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

Kristin Rousseau

Position Title

Principal

Job Duties and Responsibilities

Oversee all educational services.

Leadership Team Member #2

Employee's Name

Mathew Murray

Position Title

FLYCA Dropout Prevention Instructor/Team Leader

Job Duties and Responsibilities

Mr. Murray is the Dropout Prevention instructor and serves as the team lead. Mr. Murray will meet with the teachers continually to monitor students' success criteria and the School Improvement Plan.

Leadership Team Member #3

Employee's Name

Christopher Lee

Position Title

FLYCA Dropout Prevention Instructor

Job Duties and Responsibilities

Mr. Lee is the instructor for Dropout Prevention. He will continually monitor students' success criteria. and meet with the Leadership team to monitor the School Improvement Plan monthly.

Leadership Team Member #4

Employee's Name

Pamela Flagg

Position Title

Curriculum Specialist

Job Duties and Responsibilities

Provide Academic and resource(s) support to the teachers and school staff.

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.

The Leadership team, teachers, school staff, and students are involved in the School Improvement Plan. The Leadership team, teachers, and school staff will provide the academic support needed for student success. The leadership team will continually monitor the plan and make adjustments as needed. The SIP is specifically tailored to address the needs of the students at the Florida Youth Challenge Academy.

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))

School Improvement goals will be monitored on a regular basis to ensure that progress is being made. Collaboration between the administration, school leadership team, staff, and National Guard will occur to ensure that the graduation rate is improving. Revisions to the school improvement goals will be made based on student data and progress.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	54.5%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	4.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	CSI
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)	
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: D* 2021-22: 2020-21: D 2019-20: D

E. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

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
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

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
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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 *		64	55		57	50		56	51
ELA Grade 3 Achievement **									
ELA Learning Gains		62	57						
ELA Learning Gains Lowest 25%		62	55						
Math Achievement *		61	45		50	38		35	38
Math Learning Gains		60	47						
Math Learning Gains Lowest 25%		61	49						
Science Achievement *		80	68		74	64		43	40
Social Studies Achievement *		83	71		80	66		48	48
Graduation Rate	58	94	90	31	95	89		75	61
Middle School Acceleration								39	44
College and Career Readiness		60	67		63	65		78	67
ELP Progress		51	49		52	45			

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	58
Total Components for the FPPI	1
Percent Tested	0%
Graduation Rate	58%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
58%	31%		59%		35%	42%

* 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%
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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%
---------------	---------------------------------	--------------------	---	---

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%
---------------	---------------------------------	--------------------	---	---

No ESSA data found for this school and year

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												
										58%		

All Students

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
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31%

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

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

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10					<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Algebra						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
History						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Geometry						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
History						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Geometry						<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?

The most improvement was shown in the graduation rate. In 2022-2023, the graduation rate was 31%. In 2023-2024, the graduation rate increased to 58%. This is an improvement of 27%. Adding Clay Virtual courses helped with students being able to acquire credits, which helped to improve the graduation rate.

Lowest Performance

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

Given the unique nature of our school, there is only one data component, the graduation rate. While this increased from the previous year, it also is the factor that is resulting in our CSI status.

Greatest Decline

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

Given the unique nature of our school, there is only one data component, the graduation rate. While this increased from the previous year, it also is the factor that is resulting in our CSI status.

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 greatest gap is in our graduation rate. There is still a large discrepancy in this data between the state and district data.

EWS Areas of Concern

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

Given the unique nature of our school, the graduation rate remains our top area of concern.

Highest Priorities

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

1. Graduation Rate

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.

Graduation/Acceleration specifically relating to Graduation

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.

Reviewing our graduate rate data from the 2023-2024 school year, we are at 58%. This is a result of our unique school in that we have students for 5 1/2 months at a time, some of which finish with FLYCA and others return to their home school. Many of these students' intention is not to finish with FLYCA, but to return to their home school, which is often in another district. Students that come to the program are often not on track for graduation when they arrive. This contributes to the graduation rate number.

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 2024-2025 school, the graduation rate will increase 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.

The area of focus will be monitored through Child Study and leadership team meetings, which occur quarterly throughout the program. The Principal will conduct credit audits with students at the beginning of the program.

Person responsible for monitoring outcome

Kristin Rousseau

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:

Students do course recovery, complete coursework based on their individual needs and pathways, and engage in leadership skills.

Rationale:

This is a program that is led by the National Guard and students' needs are met.

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

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

Curriculum Specialist

Person Monitoring:

Kristin Rousseau

By When/Frequency:

quarterly

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

A curriculum specialist will hold professional learning with teachers and conduct data chats.

IV. Positive Culture and Environment

Area of Focus #1

Other

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.

FLYCA is a leadership program that is run by the Department of Defense. It has a military style and is located at Camp Blanding. Students work on academics, but also focus on credit recovery, team building, workforce preparation. It is a residential school and students are there for 5 1/2 months. According to our data, 58% of student cohort have graduated.

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.

70% of our students will either graduate or return to their schools.

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 leadership team will monitor the students' progress throughout the program.

Person responsible for monitoring outcome

Kristin Rousseau

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 National Guard conducts this program with the students and it is a leadership intervention program.

Rationale:

Families choose to send their student to this type of program for support.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

National Guard Leadership Program

Person Monitoring:

Kristin Rousseau

By When/Frequency:

Every 2 weeks

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

The Principal visits Camp Blanding to discuss with the National Guard's leadership on the status of the students.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

n/a

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.

The National Guard supports the students in this program. Funding is also provided through the district, Department of Defense, and grants. In addition, Clay Virtual Academy provides some courses for students in credit acquisition.

Specifics to Address the Need

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

The curriculum specialist and principal have met with the teacher to conduct data chats and graduation audits. The principal visits the campus every two weeks to check in on the program. Graduation rate data is reviewed quarterly to ensure that students are on track.

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

Clay County Schools

GREEN COVE SPRINGS JUNIOR HIGH SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

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 Green Cove Springs Junior High is to achieve academic excellence by cultivating student ownership, developing lifelong learners, and fostering a safe, caring culture that benefits the entire community.

Provide the school's vision statement

Green Cove Springs Junior High will provide quality education in a safe environment for our diverse student population where social responsibility is fostered and all students are motivated to master academic goals.

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

James DeMarie

Position Title

Principal

Job Duties and Responsibilities

Ensure compliance with established rules and laws in the daily operation of the school. Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing and communications with parents, students and teachers. Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement the Sunshine State Standards.

Leadership Team Member #2

Employee's Name

Monica Green

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant/vice principal is directly responsible to the school principal. He/she serves in a staff relationship with other assistant administrators in the school. Assume all administrative duties in absence of the principal. Assist in fulfilling any duties outlined on the principal's job description and delegated by the principal.

Leadership Team Member #3

Employee's Name

Christina Chiossone

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal is directly responsible to the school principal. He/she serves in a staff relationship with other assistant administrators in the school. Assume all administrative duties in absence of the principal. Assist in fulfilling any duties outlined on the principal's job description and delegated by the principal.

Leadership Team Member #4

Employee's Name

Chera Bleau

Position Title

Teacher, K-12

Job Duties and Responsibilities

The teacher is responsible directly to the principal for the instruction, supervision, and evaluation of students. Establish a classroom climate conducive to learning classroom management. Demonstrate an interest in and a willingness to assist students inside and outside the classroom. Provide for students of varying ability through the use of a variety of activities, techniques, questions, materials and student input (compensate for individual deprivations).

Leadership Team Member #5

Employee's Name

William Taft

Position Title

Teacher K-12

Job Duties and Responsibilities

The teacher is responsible directly to the principal for the instruction, supervision, and evaluation of students. Establish a classroom climate conducive to learning classroom management.

Demonstrate an interest in and a willingness to assist students inside and outside the classroom.

Provide for students of varying ability through the use of a variety of activities, techniques, questions, materials and student input (compensate for individual deprivations).

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.

SIP development includes all members of the leadership team, including students, parents and community leaders. Regular meetings will be held to assess data and discuss strategies to improve topics such as attendance, academic instruction, setting expectations, community involvement and continuing to improve the school culture at GCJ.

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))

SIP will be monitored regularly based on PM and FAST data to track student progress, weekly PLC meetings with departments to ensure standards are being taught with fidelity and the analysis of student data with teachers to ensure that achievement gaps are being targeted through differentiated instruction. Monthly whole group PLC sessions will ensure that teachers are receiving training provide students with quality instruction and understand how to create lessons based on standards that include learning targets, success criteria and aligned tasks to ensure that students can track their progress toward mastery of standards.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 7-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	38.5%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	44.6%
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: B 2020-21: 2019-20: A

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								76	97	173
One or more suspensions								71	54	125
Course failure in English Language Arts (ELA)								6	0	6
Course failure in Math								4	2	6
Level 1 on statewide ELA assessment								68	56	124
Level 1 on statewide Math assessment								54	33	87
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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	0	0

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
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								99	120	219
One or more suspensions								26	37	63
Course failure in ELA								2		2
Course failure in Math								1	1	2
Level 1 on statewide ELA assessment								23	32	55
Level 1 on statewide Math assessment								34	37	71
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										122

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								45	60	105

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 *	63	61	53	59	54	49	61	56	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	55	57	56				52		
ELA Learning Gains Lowest 25%	41	47	50				31		
Math Achievement *	76	72	60	75	69	56	67	33	36
Math Learning Gains	63	60	62				62		
Math Learning Gains Lowest 25%	56	57	60				51		
Science Achievement *	71	64	51	67	62	49	69	64	53
Social Studies Achievement *	88	83	70	83	81	68	79	59	58
Graduation Rate								63	49
Middle School Acceleration	59	61	74	75	63	73	73	46	49
College and Career Readiness								81	70
ELP Progress	52	56	49	35	44	40	27	67	76

*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	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	622
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
62%	66%	57%	56%		68%	68%

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

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	43%	No		
English Language Learners	52%	No		
Asian Students	79%	No		
Black/African American Students	55%	No		
Hispanic Students	59%	No		
Multiracial Students	59%	No		
White Students	67%	No		
Economically Disadvantaged Students	54%	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	48%	No		
English Language Learners	35%	Yes	2	
Asian Students	96%	No		
Black/African American Students	59%	No		
Hispanic Students	58%	No		
Multiracial Students	70%	No		
White Students	76%	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	40%	Yes	1	
English Language Learners	36%	Yes	1	
Native American Students				
Asian Students	93%	No		
Black/African American Students	49%	No		
Hispanic Students	53%	No		
Multiracial Students	66%	No		
Pacific Islander Students				
White Students	62%	No		
Economically Disadvantaged Students	51%	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	63%		55%	41%	76%	63%	56%	71%	88%	59%			52%
Students With Disabilities	32%		39%	32%	47%	48%	48%	36%	68%	36%			
English Language Learners	39%		53%	50%	44%	51%	59%	43%	75%				50%
Asian Students	81%		68%		88%	60%		86%	92%	77%			
Black/African American Students	46%		48%	44%	64%	60%	50%	51%	81%	51%			
Hispanic Students	62%		50%	33%	69%	57%	56%	73%	86%	48%			57%
Multiracial Students	45%		38%	36%	76%	67%		68%	95%	50%			
White Students	68%		59%	44%	80%	66%	57%	73%	90%	62%			
Economically Disadvantaged Students	51%		49%	39%	65%	57%	50%	59%	79%	43%			47%

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	59%				75%			67%	83%	75%			35%
Students With Disabilities	32%				47%			39%	64%	57%			
English Language Learners	13%				47%			38%	40%				38%
Asian Students	83%				100%			100%	100%	95%			
Black/African American Students	46%				59%			57%	72%	62%			
Hispanic Students	50%				64%			48%	71%	58%			
Multiracial Students	51%				72%			63%	91%	75%			
White Students	64%				80%			73%	87%	77%			
Economically Disadvantaged Students	45%				62%			49%	74%	61%			

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	61%		52%	31%	67%	62%	51%	69%	79%	73%			27%
Students With Disabilities	23%		32%	23%	32%	42%	45%	33%	52%	74%			
English Language Learners	21%		41%	26%	52%	59%	29%	25%	44%				27%
Native American Students													
Asian Students	84%		88%		100%	86%		91%	100%	100%			
Black/African American Students	40%		41%	21%	43%	58%	58%	43%	71%	70%			
Hispanic Students	53%		50%	33%	58%	55%	42%	62%	71%	77%			27%
Multiracial Students	69%		50%		62%	61%		73%	80%	69%			
Pacific Islander Students													
White Students	65%		52%	34%	73%	63%	45%	76%	81%	71%			
Economically Disadvantaged Students	47%		45%	29%	51%	57%	46%	50%	70%	66%			

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

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

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	7	60%	57%	3%	50%	10%
Ela	8	64%	58%	6%	51%	13%
Math	7	45%	49%	-4%	47%	-2%
Math	8	79%	70%	9%	54%	25%
Science	8	68%	59%	9%	45%	23%
Civics		88%	81%	7%	67%	21%
Algebra		97%	61%	36%	50%	47%
Geometry		98%	68%	30%	52%	46%
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra						

* data suppressed due to fewer than 10 students or all tested students scoring the same.

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?

8th Grade Math showed an increase of 10 points to bring proficiency to 79%.

- Increased ESE support facilitation in both math and english
- 8th graders were fully immersed in the CougarsLEAD culture and initiatives.
- Veteran GCJ teachers with a strong PLC culture being intentional with the work
- Veteran GCJ teachers with a strong PLC culture
- Full time math facilitation

Lowest Performance

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

Based on the most recent FAST data 7th grade Math proficiency dropped by 14 points from 59% to 45% proficient.

- Inexperience in the 7th grade math department
 - Brand new out of field first year teacher
 - Second year inclusion teacher
- Teacher with one section of 7th grade math who did not give the time, attention and effort to that section.
- Principal needs more frequent and consistent walkthroughs with new/novice teacher

Greatest Decline

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

7th grade math showed the greatest decline from the previous year with a drop of 14 points from 59% to 45% proficient.

- Brand new out of field first year teacher

- Second year inclusion teacher
- Teacher with one section of 7th grade math who did not give the time, attention and effort to that section.
- Principal needs more frequent and consistent walkthroughs with new/novice tea

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.

Algebra and Geometry showed the greatest gap when compared to the state average. The state average for Algebra was 47% proficient, GCJ was at 97%. For geometry, the state average was 45% proficient, GCJ was at 96% proficient. Algebra has a 50 point gap over the state average. Geometry has a 54 point gap over the state average.

- Strong instructional teachers, high performing students who are enrolled in these courses, high levels of support (tutoring), strong PLCs and collaboration

When looking at students performing on grade level, 8th grade math has a 25 point gap over the state average with 79% proficiency overall.

- Strong instruction from teachers, high performing 7th graders who take the 8th grade assessment, a highly talented 8th grade inclusion Pre-Algebra teacher, math tutoring (those numbers were always the highest compared to other subjects)

EWS Areas of Concern

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

While our number of students with absences of 10% or more has decreased, we will continue to focus on this moving forward. A large percentage of our chronically absent students are represented by the ELL population and our economically disadvantaged students.

Highest Priorities

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

- Quality of instruction and support for ELL students
- Focus on developing our 7th grade math new/novice teachers
- Continue the LEAD Initiative

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

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.

Based on the federal index, our ELL students fall below the 41% threshold.

Our ELL federal index dropped from 36 to 35 in the previous year. We are currently waiting on state data for the current school year.

Measurable Outcome

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

The projected outcome for ELL proficiency for the 24-25 school year will be to increase ELL proficiency on states assessments and have a federal index of 42% for the subgroup.

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 measured using data from the progress monitoring assessments throughout the school year and data from new county adopted ELD curriculum.

Person responsible for monitoring outcome

Jim DeMarie, 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:

Students who are identified as ELL will participate in the newly adopted ELD curriculum for ELA. Students will receive 60 or 90 minutes of daily english language development and interventions.

Rationale:

Students who are identified as ELL are tested and placed based on their english language proficieny (ELP).

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

ELD Curriculum Plan

Person Monitoring:

Jim DeMarie

By When/Frequency:

Monthly

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

Students with the most need will be double blocked in the ELP curriculum and will recieve 90 minutes of daily instuction and support from a certified teacher who is ESOL endorsed. Students with a lower need will be places in the ELP curriculum and will recieve 45 minutes of daily instuction and support from a certified teacher who is ESOL endorsed.

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.

Based on the 23-24 FAST Math, 7th grade math is an area of critical need as proficiency dropped 14 points from 59% to 45%. Specifically , an area of focus will be 8th grade pre-algebra as this cohort of students will be enrolled in this course for th 24-25 school year and will be in need of stronger instruction and support.

Measurable Outcome

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

The projected outcome for Math proficiency for the 24-25 school year will be to increase 8th grade pre-algebra proficiency to 55%.

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 measured using data from the progress monitoring assessments throughout the school year.

Person responsible for monitoring outcome

Jim DeMarie

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:

Math teachers will collaborate and plan during weekly PLCs to intentionally scaffold instruction and create small groups for the purpose of building on student's prior knowledge and ensuring that students know, understand, and can master the learning target for that lesson. Additionally, teachers will utilize the district-provided ALEKS program to support student learning at an individualized pace. For sections requiring support from an ESE facilitator, teachers will coordinate efforts to plan and collaborate effectively, to promote student success.

Rationale:

Math teachers, along with the support facilitators, will use diagnostic and baseline data to identify the areas/standards of greatest need to appropriately group students for small group instruction. Baseline Synergy Assessment data along with ALEKS diagnostic data show areas and standards of greatest need.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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-Driven Instruction and Documentation

Person Monitoring:

Jim DeMarie

By When/Frequency:

Monthly

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

Administrators will conduct weekly classroom walkthroughs and attend weekly PLC meetings. Teachers and support facilitators will document the frequency of small group instruction and

intentional scaffolding. Teachers will be provided with timely feedback, professional development, and time to assess data and plan during PLC time.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

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

Based on Climate and Culture surveys of staff and students from 2023-24, data shows that continuing to build positive relationships between teachers and students will decrease the number of low level discipline referrals and increase instructional time in all classrooms. Through school-wide PBIS initiatives to focus on positive student behaviors and interactions with teachers and staff, school wide expectations will be identified and recognized to celebrate student success in all areas at GCJ.

Measurable Outcome

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

The measurable outcome will show data that supports that low level discipline referrals will decrease 5% throughout the school year when data is compared with the correlating month in the previous year. This data will be assessed monthly at PBIS and school-based leadership meetings.

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.

Through supporting teachers with PBIS Initiatives, strong Professional Learning Communities and visible administrative support, GCJ will continue a tradition of a positive culture of learning that supports teachers and students. With continued efforts to teach school-wide expectations and reduce the number of low level misbehaviors in the classroom, teachers will continue to thrive at GCJ.

Person responsible for monitoring outcome

Christina Chiossone

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:

Developing school-wide expectations that are clearly posted in all areas that identify behavioral expectations for students reinforces boundaries and clearly outlines how they can contribute to the positive culture of GCJ. Providing strategies that help teachers develop positive relationships with students by articulating successes in all areas allows contingent and noncontingent interactions with students.

Rationale:

Building a positive school culture where students want to attend, feel valued and understand that they have a safe place to belong is an integral part of building a healthy community and will help students grow as learners and responsible citizens.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

PBIS Committee

Person Monitoring:

Christina Chiossone

By When/Frequency:

Ongoing throughout the 24-25 school year

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

PBIS Program - Continuing to promote school wide LEAD Expectations for all students. Teachers identify and acknowledge positive student behaviors Recognize students chosen by teachers who consistently exhibit LEAD Attributes.

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.

At GCJ, the ELL subgroup fell below 41%. The strategies that we are implementing to address the deficiencies in this subgroup is as follows:

ELL students are tested and strategically scheduled into newly adopted ELD curriculum which cohorts students to support english language development. The reading teacher, ELA teacher and ELL assistant will co-teach these sections of ELD to serve students and increase English fluency and comprehension.

Specifics to Address the Need

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

Students english proficiency is tested, based on these results they are placed in an ELD course with a certified teacher who is ESOL endorsed. Students will recieve daily instuction focusing on english language development.

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

Clay County Schools

GROVE PARK ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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 Grove Park Elementary is to prepare students to become successful and productive global thinkers in an ever-changing world.

Provide the school's vision statement

Grove Park Elementary, in development of collective commitments, will recognize the potential of all students through the power of belief, perseverance, and holding ourselves and our students accountable with high expectations.

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

Justin Jones

Position Title

Principal

Job Duties and Responsibilities

Coordinate School Advisory Council Activities, monitor implementation of curriculum, monitor, build and promote teacher efficacy, maintain standards of appropriate student conduct and school atmosphere, implement programs designed to meet the unique needs of special student populations and subgroups.

Leadership Team Member #2

Employee's Name

Shadreka Smith

Position Title

Assistant Principal

Job Duties and Responsibilities

Assist in coordinating School Advisory Council Activities, monitoring implementation of curriculum, monitor, build and promote teacher efficacy, maintain standards of appropriate student conduct and school atmosphere, implement programs designed to meet the unique needs of special student populations and sub-groups.

Leadership Team Member #3

Employee's Name

Michael Rogers

Position Title

Coordinator of Student Success

Job Duties and Responsibilities

Support the growth of positive school climate and culture, develop relationships with outside stakeholders, build the support capacity of parent involvement, provide coaching on effective behavior management, and guide student support programs.

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.

- GPE leadership hosted a community involvement event in the Spring to gather input from stakeholders.
- GPE leadership hosted a preliminary meeting with members from the School Advisory Council to review student needs based on student achievement.
- Throughout the summer, members of the extended leadership team met to analyze student performance data, design a professional learning plan, and identify interventions.
- At the beginning of the school year, GPE leadership will host a staff meeting to include all staff members. During that meeting we will review student performance data from the previous year. We will use guiding questions to drive a staff-wide discussion around where we need to grow and which interventions will best impact our students in the upcoming year.

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 School Advisory Council will meet quarterly to review student performance data, analyze progress toward goals, and solicit feedback regarding interventions. In addition, our
- The Student Success Team will meet monthly to monitor student progress, analyze student performance, identify areas of support, and identify interventions.
- The Leadership Team will meet quarterly with District Title One support to ensure compliance with our Title One Plan, evaluate implementation, analyze plan effectiveness and identify adjustments or needs for additional targeted support.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	67.8%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: D* 2021-22: C 2020-21: 2019-20: C

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	15	12	24	21	21	15	27			135
One or more suspensions	2	1	2	11	14	7	16			53
Course failure in English Language Arts (ELA)	2	0	2	8	0	0	0			12
Course failure in Math	1	0	2	0	10	0	0			13
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-6.0531, F.A.C. (only applies to grades K-3)										0
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	3	0					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	6	8	18	25	34	19	18			128

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	0	0	10	0	0				10
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	9	5	14	9	9	11	9			66
One or more suspensions					1					1
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment				10	8	19	21			58
Level 1 on statewide Math assessment				6	13	33	30			82
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)				9						15

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				6	5	20	20			51

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	6	3	3	9						21
Students retained two or more times				2						2

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 *	42	62	57	32	59	53	37	63	56
ELA Grade 3 Achievement **	37	65	58	37	61	53			
ELA Learning Gains	58	62	60				50		
ELA Learning Gains Lowest 25%	59	60	57				53		
Math Achievement *	40	67	62	29	64	59	31	51	50
Math Learning Gains	63	68	62				53		
Math Learning Gains Lowest 25%	63	59	52				47		
Science Achievement *	45	61	57	33	65	54	39	69	59
Social Studies Achievement *								70	64
Graduation Rate								64	50
Middle School Acceleration								61	52
College and Career Readiness									80
ELP Progress	48	55	61	28	55	59	32		

*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 (FPP) 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	51%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	458
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
51%	37%	43%	46%		43%	50%

* 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	41%	No		
English Language Learners	48%	No		
Black/African American Students	45%	No		
Hispanic Students	45%	No		
Multiracial Students	61%	No		
White Students	59%	No		
Economically Disadvantaged Students	49%	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	16%	Yes	4	1
English Language Learners	28%	Yes	1	1
Black/African American Students	28%	Yes	3	1
Hispanic Students	37%	Yes	1	
Multiracial Students	40%	Yes	1	
White Students	44%	No		
Economically Disadvantaged Students	29%	Yes	3	1

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	32%	Yes	3	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	45%	No		
Native American Students				
Asian Students				
Black/African American Students	37%	Yes	2	
Hispanic Students	41%	No		
Multiracial Students				
Pacific Islander Students				
White Students	56%	No		
Economically Disadvantaged Students	39%	Yes	2	

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	42%	37%	58%	59%	40%	63%	63%	45%					48%
Students With Disabilities	26%		47%	57%	24%	50%	39%						
English Language Learners	28%	30%	50%		40%	67%	70%						51%
Black/African American Students	33%	17%	54%	63%	31%	55%	56%	56%					42%
Hispanic Students	30%		46%		36%	73%		18%					65%
Multiracial Students	56%		75%		39%	75%							
White Students	55%	59%	66%	64%	51%	66%		50%					
Economically Disadvantaged Students	37%	30%	56%	61%	34%	61%	61%	46%					57%

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	32%	37%			29%			33%					28%
Students With Disabilities	13%	17%			16%			17%					
English Language Learners	10%				20%								53%
Black/African American Students	30%	33%			27%			20%					
Hispanic Students	23%	54%			25%								45%
Multiracial Students	50%				30%								
White Students	44%	29%			33%			71%					
Economically Disadvantaged Students	30%	33%			24%			27%					

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	37%		50%	53%	31%	53%	47%	39%					32%
Students With Disabilities	10%		37%	64%	12%	47%	38%	15%					
English Language Learners	24%		65%	64%	19%	65%							32%
Native American Students													
Asian Students													
Black/African American Students	29%		45%	48%	27%	52%	48%	10%					
Hispanic Students	37%		50%		34%	54%		45%					27%
Multiracial Students													
Pacific Islander Students													
White Students	51%		59%		36%	56%		77%					
Economically Disadvantaged Students	33%		49%	52%	27%	47%	41%	39%					25%

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	32%	63%	-31%	55%	-23%
Ela	4	32%	56%	-24%	53%	-21%
Ela	5	38%	54%	-16%	55%	-17%
Ela	6	48%	65%	-17%	54%	-6%
Math	3	39%	66%	-27%	60%	-21%
Math	4	21%	62%	-41%	58%	-37%
Math	5	27%	56%	-29%	56%	-29%
Math	6	52%	74%	-22%	56%	-4%
Science	5	42%	58%	-16%	53%	-11%

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?

5th Grade Science showed the greatest amount of improvement, inscreasing to 44% proficient from 33% in the previous year. The increase in achievement can, in part, be attributed to the following:

- Corrective Reading initiative
- Collaboration between 5th Grade Science and STEM
- PBIS/Climate-Culture initiatives
- Support from District Science Coach

Lowest Performance

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

3rd Grade ELA showed the lowest performance at 37%. The results can be attributed, in part, to the following:

- High rate of chronic absenteeism
- Low reading proficiency of incoming students

Greatest Decline

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

All data components showed an increase.

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 data component with the largest gap when compared to the state is Third-Grade Reading measured at 37%. Factors contributing to this gap include pre-existing gaps in students' reading ability, high chronic absenteeism, and inconsistent student engagement.

EWS Areas of Concern

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

Our greatest areas of concern continue to be the excessive rates of chronic absenteeism across all

grade-levels, and the number of students with a substantial reading deficiency.

Highest Priorities

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

- Literacy/Reading Proficiency
- Math Proficiency
- PBIS/Climate-Culture
- Attendance

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

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

Area of Focus #1

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

Instructional Practice specifically relating to 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.

Math proficiency was identified as a critical area due to the scope of need, as it is required learning for all students. Overall Math proficiency was 40%, while 63% of students experienced learning gains and 60% of students in the lower quartile experienced learning gains.

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.

Math proficiency was 40% during the 23/24 school year. Our goal for the 24/25 school year is to raise Math proficiency to meet or exceed 60% across all grade levels.

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 analyze FAST Progress Monitoring data, Local Assessment data, and program assessment data to track student progress. FAST data will be gathered three times per school year at PM1, PM2 and PM3. Data review will be held upon the completion of each FAST progress monitoring to assess student progress and inform instruction.

Person responsible for monitoring outcome

Justin Jones

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:

Progress Monitoring, Individual and Small group instruction, Peer-Assisted Instruction, Metacognitive Strategy Instruction. These interventions were selected due to the research-based effectiveness.

Monitoring will occur by walkthroughs, informal observations, lesson plans, student activities.

Rationale:

Progress monitoring will be critical for understanding how students are performing and responding to instruction. Monitoring will allow for us to better understand the corrective instruction needs and which students and/or sub-groups where we need to focus the greatest support.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Baseline Assessments

Person Monitoring:

Shadreka Smith

By When/Frequency:

End of September 2024

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

All Math teachers will administer baseline and progress monitoring assessments in order to identify individual and group trends or gaps in learning and instruction.

Action Step #2

Data Analysis

Person Monitoring:

Shadreka Smith

By When/Frequency:

Ongoing

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

Faculty and staff will collect and analyze data from school and District based assessments to inform instructional practices at a minimum of once a quarter per annum.

Action Step #3

Student Data Tracking

Person Monitoring:

Shadreka Smith

By When/Frequency:

Ongoing

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

Students will track and analyze data using grade-level developed common methods with the guidance of faculty and staff.

Action Step #4

Small Group Instruction

Person Monitoring:

Justin Jones

By When/Frequency:

Ongoing

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

step:

Faculty and staff will receive and provide hands-on materials (i.e. markers, manipulatives, white boards, etc.) for students to use during small group instruction.

Action Step #5

Professional Learning Communities

Person Monitoring:

Justin Jones

By When/Frequency:

Ongoing

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

Instructional staff will participate in professional development and collaborative planning for small-group instruction and best practices through grade-level and vertical Professional Learning Communities.

Area of Focus #2

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Reading proficiency was identified as a critical area due to the scope of need, as it is required learning for all students. Overall Reading proficiency was 42%, while 58% of students experienced learning gains and 64% of students in the lower quartile experienced learning gains.

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.

Reading proficiency was 42% during the 23/24 school year. Our goal for the 24/25 school year is to raise Reading proficiency to meet or exceed 55% across all grade levels.

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 analyze FAST Progress Monitoring data, Local Assessment data, and program assessment data to track student progress. FAST data will be gathered three times per school year at PM1, PM2 and PM3. Data review will be held upon the completion of each FAST progress monitoring to assess student progress and inform instruction.

Person responsible for monitoring outcome

Justin Jones

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:

Our evidenced based interventions include the following: Systematic-explicit-recursive and cumulative phonics instruction, Progress Monitoring, Individual and Small group instruction, Explicit vocabulary instruction, Explicit Comprehension Strategy Instruction. Monitoring will occur by walkthroughs, informal observations, lesson plans, student activities.

Rationale:

Progress monitoring will be critical for understanding how students are performing and responding to instruction. Monitoring will allow for us to better understand the corrective instruction needs and which students and/or sub-groups where we need to focus the greatest support.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Baseline Assessments

Person Monitoring:

Shadreka Smith

By When/Frequency:

End of September 2024

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

All Reading teachers will administer baseline and progress monitoring assessments in order to identify individual and group trends or gaps in learning and instruction.

Action Step #2

Data Analysis

Person Monitoring:

Shadreka Smith

By When/Frequency:

Ongoing

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

Faculty and staff will collect and analyze data from school and District based assessments to inform instructional practices at a minimum of once a quarter per annum.

Action Step #3

Student Data Tracking

Person Monitoring:

Shadreka Smith

By When/Frequency:

Ongoing

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

Students will track and analyze data using grade-level developed common methods with the guidance of faculty and staff.

Action Step #4

Professional Learning Communities

Person Monitoring:

Justin Jones

By When/Frequency:

Ongoing

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

Instructional staff will participate in professional development and collaborative planning for small-group instruction and best practices through grade-level and vertical Professional Learning Communities.

Area of Focus #3

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

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.

Reading proficiency was identified as a critical area for grades 3 through 5 as low performance resulted in identification as a RAISE school. Note that Reading proficiency was 37% in Grade 3, 32% in Grade 4, and 40% in Grade 5.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically related to Reading/ELA

- Individual & Small Group Instruction
- Explicit vocabulary instruction
- Explicit Comprehension Strategy Instruction
- Systematic-explicit-recursive and cumulative phonics instruction
- Progress Monitoring

Grades K-2: Measurable Outcome(s)

N/A

Grades 3-5: Measurable Outcome(s)

- Grade 3 will increase from 37% to at least 51% proficiency in Reading
- Grade 4 will increase from 32% to at least 51% proficiency in Reading
- Grade 5 will increase from 40% to at least 51% proficiency in Reading

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 access and review FAST Progress Monitoring data, Local Assessment data, and program assessment data. We will continue to monitor formative student performance data and utilize that analysis to inform corrective instruction. We will utilize our District support in the form of curriculum specialists, reading coaches and new teacher coaches to continue to build teacher capacity and efficacy as we monitor instructional practice. Additionally, we will utilize out school-based Curriculum Coach and Reading Interventionist to directly support the instruction in Grades 3 through 5.

Person responsible for monitoring outcome

Justin Jones

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:

Individual & Small Group Instruction Explicit vocabulary instruction Explicit Comprehension Strategy Instruction Systematic-explicit-recursive and cumulative phonics instruction Progress Monitoring

Rationale:

The interventions referenced above are high-yield instructional practices.

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

PD and Total Participation

Person Monitoring:

Justin Jones

By When/Frequency:

Ongoing

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

Faculty and staff will participate in professional development and collaborative planning for systematic-explicit-recursive, and cumulative phonics instructional best practices including engagement and Total Participation Strategies.

Action Step #2

Data Collection and Analysis

Person Monitoring:

Shadreka Smith

By When/Frequency:

Ongoing

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

Faculty and staff will collect and analyze data from school and District based assessments to inform instructional practices at a minimum of once a quarter per annum.

Action Step #3

Small Group Intervention Planning

Person Monitoring:

Justin Jones

By When/Frequency:

Ongoing

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

Faculty and staff will participate in professional development and collaborative planning for small-group instructional best practices including engagement and Total Participation Strategies.

Action Step #4

Instructional Assistants

Person Monitoring:

Justin Jones

By When/Frequency:

Ongoing

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

Title I funded classroom assistants will support ELA instructional practice by pushing into high-need learning spaces to assist teachers with explicit vocabulary 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 22/23 school year 51% of students (4th through 6th) reported they liked coming to school everyday, according to the District climate survey. In the 23/24 school year 61% of students (4th through 6th) reported they liked coming to school everyday, according to the District climate survey. In addition to the District survey, GPE utilized a "Gator Gauge" survey which polled all students KG

through 6th Grade regarding their experience. The average response was 81%. Research indicates that students are more likely to achieve increased academic outcomes if the environment is positive and engaging and students enjoy being at school.

Measurable Outcome

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

The average response through the Gator Gauge Survey identified that 81% of students Liked Coming to School Everyday. Our target for the 24/25 school year is that 90% or more of students report They Like Coming to School Everyday through the Gator Gauge Survey.

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 Gator Gauge Survey will be used no less than monthly to monitor our goal. Research indicates that students are more likely to increase their academic achievement if they consistently have a positive experience at school.

Person responsible for monitoring outcome

Michael Rogers

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:

Design a Safe Environment, Develop Predictable Routines, Define & Teach Positive Expectations, and Engage Students in Relevant Learning. GPE school-wide expectations will be taught to all students through the first week of school, and then re-inforced throughout the school year. Planned review will occur each quarter and after each holiday break from campus that lasts longer than one week. Additionally, expectations will be reviewed daily through morning announcements.

Rationale:

Explicit expectations are a critical aspect for any Positive Behavioral Interventions and Supports program. A robust PBIS program is necessary to ensure that students and staff can perform their best.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Published Expectations

Person Monitoring:

Michael Rogers

By When/Frequency:

Beginning of year & ongoing

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

The PBIS team will ensure that school-wide expectations are posted in each classroom, and every common area. The expectations are used as a reminder and a reference tool for reviewing and re-teaching expectations.

Action Step #2

Prevention and Resolution

Person Monitoring:

Justin Jones

By When/Frequency:

Ongoing

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

Through the use of a behavior interventionist, school counselor, assistants, staff, licensed mental health counselor, instructional staff and administration, students will be engaged in the promotion of cooperation, perspective-taking, peer mediation, conflict management and resolution, restorative practices, and compliance.

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.

The leadership team reviewed the previous use of funds and how resources have been allocated in past years. Additionally, we reviewed student performance on state assessments, both overall and by subgroup. We then connected with stakeholders to gather information and input. Based on our review, we believed it best to allocate the largest portion of our funds through Title 1 to additional staff. We have included a Reading Intervention teacher, Curriculum Coach and a Student Success Coordinator. Additionally, we have increased the student contact time for current support staff and instructional assistants. Additional funding has been allocated to support the purchase of resources that align to our current reading and math curriculum, and support our schoolwide PBIS plan. Additionally, we have allocated funds to support tutoring and after school academic preparation. Finally, we have allocated funds to support the purchase of additional technology for classroom use by students to support learning.

Specifics to Address the Need

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

Based on the analysis of student performance data from 23/24, Reading across our middle-grades (2nd, 3rd and 4th) is an area of opportunity. In order to target the learning gaps across those three grades, we are adding a Reading Intervention Teacher (RIT). The RIT will provide additional targeted support to teachers through co-teaching and targeted small group interventions. Additionally, a Curriculum Coach has been included on staff to provide support on lesson planning and execution, data analysis and instructional coaching cycles.

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

Clay County Schools

KEYSTONE HEIGHTS ELEMENTARY



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

Keystone Heights Elementary School exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

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

Beth Turbeville

Position Title

Principal

Job Duties and Responsibilities

Responsibilities and duties of this position include:

1. Ensure compliance with established rules, and laws in the daily operation of the school.
2. Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing and communications with parents, students, and teachers.
3. Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement Standards as established by the Florida Department of Education.

4. Coordinate school advisory council activities and implement a school improvement plan.
5. Coordinate efficient utilization of school facilities and ensure proper security, maintenance and cleanliness of the campus.
6. Be responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database.
7. Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data.
8. Be responsible for effective business management operations, the development of a school budget and efficient cost accounting.
9. Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County District Schools Code of Student Conduct.
10. Be responsible for faithfully and effectively implementing school/district personnel procedures including: interviewing, hiring, evaluating school staff and coordinating teacher induction programs, and administering master contracts.
11. Coordinate supervision of extra-curricular activities and duty assignments.
12. Provide a safe learning environment through preparation and implementation of emergency evacuation plans, fire drills, etc.
13. Be responsible for implementing programs designed to meet the needs of special student populations (Ex. ESE, Title I, 504s, Drop Out Prevention, etc.).
14. Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards.
15. Be responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory.
16. Provide for the purchase of appropriate textbooks, equipment and other instructional materials necessary to meet the needs of the students.
17. Serve on district wide committees when requested.
18. Be responsible for the development and implementation of a school technology plan.
19. Be responsible for the performance of all personnel employed by the School Board and assigned to the school site.
20. Provide leadership for the implementation of the Principles of Professional Conduct for the Education Profession.
21. Provide leadership in the implementation of the district and state assessments and other tests designed and adopted to measure student achievement.
22. Communicate effectively, both orally and in writing, with parents, staff, students and community.
23. Maintain visibility and accessibility on the school campus.

24. Serve as coach/mentor to Assistant Principals, new Principals or others who are preparing for School Principal certification.
25. Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum.
26. Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position.

Required Qualifications:

1. Eligible to receive, or holds (a) Valid Florida Certification as School Principal or (b) Educational Leadership, accompanied with verification of completion of district/state Principal Preparation Program.
2. Masters Degree.
3. Completed Clay County Candidate Preparation Phase Screening and Training requirements as required by current Clay County Human Resources Management Development (HRMD) Plan or have completed a program with similar requirements.
4. Three years of successful teaching experience.
5. A minimum of two years successful school-based administrative experience.
6. Eligible to receive, or holds a valid certificate in Educational Leadership, has at least two (2) years of school-based administrative experience and is recommended by the Superintendent for a Principalship position at a school requiring unique leadership skills.

Leadership Team Member #2

Employee's Name

Cory Stone

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant/vice principal is directly responsible to the school principal. He/she serves in a staff relationship with other assistant administrators in the school.

Responsibilities and duties of this position include:

1. Assume all administrative duties in absence of the principal.
2. Assist in fulfilling any duties outlined on the principal's job description and delegated by the principal.

Leadership Team Member #3

Employee's Name

Kayleigh Williams

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant/vice principal is directly responsible to the school principal. He/she serves in a staff relationship with other assistant administrators in the school.

Responsibilities and duties of this position include:

1. Assume all administrative duties in absence of the principal.
2. Assist in fulfilling any duties outlined on the principal's job description and delegated by the principal.

Leadership Team Member #4

Employee's Name

Megan Slater

Position Title

Title 1 Lead

Job Duties and Responsibilities

Responsibilities and duties of this position include:

1. Assists students one-on-one or in small groups to guide and assist students in reading, math, science and enrichment.
2. Provides assistance to students who are working in small groups or independently on assignments.
3. Prepares and/or assists in the preparation and set-up of materials, supplies, visual enhancements, and activities for daily lessons, unit work and the classroom in general. Maintains an inventory of supplies and recommends the amount needed to be ordered.
4. Maintains student folders or portfolios that document student progress toward learning goals.
5. Monitors children's behavior during mealtimes, arrival and departure from school, and/or field trips to ensure the safety of students and school rules.
6. Assembles and prepares bulletin board displays of student work or educational themes and materials to enhance student learning.

7. Performs other duties of a similar nature or level.

Leadership Team Member #5

Employee's Name

Shannon Bishop

Position Title

Principal's Secretary & Bookkeeper

Job Duties and Responsibilities

Responsibilities and duties of this position include:

1. Performs posting and reconciliation activities relating to maintaining the school's funds including posting receipts and checks to receipts, expense journals and to depository ledger; writing checks and official receipts for cash received; reconciling bank statements; maintaining and balancing ledgers; and, preparing financial reports.
2. Performs miscellaneous secretarial and clerical duties, such as, calling for substitute teachers, ordering supplies, editing newspaper, emptying money from vending machines, arranging for maintenance of office equipment, registering students, making copies, distributing/collecting insurance forms, distributing yearbooks, answering phones, greeting public, processing field trip and bus applications; arranging for printing of forms/reports, and typing.
3. Enters data on computer for information relating to property records, warehouses and purchase orders, print center requests, sick leave, budget information, etc.
4. May verify purchase orders to ensure information is complete and maintains files of purchase orders and requisitions; receives and distributes supplies and materials.
5. May perform accounts payable duties including verifying purchase requisitions against invoices, writing checks and submitting to the District office for payment.
6. May balance the school budget and make internal budget transfers, prepares budget amendments for the District to line the budget as needed.
7. May maintain and submit school payroll records, including collecting leave forms, ensuring leave forms are complete and signed by the administrator, and distributing forms to the District office.
8. Maintains ledger for sales tax due; prepares sales tax return and writes check for tax.
9. May operate the school store including selling, ordering items, pricing, stocking, inventory and maintaining records and accounts.
10. May prepare internal accounts information for annual audit to ensure records and reports are complete.
11. May coordinate school activities, i.e., student pictures, fundraising events, etc. Collaborates with outside vendors to gather information and respond to issues or concerns.

12. Determines amount of school funds to be invested, sends investment monies to investment agencies and posts interest.
13. Performs other duties of a similar nature or level.
14. Types memos, correspondences, reports, schedules, etc. Makes copies and files appropriately.

Leadership Team Member #6

Employee's Name

Brandi Kirkland

Position Title

Math/Science Coach

Job Duties and Responsibilities

Responsibilities and duties of this position include:

1. Assist the classroom teacher in establishing a classroom environment conducive to learning.
2. Demonstrate knowledge of curriculum, assessments, research-based instructional practices, supplemental services and intervention strategies and programs.
3. Demonstrate knowledge of the implementation of a Multi-tiered System of Supports, including policies, procedures and practices.
4. Attend coaching institutes and other training and professional learning opportunities.
5. Model effective instruction at each grade level.
6. Collaborate with regular classroom, Title I and ESE teachers to implement the core and supplemental programs.
7. Align core curriculum instruction with appropriate materials, technology resources and assessments.
8. Assist teachers in implementing the appropriate time blocks for elementary and/or secondary instruction.
9. Assist teachers in assessing, analyzing data, grouping, and making informed instructional decisions about intervention strategies.
10. Provide demonstration lessons, coaching and inservice training.
11. Assist in identifying professional development needs.
12. Monitor student progress and collaborate with teachers to provide differentiated instruction.

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.

Developing our SIP is a team effort. All stakeholders worked collaboratively to analyze school data to develop our SIP goals and plans. Our SAC Committee was sent a survey to provide input that involved community members and parents for us to consider when developing our goals and plans.

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))

Each year, our school holds 5 data meetings with grade levels. Our school improvement goals drive our meetings as we set ongoing goals to strive to meet our SIP goals by the school year's end. We also hold monthly Literacy Team Meetings wherein we revisit our SIP goals and set literacy goals ongoing, striving to meet and exceed our SIP literacy goal.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	13.0%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
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) 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: B* 2021-22: B 2020-21: 2019-20: A

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	43	36	34	27	32	34	31			237
One or more suspensions	3	11	11	8	10	23	22			88
Course failure in English Language Arts (ELA)	8	1	4	1	3	1	8			26
Course failure in Math	6	0	1	1	0	4	6			18
Level 1 on statewide ELA assessment	7	36	15	19	17	22	29			145
Level 1 on statewide Math assessment	5	17	21	12	17	24	8			104
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	0	0	1	19						20
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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	10	2	3	2	2	15	18			52

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	6	6	12	1	0	1			32
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	31	24	16	25	24	28	26			174
One or more suspensions	7	11	14	16	19	33	22			122
Course failure in ELA	10	1	2	1	1	2	1			18
Course failure in Math	6	1	1	2		1	1			12
Level 1 on statewide ELA assessment				24	25	34	18			101
Level 1 on statewide Math assessment				22	18	42	9			91
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)				9						89

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	11	2	3	9	13	29	17			84

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	5	2	2	10						19
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 *	53	62	57	55	59	53	56	63	56
ELA Grade 3 Achievement **	56	65	58	54	61	53			
ELA Learning Gains	57	62	60				47		
ELA Learning Gains Lowest 25%	56	60	57				42		
Math Achievement *	66	67	62	60	64	59	71	51	50
Math Learning Gains	65	68	62				71		
Math Learning Gains Lowest 25%	52	59	52				58		
Science Achievement *	58	61	57	56	65	54	62	69	59
Social Studies Achievement *								70	64
Graduation Rate								64	50
Middle School Acceleration								61	52
College and Career Readiness									80
ELP Progress	55		61		55				59

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	463
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
58%	56%	58%	68%		68%	72%

* 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	50%	No		
Hispanic Students	64%	No		
Multiracial Students	70%	No		
White Students	57%	No		
Economically Disadvantaged Students	54%	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	34%	Yes	1	
Hispanic Students	65%	No		
White Students	57%	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%
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Economically Disadvantaged Students

44%

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%
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Students With Disabilities

43%

No

English Language Learners

Native American Students

Asian Students

Black/African American Students

Hispanic Students

61%

No

Multiracial Students

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%
Pacific Islander Students				
White Students	57%	No		
Economically Disadvantaged Students	51%	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	53%	56%	57%	56%	66%	65%	52%	58%					
Students With Disabilities	32%	42%	56%	64%	51%	56%	57%	39%					
Hispanic Students	61%		68%		65%	63%							
Multiracial Students	60%				80%								
White Students	53%	55%	57%	55%	67%	64%	49%	59%					
Economically Disadvantaged Students	47%	53%	55%	52%	63%	61%	52%	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	55%	54%			60%			56%					
Students With Disabilities	32%	35%			38%			31%					
Hispanic Students	63%				67%								
White Students	55%	56%			60%			55%					
Economically Disadvantaged Students	42%	39%			50%			44%					

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	56%		47%	42%	71%	71%	58%	62%					
Students With Disabilities	35%		34%	29%	53%	58%	48%	44%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	58%		50%		63%	72%							
Multiracial Students													
Pacific Islander Students													
White Students	56%		46%	39%	72%	71%	54%	63%					
Economically Disadvantaged Students	45%		46%	40%	59%	63%	53%	51%					

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	55%	63%	-8%	55%	0%
Ela	4	45%	56%	-11%	53%	-8%
Ela	5	59%	54%	5%	55%	4%
Ela	6	48%	65%	-17%	54%	-6%
Math	3	70%	66%	4%	60%	10%
Math	4	58%	62%	-4%	58%	0%
Math	5	50%	56%	-6%	56%	-6%
Math	6	78%	74%	4%	56%	22%
Science	5	57%	58%	-1%	53%	4%

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?

6th grade math showed the greatest increase in proficiency from 36% to 78%. We hired a strong 6th grade math teacher who worked collaboratively with a strong veteran 6th grade math teacher. Additionally, our ESE Inclusion teacher who pushed into those classrooms for math was intentional in planning and instruction with the general education teachers.

Lowest Performance

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

4th grade ELA scored 45% proficient. This was our lowest performing area. We had one new teacher to 4th grade who needed much support and one teacher who was resistant to implementation of Morphology.

Greatest Decline

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

5th grade math dropped 13% from the previous school year. In 2022-23, 5th grade math was 63% proficient and in 2023-2024, 5th grade math dropped to 50% proficient. We hired a new teacher who taught 5th grade all content. She was overwhelmed not feeling confident teaching math along with all other content areas. The other math teacher is not strong and needed additional support, as well.

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.

4th grade ELA had the greatest gap when compared to the state average. The state average was 53% and the school's proficiency was 45%. This is an 8% gap.

EWS Areas of Concern

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

Chronic Absenteeism, Level 1's in ELA, and Level 1's in Math

Highest Priorities

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

Chronic Absenteeism, Level 1's in ELA, and Level 1's in Math

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 required by RAISE (specific questions)

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.

During the 2023-2024 school year our ELA proficiency was 58%. This is a crucial need, as we want to show improvement rather than going backwards.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

We utilize Foundations Curriculum for foundational reading skills in grades K-2 and will be implementing this curriculum in 3rd grade, as well, during the 24/25 school year. We also implement SAVAAS for comprehension and vocabulary. Our master schedule has an hour long intervention block built in for structured interventions.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

In 3rd-5th grades, we implement SAVAAS for comprehension and vocabulary. 3rd graders will receive Foundations this year and 4th graders will receive Morphology. We have an hour-long intervention block built into our master schedule for all students in 3rd-5th grades.

Grades K-2: Measurable Outcome(s)

Through quarterly data meetings we will track and monitor student progress by using the STAR/FAST test and acadience data.

Grades 3-5: Measurable Outcome(s)

Through quarterly data meetings we will track and monitor student progress by using the FAST and acadience data.

Monitoring

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

This area of focus will be monitored by tracking student and class data. We will have 5 pre-scheduled

data meetings with each grade level throughout the school year to analyze data, discuss data trends, and plan strategies for interventions and instruction.

Person responsible for monitoring outcome

Beth Turbeville

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 K-3, we will use Foundations as our Tier 1, Tier 2 and Tier 3 intervention. In 3-6, we will use Corrective Reading and Morphology.

Rationale:

Our school has scheduled intervention times built into our Master Schedule where teachers will implement strategies according to the CCSD CERP Plan. Ongoing analysis will determine the fluidity of student groups and the interventions they receive.

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

Work with Kelsey Ivey and Robin Rae to guide the effectiveness of our intervention groups.

Person Monitoring:

Kayleigh Williams

By When/Frequency:

Ongoing through the end of the 24-25 school year

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

PM1, PM2, PM3 will provide ongoing feedback on how students are progressing.

Action Step #2

Teachers will use small group instruction to increase ELA proficiency.

Person Monitoring:

Kayleigh Williams

By When/Frequency:

Weekly

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

Mrs. Williams and the administrative team will monitor for effectiveness through weekly classroom walkthrough visits.

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.

During the 2023-2024 school year, our students show 64% proficiency in math. During the 2022-2023 school year, our students showed 61% proficiency. Although we went up by 3%, we did not meet our SIP goal and strive to meet our SIP goal this year.

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.

Based on FAST data, our area of focus will be math. By using the strategies and action plan in our school improvement plan, we will increase math proficiency from 64% to 67% by the end of the 2024-2025 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.

This area of focus will be monitored by tracking student and class data. We will have 5 pre-scheduled data meetings with each grade level throughout the school year to analyze data, discuss data trends, and plan strategies for interventions and instruction.

Person responsible for monitoring outcome

Beth Turbeville

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:

We will implement district math curriculum- Eureka Squared for Tier 1 instruction. We will use I-Ready Fact Fluency in grades 2-6 and the I-Ready math toolkit for interventions for Tier 2 and Tier 3 interventions.

Rationale:

Our administrative team has built blocks of time into the master schedule for all grade levels to implement interventions. Grade level teams will discuss progress with administration during PLC's

and scheduled data meetings to ensure fluidity of groups to meet student needs.

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

Teachers will provide frequent, student practice to increase math proficiency.

Person Monitoring:

Brandi Kirkland

By When/Frequency:

Weekly

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

Students will have hands on learning in classrooms utilizing math manipulatives to allow for engaged and interactive learning. Such manipulatives will include STEM kits, snap cubes, number blocks, clocks and counters.

Action Step #2

Teachers will use small group instruction to increase math proficiency.

Person Monitoring:

Brandi Kirkland

By When/Frequency:

Weekly

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

Mrs. Kirkland and the administrative team will monitor the effectiveness of small group interventions through weekly walkthrough classroom visits.

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.

Overall science proficiency on the NGSSS science test in 2022-2023 was 54%. Our overall science proficiency on the science FAST test for 2023-2024 is 57%. We met our 23-24 SIP goal for the Nature of Science, and while we celebrate that, we would like to see our overall science proficiency increase even greater for the 2024-2025 school year.

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.

Based on the FAST science data, our area of focus will be science. By using the strategies and action plan in our school improvement plan, our school will increase proficiency from 57% to 60% during the 2024-2025 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.

This area of focus will be monitored through weekly walkthrough visits by the administrative team and Mrs. Kirkland. We will also invite the district curriculum coaches to assist in math walkthroughs will us to calibrate our observations and to provide feedback.

Person responsible for monitoring outcome

Brandi Kirkland

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:

Inquiry based lessons will be implemented across all grade levels to improve learning and ultimately improve state test scores.

Rationale:

Inquiry, or experimental based learning, involves gaining knowledge and skills through activities rather than passive learning.

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

Teachers will engage students in experimental learning through the Cambridge learner attributes.

Person Monitoring:

Brandi Kirkland

By When/Frequency:

Monthly

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

Mrs. Kirkland and the administrative team will monitor the impact of this action step through

observations at Cambridge showcases and through progress monitoring data throughout the school year.

Action Step #2

Teachers will engage students in experimental learning with science curriculum.

Person Monitoring:

Beth Turbeville

By When/Frequency:

Weekly

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

Teachers will implement science instruction by implementing the tier 1 curriculum. Our master schedule has a specified block of time for all teachers to provide science 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.

Our 2024-2025 focus is on chronic absenteeism. Research proves that students must be present all day, every day to maximize their learning potential. During the 2023-2024 school year, students with chronic absenteeism was 25%.

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.

Based on Synergy data, our area of focus is chronic absenteeism. By using the strategies and the action plan as described in our School Improvement Plan, we will reduce chronic absenteeism from 25% to 15% by the end of the 2024-2025 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 district will lead this effort by creating a template letter from the superintendent notifying parents that their students were chronically absent during the 2023-2024 school year. Then, as a school, we will work to implement the following:

1. Tracking students on a spreadsheet and having teachers call home.
2. Teachers will make a "welcome call" to parents during pre-planning and will have a scripted plan to

discuss chronically absenteeism with target students.

3. Implement a process wherein teachers will have pre-made notes to staple in student planners when students are in danger of being labeled "chronically absent."
4. Incentivize attendance as related to the Indian 200 Club.

Person responsible for monitoring outcome

Beth Turbeville

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:

Our school will continue to implement PBIS incentives and rewards to encourage increased attendance.

Rationale:

Students who are "rewarded" and like coming to school, will discourage parents from allowing them to miss school.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Administration and teachers will implement PBIS Rewards to reduce chronic absenteeism.

Person Monitoring:

Kayleigh Williams

By When/Frequency:

Weekly

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

Mrs. Williams will meet with the PBIS team to regularly examine and analyze attendance. They will make decisions for incentive initiatives based on this data.

Action Step #2

Administration and the ITF will hold SST meetings with parents of students who are chronically absent.

Person Monitoring:

Beth Turbeville

By When/Frequency:

Monthly

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

The front office team will schedule these SST meetings and administration, along with the school social worker, and guidance will strive to support parents and implement accountability.

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.

<https://khe.myoneclay.net>

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))

<https://khe.myoneclay.net>

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))

Our team has strategically designed a master schedule with built-in intervention blocks for ELA and math. We are using Title 1 funding to ensure that our 8 Title 1 assistants are providing additional support to teachers during small group instruction.

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))

Our Title 1 plan is developed in coordination with our SIP plan, which drives all academic decision-making for our school. KHE provides free breakfast and lunch to all students and provides multiple parent engagement activities for family involvement.

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))

Our school has a highly qualified school counselor who provides support for our students and families who are in need. We also have a social worker who is assigned to KHE and provides ongoing support to families in need.

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))

6th graders engage in a Cambridge Global Challenge- "Why work?" Students explore the importance of work and then host a job fair with local business members each year.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

KHE implements PBIS Rewards and adheres to the PBIS framework provided by the State of Florida. We are currently striving to become a PBIS gold school for the 2024-2025 school year.

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)).

All support staff, instructional employees, and administration participates in ongoing professional development provided by the Clay County School District.

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))

KHE has a strong ESE pre-k program, along with VPK, to ensure students are prepared for kindergarten. Continue to share information regarding Child Find resources for all parents, families, community members, and stakeholders.

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.

The SIP team analyzes data and utilizes that data to drive resource needs.

Specifics to Address the Need

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

Our school provides planners for every student in an effort to improve teacher-parent communication. We also provide Tuesday folders for every student in an effort to provide feedback on student progress.

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

Clay County Schools

KEYSTONE HEIGHTS JR-SR HIGH



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all students. We will increase student achievement by providing students with learning opportunities that are rigorous and relevant; which transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

KHHS exists to prepare lifelong learners for success in a global and competitive workplace and to help them acquire applicable life skills.

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

Laurie Burke

Position Title

Principal

Job Duties and Responsibilities

Community Liaison, Master Schedule, School HR, Workers'Comp, Enrollment Projections, Communications, Pre-Planning, Professional Development, Public Relations, SAC, School Board Liaison, School Budget, Administrative Assistants, Summer School, Academic & Athletic Supplements, Suspension Reviews, Curriculum Council, Instructional Resources, CPS, Boys and Girls Club, Math

Leadership Team Member #2

Employee's Name

Barry Underwood

Position Title

Vice Principal

Job Duties and Responsibilities

11th & 12th Grade Activities, Custodians, Clubs/Activities/Field Trips, Duty Assignments, Parking, Exam Schedules, FSSAT/CSTAG, Teacher Certification/OFF, FTE, Keys, MSDS Records, Lunch Schedules for Staff, Master Schedule, Course Catalog, Title IX Coordinator, Grades (posting and changes), MTSS/504, Science

Leadership Team Member #3

Employee's Name

Melanie Rodriguez

Position Title

Assistant Principal

Job Duties and Responsibilities

9th & 10th Grade Activities, Handbooks, Testing, Substitutes, ESE/ESOL, Inservice Coordinator/ Professional Development, MTSS?504, Title I, Master Schedule Support, CPS Wellness Team, 7 Mindsets, SIP, SAC, New Teachers, Literacy Team, Faculty/Staff Slide Presentation Developer, ELA/ Reading

Leadership Team Member #4

Employee's Name

Spencer Johnson

Position Title

Assistant Principal

Job Duties and Responsibilities

7th/8th Grade Activities, PBIS, PBS, SST/Attendance, FIC Cards, Maintenance/WO, Facilities/FISH/ Property, MTSS/504, EWS, FIC, Chromebooks, Web Crew/Indian Welcome, Bus Duty, Bus Evacuations, Fire/Tornado Drills, TOY/SREY, Summer School, Social Studies

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.

Developing the 2024-2025 School Improvement Plan included the collaboration of the school leadership team, our Title 1 Coordinator, our District Title 1 Curriculum Specialist, and our School Advisory Council, which includes teachers, students, and business partners. Their input was used to help build our goals based on our student data.

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 progress monitoring of our SIP will be based on student PM1, PM2, and PM3 FAST data, student attendance, and student achievement based on subgroups. Our SAC team will meet quarterly to discuss our progress in meeting our goals and develop new strategies if needed.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 7-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	10.5%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	92.9%
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) 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: B

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								53	39	92
One or more suspensions								51	36	87
Course failure in English Language Arts (ELA)								22	23	45
Course failure in Math								20	13	33
Level 1 on statewide ELA assessment								41	49	90
Level 1 on statewide Math assessment								41	21	62
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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								64	47	111

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								13	19	32
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								54	48		102
One or more suspensions								75	72		147
Course failure in ELA								7	5		12
Course failure in Math								19	10		29
Level 1 on statewide ELA assessment								39	58		97
Level 1 on statewide Math assessment								19	18		37
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)											221

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								34	18		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								4	3		7
Students retained two or more times								1			1

2. Grades 9-12 (optional)

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
	9	10	11	12	
Absent 10% or more school days	55	78	40	75	248
One or more suspensions	36	24	17	21	98
Course failure in English Language Arts (ELA)	6	8	11	6	31
Course failure in Math	14	3	9	4	30
Level 1 on statewide ELA assessment	29	35			64
Level 1 on statewide Algebra assessment	20	26	6	1	53

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
	9	10	11	12	
Students with two or more indicators	36	23	15	23	97

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	1	1			2
Students retained two or more times					0

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 *	55	64	55	46	57	50	46	56	51
ELA Grade 3 Achievement **									
ELA Learning Gains	52	62	57				41		
ELA Learning Gains Lowest 25%	44	62	55				29		
Math Achievement *	61	61	45	54	50	38	55	35	38
Math Learning Gains	57	60	47				47		
Math Learning Gains Lowest 25%	41	61	49				37		
Science Achievement *	53	80	68	65	74	64	59	43	40
Social Studies Achievement *	71	83	71	76	80	66	65	48	48
Graduation Rate	91	94	90	92	95	89	87	75	61
Middle School Acceleration	64			66			62	39	44
College and Career Readiness	72	60	67	67	63	65	61	78	67
ELP Progress		51	49		52	45			

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	661
Total Components for the FPPI	11
Percent Tested	97%
Graduation Rate	91%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
60%	67%	54%	51%		60%	60%

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

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	43%	No		
Black/African American Students	47%	No		
Hispanic Students	59%	No		
Multiracial Students	67%	No		
White Students	60%	No		
Economically Disadvantaged Students	55%	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	42%	No		
Black/African	18%	Yes	2	1

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%
American Students				
Hispanic Students	61%	No		
Multiracial Students	55%	No		
White Students	67%	No		
Economically Disadvantaged Students	60%	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	33%	Yes	1	
English Language Learners				
Native American Students				

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%
Asian Students				
Black/African American Students	33%	Yes	1	
Hispanic Students	43%	No		
Multiracial Students	52%	No		
Pacific Islander Students				
White Students	54%	No		
Economically Disadvantaged Students	48%	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	55%		52%	44%	61%	57%	41%	53%	71%	64%	91%	72%	
Students With Disabilities	25%		38%	39%	35%	45%	35%	31%	53%	31%	97%	41%	
Black/African American Students	31%		31%		54%	70%							
Hispanic Students	46%		42%		42%	63%	60%	53%	80%		91%	50%	
Multiracial Students	56%		56%		64%	62%					92%	73%	
White Students	56%		53%	43%	62%	57%	39%	54%	70%	68%	90%	73%	
Economically Disadvantaged Students	47%		49%	43%	52%	56%	41%	45%	68%	56%	89%	56%	

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	46%				54%			65%	76%	66%	92%	67%	
Students With Disabilities	28%				34%			42%	46%	20%	94%	31%	
Black/African American Students	17%				19%								
Hispanic Students	48%				36%			56%	61%		100%	67%	
Multiracial Students	39%				57%			69%					
White Students	47%				56%			67%	78%	65%	91%	68%	
Economically Disadvantaged Students	38%				47%			61%	71%	60%	84%	57%	

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	46%		41%	29%	55%	47%	37%	59%	65%	62%	87%	61%	
Students With Disabilities	21%		26%	21%	29%	36%	29%	36%	45%	23%	81%	20%	
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	21%		43%		7%	36%			60%				
Hispanic Students	37%		30%	17%	45%	48%	46%	69%	54%				
Multiracial Students	40%		44%		67%	47%			62%				
Pacific Islander Students													
White Students	47%		41%	28%	56%	48%	38%	58%	66%	62%	88%	64%	
Economically Disadvantaged Students	38%		38%	23%	44%	43%	41%	51%	60%	55%	82%	56%	

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

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

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	58%	62%	-4%	53%	5%
Ela	7	52%	57%	-5%	50%	2%
Ela	8	46%	58%	-12%	51%	-5%
Ela	9	63%	61%	2%	53%	10%
Math	7	42%	49%	-7%	47%	-5%
Math	8	73%	70%	3%	54%	19%
Science	8	39%	59%	-20%	45%	-6%
Civics		71%	81%	-10%	67%	4%
Biology		65%	77%	-12%	67%	-2%
Algebra		50%	61%	-11%	50%	0%
Geometry		62%	68%	-6%	52%	10%
History		66%	81%	-15%	67%	-1%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		7%	16%	-9%	16%	-9%
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		25%	24%	1%	17%	8%

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, was our Lower Quartile students in ELA, they increased proficiency by 15 points. Overall, ELA increased by 9 points, and the overall learning gains were 11 points. In ELA, our teachers worked collaboratively with our district coach, building standard-based lessons, questions, and assessments. We also worked on the Master Schedule to align planning time for ELA teachers in the same grade level. Utilizing our TWIX Team (Collaborative Teaching Team), we were able to support teachers who served students with disabilities in their classrooms. This support consisted of having either a certified ESE teacher and/or an Instructional Assistant in the class full-time for collaborative teaching, whether it was small groups, parallel teaching, team teaching, etc...

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 data that shows the lowest performance is the learning gains in our lower quartile subgroup in Math. The Math lower quartile increased from 37% to 41%, however, the 41% is our lowest data component, 3 points lower than our ELA lower quartile learning gains. Contributing factors as to why our lower quartile subgroup made more gains in ELA than in Math are the fact that our Collaborative groups in ELA worked together to build more of a cohesive team than they did in Math. Our Math collaborative groups could use more training in effective collaborative teaching practices.

Greatest Decline

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

The data that showed the greatest decline was in Science. This data indicates our student's proficiency dropped from 12 points from 65% to 53%. Contributing factors to this decline were the lack of effective instruction in our science classrooms. Several times throughout the year, we lost our Science teachers (due to resignations and/or personal issues) and had to fill the classrooms with long-term subs. Each of our science classrooms had inconsistencies with who was instructing them, and how the instruction was given.

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.

Math achievement was the data component that had the greatest gap between the State and our school. The state score is 38%, whereas our school is 61%, a difference of 23 points. Factors contributing to this gap is the level of experience in our Math teachers, although, the scores indicate the struggle in our lower quartile gains in math, they also indicate the high overall proficiency rate. Unlike other content areas, our math teachers have more years of experience teaching their content and are dedicated to student achievement.

EWS Areas of Concern

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

Reflecting on the EWS data, two areas of concern are attendance and ELA proficiency.

Highest Priorities

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

ELA Proficiency

Math Proficiency

Attendance

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Based on F.A.S.T./ACT/SAT data, our area of focus will be ELA. By using the strategies and action plan described below, we will increase Reading Proficiency from 55% to over 57%.

Measurable Outcome

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

By using the strategies and action plan described below, we will increase Reading Proficiency from 54% to over 55% by the end of the 2024-2025 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.

We will use FAST PM1, PM2, and PM3 data to monitor student baseline, mid-year, and end-of-the-year growth. Lexia and Corrective Reading will also be used to help us follow student achievement levels, and see what levels they need specific instruction in to help close gaps. We will be able to utilize both of these measures to monitor where our students need support.

Person responsible for monitoring outcome

Melanie Rodriguez (melanie.rodriguez@myoneclay.net)

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:

Teachers will use direct-explicit instruction in the ELA/Reading classes, incorporate engagement strategies within their instruction, and practice reading skills to build fluency and reading comprehension. Teachers will use explicit comprehension instruction and provide visual

representations as needed for all students. Teachers will intentionally plan for small group instruction using data to monitor student progress. KHH will provide tutoring outside of the normal school day and Saturday school as needed. Teachers will be provided professional development on researched-based strategies to narrow the Achievement Gap targeting our Under-Resourced Students.

Rationale:

Using all of the above strategies will allow teachers to work with all of the students to meet their needs. The research in Improving Adolescent Literacy: Effective Classroom and Intervention Practices, says "Teachers should provide adolescents with direct and explicit instruction in comprehension strategies to improve students' reading comprehension. Comprehension strategies are routines and procedures that readers use to help them make sense of texts." Providing students with small groups for guided practice and immediate feedback will help with their confidence in Reading. Allowing them extra time and support outside of school hours will also allow for this confidence to show.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Direct-explicit instruction action steps.

Person Monitoring:

Melanie Rodriguez
(melanie.rodriguez@myoneclay.net)

By When/Frequency:

Each quarter Mrs. Rodriguez will review the actions that are being used at KHH.

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

1. District ELA/Specialist/Coaches to hold Professional Development on "Direct-explicit Instruction" using Corrective Reading and Spelling through Morphographs. 2. Coaching and Model Teaching Sessions (an in-house model). 3. Utilize supplemental reading material to increase reading interest in small groups. 4. Implement a school-wide annotation strategy to grow reading fluency/comprehension. 5. Hold quarterly planning and data meetings

Action Step #2

Explicit Comprehension Strategy Instruction (ELA)

Person Monitoring:

Melanie Rodriguez
(melanie.rodriguez@myoneclay.net)

By When/Frequency:

Each quarter Mrs. Rodriguez will review the actions that are being used at KHH.

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

1. Utilize research-based strategies to narrow achievement gaps. 2. Use of visual models - posters, anchor charts, etc..

Action Step #3

Small Group Instruction

Person Monitoring:

Melanie Rodriguez

By When/Frequency:

Each quarter Mrs. Rodriguez will review the actions that are being used at KHH.

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

1. Use data to monitor progress in creating targeted small groups. 2. District support in small group instruction as a professional development. 3. Hold quarterly planning and data meetings. 4. Utilize instructional assistants to support small group instruction. 5. Collaborative lesson planning through common planning time.

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.

Based on FAST data, our area of focus will be Math. By using the strategies and action plan described below, we will increase overall math achievement from 56% to over 58% by the end of the 2024--2025 school year.

Measurable Outcome

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

By using the strategies and action plan described below, we will increase overall math achievement from 56% to over 58% by the end of the 2024-2025 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.

We will use FAST PM1, PM2, and PM3 data to progress monitor student baseline, mid-year, and end-of-the-year growth.

Person responsible for monitoring outcome

Laurie Burke (laurie.burke@myoneclay.net)

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:

Teachers will use small group instruction as needed and give immediate feedback. Teachers will use visual representations as needed and provide frequent student practice with math problems. Teachers will model for students the expected academic achievement. KHH will provide tutoring outside of the normal school day and Saturday school as needed. Teachers will be provided professional development on how to build teacher efficacy using the co-teach model.

Rationale:

Using the above strategies will allow teachers to work with all students to meet their needs. Research in the article, Enhancing Core Mathematics Instruction for Students At Risk for Mathematics Disabilities, reads "that the experimental intervention research supports the notion of making core mathematics instruction more systematic and explicit for students that are at risk of mathematics disability." This evidence-based intervention can be used in small groups providing explicit instruction to a small group of students who are struggling or may not understand a concept. Students will receive immediate feedback from their teachers. The research in, Improving Mathematical Problem Solving in Grades 4-8, reads to "model how to monitor and reflect on the problem-solving process." Teachers will model as they solve problems so that students can use the same strategy as they are solving independently. Allowing them extra time and support outside of school hours will also allow for this confidence to grow.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Small Group Instruction

Person Monitoring:

Laurie Burke (laurie.burke@myoneclay.net)

By When/Frequency:

Each quarter Mrs. Burke will review the actions that are being used at KHH.

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

1. District Support in small group instruction, PD, and model lessons. 2. Collaborative lesson planning through common planning opportunities. 3. Utilize data to monitor progress for small groups. 4. Conduct data meetings quarterly to address areas of concern.

Action Step #2

Teacher Modeling

Person Monitoring:

Laurie Burke (laurie.burke@myoneclay.net)

By When/Frequency:

Each quarter Mrs. Burke will review the actions that are being used at KHH.

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

1. Utilize researched-based strategies to narrow the Achievement Gap. 2. Formative and Summative

Assessments. 3. Use visual aids for teaching and supplemental materials.

Action Step #3

Visual Representations

Person Monitoring:

Laurie Burke (laurie.burke@myoneclay.net)

By When/Frequency:

Each quarter Mrs. Burke will review the actions that are being used at KHH.

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

1. Utilize supplemental math materials and programs to increase Math achievement through instruction. 2. Provide whiteboards for teachers who need them to display practice problems, modeling, etc.. 3. Share resources with parents to support achievement and growth at home. 4. Small Group instruction

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

Based on Synergy data, our area of focus will be Positive Culture and Environment specifically relating to Early Warning Signs of Attendance. By using the strategies and action plan described below we will increase Student attendance from 89.30% to 92% by the end of the 2024-2025 school year.

Measurable Outcome

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

By using the strategies and action plan described below we will increase Student attendance from 89.30% to 92% by the end of the 2024-2025 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.

It begins with the teachers. Teachers take daily attendance in all of their classes. From there when students are absent three days in one month, the teacher calls the parent. Student misses 5 days, the teacher completes a form to notify the administration. Student misses 10 days (within 90 day period), the attendance Student Success Team will meet to work with families and determine the cause of

absences and/or resources/strategies to support attendance improvement.

Person responsible for monitoring outcome

Spencer Johnson (spencer.johnson@myoneclay.net)

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:

Faculty and staff will establish positive connections with students through engaging/active classrooms. KHH will foster student expectations of success at the beginning of the school year in grade-level assemblies. Teachers will expect success for all students.

Rationale:

Using the Center of PBIS guide, research shows teachers need to establish a positive connection with students, families, and other educators. When we establish these connections, students in return will feel connected to their teachers or peers. Families will feel connected by receiving information via email, in person, social media, or positive phone calls from home. Research says teachers need to engage students in relevant learning. Most students do not like to sit in a boring classroom. Students are more likely to come to school if their classes are more engaging. Teaching students positive expectations at the beginning of the school year sets them up for success!

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Establish Positive Connections (PBIS)

Person Monitoring:

Spencer Johnson
(spencer.johnson@myoneclay.net)

By When/Frequency:

Weekly/Monthly/Quarterly

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

1. Teachers conduct parent/teacher conferences to create a sound foundation/partnership between all parties using the Parent Compact. 2. Teachers send positive notes home (Indian Postcard) 3. Teachers create positive teacher-student relationships through positive communication, teacher preparedness, and high expectations 4. Create posters and signs emphasizing the importance of attendance leading to success for classrooms and common areas 5. Attendance initiatives through our PBIS program SST - pancake breakfast, weekly student of the week, perfect attendance weekly recognition, FAB FIVE - recognize students who have improved their attendance (target excessive absentee students) 6. WEB program, which includes spring day, training days, our Indian Welcome orientation, and follow-up activities, the WEB program is an evidence-based program that creates a connection with students to school through peer relations. It is designed to utilize older students as ambassadors who will mentor new students coming onto our campus. WEB stands for "Where

Everyone Belongs", this transition and anti-bullying program builds positive experiences for students first year at a new school. 7. Consistent monthly PBIS progress monitoring data updates for teachers during whole group PLCs, PD, training

Action Step #2

Foster Student Expectation of Success (POV)

Person Monitoring:

Spencer Johnson
(spencer.johnson@myoneclay.net)

By When/Frequency:

Weekly/Monthly/Quarterly

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

1. Work towards improving attendance which leads to success by doing the following: 3 days absence = teacher makes phone call home, 5 days absence(within a month) = teacher completes a form to notify administration, 10 days absence(within 90 day period) = letters home and attendance (Student Success Team) meeting to work with families and determine the cause of absences 2. Use 7 Mindsets lessons to help families understand the importance of being in school and mental health 3. Provide handouts and resources to families during afterschool sessions to support families in learning how to build a better school-home connection. 4. Beginning of the school year Grade Level Assemblies. 5. Create a FAB FIVE group of students who have improved attendance and acknowledge them each week. 6. Target our chronic absentee students by creating mentor groups.

Action Step #3

Teachers Having an Expectation of Success For All Students (POV)

Person Monitoring:

Spencer Johnson
(spencer.johnson@myoneclay.net)

By When/Frequency:

Weekly/Monthly/Quarterly

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

1. Teachers should intentionally plan engaging lessons, where students enjoy being at school and in their class; professional development provided by admin and/or district coaches to help support teachers in their efforts to plan engaging lessons. 2. Teachers will provide verbal and written positive acknowledgments to students through the use of Indian Bucks; when they represent a characteristic of being Indian Strong - showing up, working together, giving respect, taking ownership, never giving up, and using grit 3. Digital Online Program - Hall Pass, this program will be a sign-in/sign-out program for students when they leave the classroom, this program will let the teachers know if there are too many students out using the restroom already, it will also let teachers know if there are students who are out and this particular student can not be out when those particular students are out.

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.

Parents, stakeholders, and community members will all have access to the KHHS School Improvement Plan. The plan will be made publicly available on our school's website <https://khh.myoneclay.net/>, links will be added in parent and community newsletters, there will be a copy of the plan in the front office Title I information binder, handed out at SAC meetings and available at the Title I annual meeting. Teachers, school staff, and leaders will all also the same access as listed above, information will also be provided to teachers during preplanning regarding the SIP goals and action plans. The School Advisory Council will meet quarterly to monitor the progress of the plan, provide feedback, and discuss next steps.

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))

Our mission is to work collaboratively with all stakeholders and to engage parents and families, by keeping stakeholders and parents informed as to what areas our students need improvement, they will be equipped with the information to help support students and the school. By developing a Parental and Family Engagement Plan, that includes hosting activities throughout the year to support our goals, parents can be given resources and provided information to support their child at home. Each event, the Title I Tailgate, Literacy Night, and our Math Night will encourage parents to get involved, provide them with resources, and target specific academic areas that need improvement.

The plan will be made publicly available on our school's website <https://khh.myoneclay.net/>, links will be added in parent and community newsletters, there will be a copy of the plan in the front office Title I information binder, handed out at SAC meetings and available at the Title I annual meeting.

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))

We plan to increase academic proficiency in the areas of ELA (Reading) and Math. The steps we will take built into our action plan include evidence-based strategies that support achievement in both of these areas. The instruction focus will be intentional based on our goals, to provide professional development and resources to teachers to strengthen their quality of instruction to provide more engaging and rigorous lessons that will explicitly improve student learning.

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))

The process by which our school will review school improvement funding allocations and ensure resources are allocated based on need is by incorporating the collaboration of our School Advisory Council, Community Partnership School, Guidance, Teachers, Parents, and Students in the decision-making process. Some resources we will utilize this year for school improvement will be funded through Title 1, as well as, our Community Partnership Schools. During our first SAC meeting, we will approve our SIP and collaborate to review resources and address allocations based on student needs. Some resources that will be discussed but not limited to are; per-pupil expenditures, instructional time, early intervention, teacher quality, school leadership quality, facilities and rigorous content/courses, and specialized instructional support personnel. Each of these factors contributes to student success and will be discussed to determine which identifying intervention or activity will have the greatest impact on improving our area of focus.

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))

We have grade-level counselors on our campus, Beth Alphonse (11th - 12th), Anna Damiper (9th - 10th), and Brooke Harvey (7th - 8th), who are responsible for meeting with students, evaluating needs, and supplying resources if needed to support any needs they have outside the realm of academics. Our school also has a mental-health counselor assigned, as well as, counselors provided through community partnership schools if needed. Each week during 4th period 7 mindset lessons are also provided to all students, to support mental health learning.

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))

Opportunities provided to students to support postsecondary opportunities are designed and implemented by our College and Career Coach, Carlie Feagle. She organizes events such as but are not limited to; Job Fairs, ASVAP testing, Reality Check, College Visits, College Fairs, and Vocational Field Trips. Our school also offers certificate and vocational programs such as HOSA, Culinary, Carpentry, and Technical options. We also participate in Santa Fe College and Saint John's College's dual enrollment opportunities for students wanting to earn college courses while still in high school.

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)).

Our schoolwide tiered Positive Behavior Intervention Support Model starts with our expectation of being Indian STRONG (Success, Working Together, Respect, Ownership, Never giving up, and having Grit). At the beginning of the school year students are presented with lessons of each expectation, these presentations are also repeated at the beginning of the 3rd quarter as a reminder. These lessons teach students how to meet our expectations across our campus in all areas of the school. Our system is created to encourage/reward positive behaviors at school. We want to create a

culture of positive attitudes and actions, rather than just discipline for poor behaviors. Incentives to meet these expectations are given in the form of Indian Bucks to use at our school store, weekly student of the week recognitions, dances, events, etc... We also turn the restorative practice model as opposed to discipline to intervene early for students who need extra behavior support.

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)).

Professional learning we are providing this year to support teachers and paraprofessionals to improve instruction includes:

Monthly Whole Group PLCs (designed each month based on need determined through walkthrough data)

A researched-based strategy session to narrow the achievement gap targeting our Under-Resourced Students, PD, and book study.

Weekly coaching sessions with administrators.

District Coaching and Specialist support

New teachers will have monthly meetings on campus as well as be supported through the district and assigned a new teacher coach.

Open lab sessions monthly for teachers and/or paraprofessionals who need additional support in areas they request.

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))

n/a

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

Clay County Schools

LAKE ASBURY ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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

Our mission is to increase the academic achievement of all students. Lake Asbury Elementary, working collaboratively with all stakeholders, will provide a public education experience that is motivating, challenging, and rewarding for all children. Our teachers will provide rigorous and relevant learning opportunities for each child to experience academic success within a safe and inviting environment.

Provide the school's vision statement

Lake Asbury Elementary School exists to prepare life-long learners for personal success in a global and a diverse society.

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

Meredith Milla

Position Title

Teacher

Job Duties and Responsibilities

Establish a safe, respectful and inclusive classroom climate conducive to learning. In addition to maintaining a growth mindset toward student learning, teaching practice, and personal/collective professional development.

Leadership Team Member #2

Employee's Name

Heather Roche

Position Title

Principal

Job Duties and Responsibilities

Providing instructional leadership, providing PD to teachers based on data, working collaboratively with all stakeholders to ensure high levels of instruction; in addition, responding to student discipline issues and other operational functions of the school

Leadership Team Member #3

Employee's Name

Trenea Petrelli

Position Title

Assistant Principal

Job Duties and Responsibilities

Providing instructional leadership, providing PD to teachers based on data, working collaboratively with all stakeholders to ensure high levels of instruction; in addition, responding to student discipline issues and other operational functions of the school

Leadership Team Member #4

Employee's Name

Jessica Ehlinger

Position Title

Assistant Principal

Job Duties and Responsibilities

Providing instructional leadership, providing PD to teachers based on data, working collaboratively with all stakeholders to ensure high levels of instruction; in addition, responding to student discipline issues and other operational functions of the school

Leadership Team Member #5

Employee's Name

Tracy Lockman

Position Title

Teacher

Job Duties and Responsibilities

Responsibilities as an inclusion teacher are the instruction, supervision, and evaluation of students in order to contribute to the goals of our SIP.

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.

We ensured that we had members from every stakeholder group involved in creating our SIP. The School Improvement Plan will be presented to our SAC Committee for input and approval.

SIP Monitoring

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

The SIP will regularly be monitored by ongoing walkthroughs in classrooms and data will be discussed during data chats with grade level and ESE teachers monthly where data is shared and analyzed to monitor progress for our students to ensure gaps are being closed.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	26.1%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	43.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) 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: B

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		18	20	17	14	20	30			119
One or more suspensions		3	2	5	7	2	11			30
Course failure in English Language Arts (ELA)	1	3	6	4	0	0	1			15
Course failure in Math	1	0	2	4	0	0	1			8
Level 1 on statewide ELA assessment					2	8	22			32
Level 1 on statewide Math assessment					0	13	14			27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	1	2	2	2						7
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	0	2	2	0					5

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	1	1	4	6	2	9	10			33

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	4	6	3		2					15
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	18	21	17	14	20	30	27			147
One or more suspensions			1	1						2
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment				3	10	9	15			37
Level 1 on statewide Math assessment					20	9	22			51
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)				5						44

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators			1	1	10	10	9	15		46

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	8	5		6						19
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 *	62	62	57	60	59	53	68	63	56
ELA Grade 3 Achievement **	63	65	58	59	61	53			
ELA Learning Gains	63	62	60				62		
ELA Learning Gains Lowest 25%	67	60	57				54		
Math Achievement *	75	67	62	69	64	59	75	51	50
Math Learning Gains	72	68	62				78		
Math Learning Gains Lowest 25%	55	59	52				70		
Science Achievement *	66	61	57	77	65	54	73	69	59
Social Studies Achievement *								70	64
Graduation Rate								64	50
Middle School Acceleration								61	52
College and Career Readiness									80
ELP Progress	55	61		55	59				

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	523
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
65%	66%	69%	58%		59%	60%

* 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	54%	No		
Black/African American Students	67%	No		
Hispanic Students	61%	No		
Multiracial Students	69%	No		
White Students	66%	No		
Economically Disadvantaged Students	59%	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	52%	No		
Black/African	71%	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%
American Students				
Hispanic Students	59%	No		
Multiracial Students	72%	No		
White Students	67%	No		
Economically Disadvantaged Students	61%	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	51%	No		
English Language Learners				
Native American Students				

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%
Asian Students				
Black/African American Students	70%	No		
Hispanic Students	66%	No		
Multiracial Students	84%	No		
Pacific Islander Students				
White Students	68%	No		
Economically Disadvantaged Students	53%	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	62%	63%	63%	67%	75%	72%	55%	66%					
Students With Disabilities	44%	50%	50%	58%	59%	64%	48%	55%					
Black/African American Students	52%		70%		65%	79%							
Hispanic Students	60%	64%	58%		71%	75%	69%	30%					
Multiracial Students	66%	70%	54%		77%	75%		73%					
White Students	63%	65%	64%	72%	77%	71%	50%	68%					
Economically Disadvantaged Students	55%	55%	55%	60%	68%	66%	54%	59%					

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	60%	59%			69%			77%					
Students With Disabilities	46%	47%			52%			62%					
Black/African American Students	70%	73%			72%			67%					
Hispanic Students	59%	50%			52%			75%					
Multiracial Students	64%				79%								
White Students	58%	61%			70%			77%					
Economically Disadvantaged Students	55%	53%			63%			73%					

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	68%		62%	54%	75%	78%	70%	73%					
Students With Disabilities	43%		56%	43%	56%	65%	55%	41%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	67%		64%	54%	67%	82%	82%	75%					
Hispanic Students	53%		68%		60%	76%		75%					
Multiracial Students	83%		72%		87%	95%							
Pacific Islander Students													
White Students	69%		61%	52%	77%	77%	66%	71%					
Economically Disadvantaged Students	50%		47%	31%	59%	70%	68%	45%					

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

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

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

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	62%	63%	-1%	55%	7%
Ela	4	50%	56%	-6%	53%	-3%
Ela	5	60%	54%	6%	55%	5%
Ela	6	71%	65%	6%	54%	17%
Math	3	73%	66%	7%	60%	13%
Math	4	67%	62%	5%	58%	9%
Math	5	61%	56%	5%	56%	5%
Math	6	94%	74%	20%	56%	38%
Science	5	66%	58%	8%	53%	13%

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 area that was most improved for us was our 3rd grade math with a 21 point increase from the 2023 to the 2024 school year. There was more consistency with delivering small group differentiated instruction. There were longer blocks of time with the ESE teachers pushing into the math 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.

The lowest data component was in ELA. Contributing factors were a large percentage of new teachers to LAE, new processes for providing interventions, and a learning curve for implementing new curriculum.

Greatest Decline

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

Based on the data, our ELA lowest quartile growth remains our greatest area of need. Although our scholars improved from the school years 2023 to 2024, we would like to see an increase in proficiency for this group.

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.

Although we showed a gain in our ELA lower quartile growth, this remains our lowest area. We will continue to incorporate intensive interventions for our lower quartile scholars. We continue to focus on small group instruction based on data collected through professional learning communities as well as classroom formative assessments.

EWS Areas of Concern

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

One area of concern is attendance. We had 119 students in grades K-6 that were absent 10% or

more days. If our scholars are not present at school and receiving instruction, our progress diminishes. Another concern is discipline and student behavior. We had 30 suspensions in grades K-6. We would like to see a decrease in these numbers.

Highest Priorities

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

1. Increasing ELA proficiency for our lowest 25% of students in all grade levels
2. Increasing ELA proficiency for all scholars
3. Increasing Math proficiency for our lowest 25% in all grade levels
4. Increasing Math proficiency for all scholars
5. Increasing attendance

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

The 2024 FAST PM 3 results showed that 60% of our students were proficient in ELA, with 40% below grade level or non-proficient.

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.

We will increase the percentage of students proficient in ELA as measured on the FAST PM 3 assessment from 60% to 65%.

Monitoring

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

We will monitor student growth using the following data sets: FAST PM 1 to PM 2, Lexia, and curriculum based assessments.

Person responsible for monitoring outcome

Heather Roche, Treena Petrelli, Jessica Ehlinger

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:

We will implement small group instruction and remediation, as well as the use of effective, district adopted curriculum to include Savvas, Lexia Core 5, From Phonics to Reading, and other approved materials.

Rationale:

With increased rigor and implementation of grade level appropriate materials, our students will show

improvement in the area of ELA.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Professional Learning

Person Monitoring:

Heather Roche, Treena Petrelli, Jessica Ehlinger

By When/Frequency:

May 2025/Monthly

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

Professional development for teachers in the area of using the curriculum to teach BEST ELA standards with the grade level expectation of rigor. Professional development in the area of student academic ownership using learning targets and measurable criteria.

Action Step #2

Literacy Leadership

Person Monitoring:

Heather Roche, Treena Petrelli, Jessica Ehlinger

By When/Frequency:

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

Teachers will be provided District coaches in order to support the interventions provided to students as well as building teacher capacity to equip them with more evidence-based strategies.

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.

Increasing our math proficiency for our bottom quartile students is an area of need. Eureka Squared was a new curriculum this past school year so teachers are still on a learning curve. We will continue to have math teachers attend professional development sessions on the new curriculum to improve their teaching strategies and awareness of the modules.

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.

We would like to see our lowest quartile increase their math proficiency from 55% to 62% schoolwide during the 24-25 school year. We will look at FAST data to continue monitoring student progress.

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 have data chats with math teachers to continue monitoring our bottom quartile of students in all grade levels to ensure they are receiving the proper interventions.

Person responsible for monitoring outcome

Heather Roche, Treena Petrelli, Jessica Ehlinger

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:

Tier 1 – Strong 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

Literacy Leadership

Person Monitoring:

Heather Roche

By When/Frequency:

Monthly/May 2025

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

We will have monthly data chats with grade levels to identify students' areas of need by looking at the data and planning interventions for struggling students.

Action Step #2

Professional Learning

Person Monitoring:

Heather Roche

By When/Frequency:

Monthly

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

Our math teachers will participate in professional development opportunities offered by our district as well as have district math coaches come to our school to provide support with ensuring teachers are meeting the needs of all students.

IV. Positive Culture and Environment**Area of Focus #1**

Positive Behavior and Intervention System (PBIS)

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.

We are collaboratively developing a new PBIS System with all stakeholders this school year. We are also continuing our student success team meetings to work with families to increase scholar attendance.

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.

We will be monitoring the number of suspensions and the number of referrals created on student behavior. The school will run a Synergy report every 4-1/2 weeks to monitor our grade levels' attendance rate. Our goal will be to continue to increase our percentage of students at school. The end goal will be to have 95% of students attending school.

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 conduct monthly PBIS meetings to enable the monitoring of referrals and suspensions. LAE Attendance Team will meet monthly on the first Thursday of the month. The attendance team consists of the records secretary, social worker, and administrator. Input is provided by teachers via a Google Form and in the Contact Log of Synergy.

Person responsible for monitoring outcome

Heather Roche, Trenea Petrelli, Jessica Ehlinger

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:

Creating a positive school and class environment will impact the will of students for attending school. We will use positive reinforcements, recognition, and family positive notes. This year we have also increased opportunities for activities (art club, robotics, music) which we hope to create experiences students will not want to miss.

Rationale:

As shared by Attendance Works, schools can increase attendance by creating a welcoming environment that emphasizes building relationships with families and stresses the importance of going to class every day. "The key is developing a school-wide school culture that promotes a sense of safety, respect and personal responsibility, where students feel connected and know that someone notices, in a caring manner, when they missed school."

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

PBIS Monthly Meetings/Attendance Meetings

Person Monitoring:

Heather Roche, Treena Petrelli, Jessica Ehlinger

By When/Frequency:

Monthly Meetings/Classrooms will be recognized every 4-1/2 weeks for having the highest attendance compared to the classes in their grade level.

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

Recognize when students are consistently present. Students with attendance of 95% or higher for each nine weeks will be awarded: certificate at awards ceremony, backpack attendance tags, and a thank you note for parents.

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

Clay County Schools

LAKE ASBURY JUNIOR HIGH SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

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

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant, and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

The School District of Clay County exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

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

Lydia Creel

Position Title

Principal

Job Duties and Responsibilities

Analyzes data and works with teams to develop goals for LAJH based on historical academic, behavioral, and social emotional learning progress to improve learning outcomes for all students.

Leadership Team Member #2

Employee's Name

Daniel Davis

Position Title

Assistant Principal

Job Duties and Responsibilities

Analyzes data and works with teams to develop goals for LAJH based on historical academic, behavioral, and social emotional learning progress to improve learning outcomes for all students.

Leadership Team Member #3

Employee's Name

Robert Granese

Position Title

Assistant Principal

Job Duties and Responsibilities

Analyzes data and works with teams to develop goals for LAJH based on historical academic, behavioral, and social emotional learning progress to improve learning outcomes for all students.

Leadership Team Member #4

Employee's Name

Jennifer Umbaugh

Position Title

Assistant Principal

Job Duties and Responsibilities

Analyzes data and works with teams to develop goals for LAJH based on historical academic, behavioral, and social emotional learning progress to improve learning outcomes for all students.

Leadership Team Member #5

Employee's Name

Nicole Patton

Position Title

ESE Teacher

Job Duties and Responsibilities

Dual Certified ESE teacher, Support Facilitator, ITF, and MTSS Coordinator working to ensure that students receive supports designed to help them meet learning and SEL goals as outlined in their IEP or 504.

Leadership Team Member #6

Employee's Name

Samantha Roache

Position Title

Teacher K-12

Job Duties and Responsibilities

Mathematics teacher and Department Chair working to assist in data analysis as we set goals for student growth and achievement.

Leadership Team Member #7

Employee's Name

Catherine Carter

Position Title

School Counselor

Job Duties and Responsibilities

As a school counselor, she designs and delivers academic and SEL counseling aimed at improving student outcomes. Leading, advocating and collaborating to promote equity and access for all students by connecting the school counseling program to the school's academic mission and school improvement plan.

Leadership Team Member #8

Employee's Name

Courtney Andersen

Position Title

Instructional Media

Job Duties and Responsibilities

Maintains a district approved diverse and current media collection (electronic and print) to facilitate student and staff use of the resources in the media center program.

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.

After identifying key stakeholders, including members of the school leadership team, staff, parents, students, and community leaders, their insight and feedback was gathered. This information was analyzed to identify common themes and concerns and integrated into the draft of the SIP. An opportunity to review and vet the plan was provided to further validate and refine the plan, ensuring that it is reflective of the collective vision of our school community and the expectation that all students be taught to high academic standards.

SIP Monitoring

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

The SIP will be regularly monitored via weekly classroom walkthroughs, student progress monitoring of academics, SEL participation, SAC meeting notes, Curriculum Council reviews, analysis of survey results, and systematic reviews of discipline data to ensure equitable outcomes.

We also monitor faculty PLC participation and feedback and actively solicit staff and community input. A variety of analyzed data results will be shared and reviewed monthly with the school leadership team, SAC, and community stakeholders, with adjustments made as needed and recommended by the team.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 7-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	30.8%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	46.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: B 2020-21: 2019-20: A

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	0	0	0	0	0	0	115	117	232
One or more suspensions	0	0	0	0	0	0	0	69	67	136
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	26	20	46
Course failure in Math	0	0	0	0	0	0	0	20	30	50
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	82	68	150
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	63	32	95
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	0	0	0	0						0
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	0	0					0

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	0	0	0	0	0	0	33	100	133

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	0	0	0	0	0	0	1	2	3
Students retained two or more times	0	0	0	0	0	0	0	1	3	4

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								79	129	208
One or more suspensions								30	40	70
Course failure in ELA								6	2	8
Course failure in Math								2	10	12
Level 1 on statewide ELA assessment								67	95	162
Level 1 on statewide Math assessment								91	132	223
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										154

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								25	41	66

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 *	60	61	53	57	54	49	55	56	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	58	57	56				47		
ELA Learning Gains Lowest 25%	47	47	50				31		
Math Achievement *	77	72	60	74	69	56	70	33	36
Math Learning Gains	63	60	62				64		
Math Learning Gains Lowest 25%	61	57	60				53		
Science Achievement *	67	64	51	61	62	49	60	64	53
Social Studies Achievement *	85	83	70	82	81	68	83	59	58
Graduation Rate								63	49
Middle School Acceleration	73	61	74	68	63	73	71	46	49
College and Career Readiness								81	70
ELP Progress	58	56	49	63	44	40		67	76

*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	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	591
Total Components for the FPPI	9
Percent Tested	95%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
66%	68%	59%	60%		62%	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	44%	No		
English Language Learners	58%	No		
Black/African American Students	59%	No		
Hispanic Students	61%	No		
Multiracial Students	62%	No		
White Students	68%	No		
Economically Disadvantaged Students	61%	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	41%	No		
English Language Learners	63%	No		
Asian Students	80%	No		
Black/African American Students	57%	No		
Hispanic Students	65%	No		
Multiracial Students	70%	No		
White Students	70%	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	40%	Yes	1	
English Language Learners	49%	No		
Native American Students				
Asian Students	76%	No		
Black/African American Students	56%	No		
Hispanic Students	54%	No		
Multiracial Students	60%	No		
Pacific Islander Students				
White Students	61%	No		
Economically Disadvantaged Students	54%	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%		58%	47%	77%	63%	61%	67%	85%	73%			58%
Students With Disabilities	26%		42%	44%	47%	56%	57%	34%	52%	39%			
English Language Learners	44%		55%	45%	63%	66%	54%	53%	80%				
Black/African American Students	51%		58%	50%	61%	57%	61%	46%	67%	79%			
Hispanic Students	54%		57%	39%	74%	66%	60%	58%	84%	60%			
Multiracial Students	59%		51%	15%	82%	63%		70%	86%	69%			
White Students	63%		58%	51%	79%	64%	61%	72%	88%	74%			
Economically Disadvantaged Students	55%		54%	43%	68%	60%	60%	58%	81%	71%			

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	57%				74%			61%	82%	68%			63%
Students With Disabilities	29%				46%			31%	59%	42%			
English Language Learners	50%				68%			64%	91%	40%			
Asian Students	81%				88%					71%			
Black/African American Students	44%				58%			45%	69%	71%			
Hispanic Students	53%				71%			58%	87%	56%			
Multiracial Students	55%				81%			76%	86%	53%			
White Students	59%				76%			62%	83%	72%			
Economically Disadvantaged Students	49%				63%			48%	76%	57%			

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	55%		47%	31%	70%	64%	53%	60%	83%	71%			
Students With Disabilities	26%		32%	27%	42%	49%	37%	34%	62%	50%			
English Language Learners	30%		40%	45%	70%	75%		25%	58%				
Native American Students													
Asian Students	67%		63%		83%	69%				100%			
Black/African American Students	45%		44%	27%	58%	64%	56%	48%	88%	70%			
Hispanic Students	44%		39%	34%	67%	58%	53%	48%	68%	76%			
Multiracial Students	63%		52%		66%	62%	47%	52%	76%	64%			
Pacific Islander Students													
White Students	58%		48%	32%	73%	65%	52%	65%	86%	69%			
Economically Disadvantaged Students	46%		43%	29%	61%	61%	55%	52%	81%	61%			

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	7	57%	57%	0%	50%	7%
Ela	8	62%	58%	4%	51%	11%
Math	7	49%	49%	0%	47%	2%
Math	8	75%	70%	5%	54%	21%
Science	8	65%	59%	6%	45%	20%
Civics		84%	81%	3%	67%	17%
Algebra		97%	61%	36%	50%	47%
Geometry		100%	68%	32%	52%	48%
Biology		<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?

Our 7th and 8th grade ELA students showed significant improvement, including gains among our lowest quartile students. We targeted two key strategies to support this growth. First, we implemented the RACE strategy across all subjects, where students analyzed questions, restated them, and provided evidence and reasoning in their responses. Teachers received training on this during pre-planning and revisited it throughout the year. Additionally, we focused on vocabulary and word parts across the school, with teachers introducing specific word parts weekly and incorporating them into their lessons to strengthen students' reading and writing skills.

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-performing areas include ELA for the lowest quartile at 47% and Math at 61%. Disaggregated by grade level, 7th graders show continued challenges, with 57% proficiency in ELA and 49% proficiency in Math.

Greatest Decline

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

7th grade ELA declined 1% compared to the previous year's cohort.

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.

LAJ students did not perform below the state average for any of the components.

EWS Areas of Concern

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

Early warning system concerns include attendance and students scoring Level 1 in ELA or Mathematics.

Highest Priorities

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

1. Teacher retention and support
2. Maintain our focus on high quality, task aligned instruction to improve learning outcomes for our SWD and LQ in ELA
3. Maintain our focus on high quality, task aligned instruction to improve learning outcomes for our SWD and LQ in Math
4. Continue culture building, creating a positive and effective learning and teaching environment for all stakeholders

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.

The focus on high-quality, task-aligned instruction emerged from a thorough review of the previous year's data, which revealed significant disparities in ELA performance between SWD, LQ, and their peers. This area of focus was identified based on performance data that shows 47% of our ELA LQ made learning gains and emphasizes the importance of delivering high-quality, task-aligned instruction in ELA, tailored specifically to meet the diverse needs of SWD and low-performing students (LQ). Incorporating research-based, high-leverage practices for inclusion classrooms aims to enhance the effectiveness of instructional strategies by aligning tasks closely with academic standards and learning objectives. It also seeks to incorporate best practices in inclusive education, such as Universal Design for Learning (UDL) and Specially Designed Instruction (SDI), to ensure that all students have equitable access to the curriculum and are supported in achieving high learning outcomes.

Low performance in English Language Arts (ELA) has significant implications for student learning across all academic areas. ELA skills, including reading comprehension, writing, and critical thinking, are foundational to understanding and engaging with content in other subjects. When students struggle in ELA, it can lead to challenges in other areas, such as math, science, and social studies, where strong reading and analytical skills are required. Additionally, poor ELA skills can impact students' ability to effectively communicate their ideas, both orally and in writing, which is crucial for academic success and future career opportunities.

Implementing a research-based intervention for 7th-grade students using the RACE strategy (Restate the question, Answer the question, Cite evidence, and Explain the evidence), we can draw upon several educational research principles that focus on improving writing skills, critical thinking, and comprehension.

Measurable Outcome

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

By the end of the academic year, increase the percentage of low-performing students (LQ) and students with disabilities (SWD) achieving proficiency in English Language Arts (ELA) from 47% to 52%. The increase will be measured using standardized state assessments and benchmark assessments administered throughout the year, tracking the percentage of students meeting or exceeding the proficiency level.

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 admin team in collaboration with teacher team leaders will monitor through PLC work, classroom walkthrough, and periodic review of progress monitoring data.

Person responsible for monitoring outcome

Lydia Creel, 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:

Incorporating research based, high leverage practices for inclusion classrooms aims to enhance the effectiveness of instructional strategies by aligning tasks closely with academic standards and learning objectives. This intervention also seeks to incorporate best practices in inclusive education, such as Universal Design for Learning (UDL) and Specially Designed Instruction (SDI), to ensure that all students have equitable access to the curriculum and are supported in achieving high learning outcomes.

- Lower Proficiency Levels: A notable percentage of SWD and LQ were performing below grade level in ELA, as evidenced by state assessment scores and formative assessments conducted throughout the year.
- Inconsistent Task Alignment: Observations and teacher feedback indicated inconsistencies in how well classroom tasks and activities aligned with state standards and learning objectives. This misalignment often resulted in a lack of clarity and purpose in students' learning experiences.
- Access to Inclusive Instructional Strategies: There was a recognition of the need for greater implementation of inclusive instructional strategies, such as UDL and SDI, to better support SWD and LQ in accessing the curriculum and achieving success.

Rationale:

Given the critical role that ELA plays in overall academic achievement, our focus on high-quality, task-aligned instruction is aimed at enhancing learning outcomes for all students, particularly for Students with Disabilities (SWD) and Low-Performing Students (LQ). High-quality instruction ensures that tasks are closely aligned with academic standards, providing students with relevant and challenging learning experiences that promote mastery of essential skills. Task alignment also helps in clearly defining learning objectives, making it easier for students to understand what is expected

and how they can achieve it.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Targeted Instructional Practices

Person Monitoring:

Lydia Creel, Principal

By When/Frequency:

Monthly

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

This goal is attainable through the implementation of targeted instructional strategies, including high-quality, task-aligned instruction, and the integration of UDL and SDI to support the diverse learning needs of students. Professional Learning with a focus on Task Alignment and High Leverage Practices delivered through PLC work, whole faculty PD, and opportunities for teacher led sessions that address the specific needs of our students.

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 2nd area of focus is 7th-grade math, specifically targeting the improvement of student proficiency and performance. This focus area has been identified based on a three-year trend in student performance data, which highlighted consistent underachievement in math compared to other subjects. The intervention aims to enhance the quality of math instruction and support systems, ensuring that all students, particularly those with disabilities (SWD) and low-performing students (LQ), have the necessary tools and strategies to succeed.

Improving proficiency in 7th-grade math is crucial as it lays the foundation for higher-level mathematical concepts and skills essential for academic progression and future opportunities. Mastery of key math concepts at this stage not only boosts students' confidence and competence but also prepares them for standardized testing and subsequent coursework in high school. Effective math instruction at this grade level helps bridge gaps in learning, particularly for SWD and LQ,

ensuring that all students can progress at an appropriate pace and meet academic milestones.

Measurable Outcome

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

By the end of the academic year, increase the percentage of 7th-grade students achieving proficiency in math from 49% to 54% by implementing high leverage practices in inclusive classrooms that support all students, including Tier 1 instruction. Progress will be measured using standardized state assessments and interim assessments, tracking the percentage of students achieving proficiency.

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.

- **Formative Assessments:** Regular formative assessments will be conducted to gauge student progress and understanding, allowing for real-time instructional adjustments.
- **Teacher Observations:** Classroom observations will focus on the implementation of UDL and SDI strategies, with feedback provided to enhance instructional practices.
- **Data Analysis:** Quarterly data reviews will analyze student performance trends, with particular attention to SWD and LQ groups, informing any necessary changes to intervention strategies.

Person responsible for monitoring outcome

Lydia Creel, 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:

- **Task Alignment:** Ensuring all instructional tasks align with state BEST Math standards, focusing on critical reading, writing, and analytical skills.
- **UDL Principles:** Incorporating multiple means of engagement, representation, and action/expression to support diverse learning styles and needs.
- **SDI:** Providing tailored instructional strategies and supports for SWD, including modifications and accommodations as per their IEPs.

Rationale:

This strategy was selected based on a comprehensive analysis of previous academic performance data, which indicated significant gaps in proficiency among SWD and LQ. Task alignment with standards ensures that all students engage with essential content and skills. UDL and SDI provide a

framework for creating an inclusive learning environment, allowing for differentiation and targeted support.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Assess, Analyze and Teach

Person Monitoring:

Lydia Creel, Principal

By When/Frequency:

Monthly

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

- Formative Assessments: Regular formative assessments will be conducted to gauge student progress and understanding, allowing for real-time instructional adjustments. Progress monitoring is administered at the district level and implemented at the school level with departments and under the guidance of administration.
- Teacher Observations: Classroom observations will focus on the implementation of UDL and SDI strategies, with feedback provided to enhance instructional practices.
- Data Analysis: Quarterly data reviews will analyze student performance trends, with particular attention to SWD and LQ groups, informing any necessary changes to intervention strategies.

Area of Focus #3

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.

The focus of our educational initiative # 3 is to enhance learning outcomes for Students with Disabilities (SWD) in all content areas, implementing inclusive instructional practices and targeted interventions that address the unique learning needs of these students.

Improving the academic performance of SWD is critical, as it ensures that these students can access and engage with the curriculum on an equal footing with their peers. Enhanced learning outcomes in ELA and Math are particularly important as these core subjects form the foundation for academic success across other disciplines. Proficiency in ELA is essential for developing literacy skills, which are crucial for understanding complex texts, expressing ideas, and engaging in higher-order thinking. Similarly, proficiency in Math supports logical reasoning, problem-solving abilities, and the capacity to

engage with quantitative information in daily life.

This area of focus was identified as a crucial need based on a review of data from the previous academic year and trends over the past 3 years. The data highlighted that SWD consistently performed below their peers, with a lower quartile proficiency of 47% in ELA and 61% in Math. These figures indicate a significant achievement gap that necessitates targeted intervention. The persistent underperformance underscores the need for a strategic approach to instruction that includes both Universal Design for Learning (UDL) principles and Specially Designed Instruction (SDI) tailored to the needs of SWD. Addressing these needs is not only essential for improving academic outcomes but also for ensuring equity in educational opportunities and supporting the overall well-being and future success of SWD.

Measurable Outcome

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

By the end of the academic year, increase the proficiency of Students with Disabilities (SWD) in the lower quartile from 47% to 52% in English Language Arts (ELA) and from 61% to 66% in Math for both 7th and 8th grades combined. Progress will be measured using standardized state assessments and interim assessments, tracking the percentage of students reaching proficiency levels in ELA and Math.

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.

- Formative Assessments and Progress monitoring
- Standardized state assessments and district-wide interim assessments will be administered to measure overall student proficiency and progress towards the year-end goals. These will provide a comprehensive view of student achievement in ELA and Math.
- Data meetings to include tracking progress on IEP goals, attendance, and engagement, developing action plans for addressing any identified gaps or challenges.
- Professional Learning Communities (PLCs)
- Walk-throughs by the administrative team

Person responsible for monitoring outcome

Instructional Leadership Team

Evidence-based Intervention:

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

Description of Intervention #1:

High leverage practices (HLPs) are effective instructional strategies that significantly impact student learning. These include practices such as explicit instruction, formative assessment, scaffolding, differentiated instruction, and collaborative teaching. Standards-aligned tasks are instructional activities and assessments specifically designed to meet state or national academic standards. These tasks ensure that all students, including SWD, engage with grade-level content and skills essential for academic success.

Rationale:

HLPs are chosen for their strong evidence base in improving educational outcomes, particularly in inclusive settings. They are designed to support all students, including SWD, by providing differentiated and targeted support that addresses individual learning needs. In inclusive classrooms, these practices help create an environment where all students can thrive, promoting engagement, understanding, and achievement. The rationale for using standards-aligned tasks lies in their ability to provide a clear and consistent framework for what students are expected to learn. This alignment helps educators focus on key competencies and knowledge areas, ensuring that instruction is both rigorous and relevant. For SWD, it is crucial that tasks are accessible and appropriately scaffolded to meet their diverse needs, ensuring they have equitable opportunities to succeed.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Professional Development, Implementation, Analysis

Person Monitoring:

Lydia Creel

By When/Frequency:

Monthly

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

Action Step 1: Professional Development on Standards-Aligned Instruction and High Leverage Practices • Ongoing professional development sessions for teachers focused on creating and implementing standards-aligned tasks and incorporating high leverage practices (HLPs) into daily instruction. This training will include strategies for differentiation and scaffolding to support SWD effectively. • Person Responsible: Administrative Team, District Curriculum Specialist, Interventionist •

Timeline: Throughout the academic year, with initial intensive sessions at the beginning of the year and follow-up workshops quarterly. Action Step 2: Implementation and Monitoring of Standards-Aligned Tasks • Ensure that lesson plans and classroom activities are aligned with state or national standards, and include clearly defined learning objectives. Teachers will develop and use assessment tools to monitor student progress toward these objectives. • Person Responsible: Instructional Leadership Team, Grade-Level Team Leads and Classroom Teachers • Timeline: Ongoing, with weekly planning meetings and bi-monthly reviews of student work samples and assessment data. Action Step 3: Data Collection and Review for Continuous Improvement • Collect and analyze data from formative and summative assessments to track student progress, particularly focusing on SWD. This data will be used to inform instructional adjustments, identify students in need of additional support, and evaluate the effectiveness of the interventions. • Person Responsible: Principal, APs, Interventionist, Team Leads • Timeline: Data collection will be continuous, with formal data reviews conducted at the end of each grading period. Regular feedback will be provided to teachers and instructional adjustments made as needed.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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 Area of Focus is the enhancement of our Positive Behavior and Intervention System (PBIS) across both grade levels at LAJ. PBIS is a proactive approach to establishing the behavioral supports and social culture needed for all students to achieve social, emotional, and academic success. The system emphasizes the development of positive student behavior, fostering a supportive and inclusive school environment. We use the ROAR acronym to promote school values and positive interactions.

Impact on Student Learning: Implementing PBIS significantly impacts student learning by creating a positive school climate, reducing behavioral issues, and increasing student engagement. When students feel safe, respected, and valued, they are more likely to attend school regularly, participate in classroom activities, and focus on their academic work. PBIS also helps build students' social-emotional skills, such as self-regulation, empathy, and positive peer interactions, which are crucial for academic success and overall well-being.

Rationale: The need to focus on PBIS was identified from the Spring 2024 Climate Survey Results, which indicated concerns regarding students' self-view and positive peer relations. The data revealed that students struggled with self-esteem and establishing positive relationships with their peers, which are essential components of a healthy and productive learning environment. Addressing these areas through a structured PBIS approach aims to improve the overall school climate, reduce incidents of

negative behavior, and enhance students' ability to interact positively with others. By focusing on these aspects, we aim to create an environment where all students feel supported, safe, and motivated to learn, ultimately leading to improved academic outcomes and personal development.

Measurable Outcome

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

By the end of the academic year, increase the percentage of students who somewhat or strongly agree with statements such as "I believe that students at my school respect each other" from 32% to 40%. This increase will be measured through the Spring 2025 Climate Survey, comparing responses to the previous year's results.

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.

Track Behavioral Data: Collect and analyze data on student behavior incidents, focusing on peer interactions, to identify trends and areas needing improvement.

Conduct Regular Surveys: Administer surveys to students and staff to gauge the perceived effectiveness of PBIS strategies in fostering positive peer relationships.

Observation and Feedback: Conduct classroom and common area observations to assess the application of PBIS strategies. Provide feedback and support to staff based on observations.

Review and Reflect: Hold regular meetings with the PBIS team to review data and feedback, discuss progress, and make necessary adjustments to strategies.

Person responsible for monitoring outcome

All LAJH Campus Staff Members

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:

1. ROAR Expectations: Daily announcements of the ROAR expectations, which stand for Responsibility, On time, Accountability, and Respectful actions and words. These expectations provide a clear and consistent framework for student behavior. 2. Tiger Tokens: A reward system where students earn Tiger Tokens for exhibiting behaviors aligned with the ROAR expectations. These tokens can be redeemed for various incentives, encouraging students to consistently demonstrate positive behavior. 3. Weekly ROAR Awards: Recognition of staff and students through weekly awards, celebrating those who exemplify the ROAR expectations. This reinforces the desired behaviors and fosters a positive school culture. 4. Promotion of Kindness: Initiatives that actively promote kindness among students, such as kindness challenges and recognition for acts of kindness, help build a supportive and inclusive school environment. 5. Mentoring Program: A mentoring

program staff members mentor younger students, providing guidance, support, and positive role modeling.

Rationale:

This intervention is rooted in the principles of PBIS, which are supported by extensive research demonstrating their effectiveness in improving school climate, reducing behavioral issues, and promoting positive student outcomes. By focusing on clear behavioral expectations, consistent rewards, and recognition, the intervention seeks to create a positive and inclusive school environment. The inclusion of a mentoring program further supports the development of social-emotional skills and positive peer relationships, addressing the specific needs identified in the climate survey.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Expectations Shape Behavior

Person Monitoring:

PBIS Coordinator and Administration

By When/Frequency:

Ongoing

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

Action Step #1 Training and Implementation of PBIS Strategies • Action: Provide comprehensive training to all staff members on the PBIS framework, including the ROAR expectations, use of Tiger Tokens, and the mentoring program. This training will equip staff with the necessary skills to consistently implement the strategies and maintain a positive and inclusive school culture. Action Step #2: Weekly ROAR Awards and Recognition Program • Action: Implement the weekly ROAR Awards program, recognizing students and staff who demonstrate the ROAR expectations. This will involve collecting nominations, selecting awardees, and presenting the awards during school announcements or assemblies. Action Step #3: Promotion of Kindness and Mentoring Program • Action: Promote kindness through school-wide initiatives and events, and implement the mentoring program where mentors meet regularly with mentees to provide support and guidance.

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

Clay County Schools

LAKESIDE ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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

Lakeside's mission is to work collaboratively with all stakeholders to provide a public education that is motivating, challenging, and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant, and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

Lakeside Elementary School exists to prepare lifelong learners for success in a global and competitive workplace in acquiring applicable life skills.

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

Dawn Wolfe

Position Title

Principal

Job Duties and Responsibilities

The principal's duties include working collaboratively with stakeholders to ensure students are receiving high levels of instruction. Responsibilities also include overseeing the school's leadership team, serving as the instructional leader of the school, and providing professional development to staff based on data and needs. Other duties include communicating with stakeholders, maintaining the budget, and other operational functions of the school.

Leadership Team Member #2

Employee's Name

Beth Warner

Position Title

Assistant Principal

Job Duties and Responsibilities

Providing instructional leadership, providing PD to teachers based on data and needs, and working collaboratively with stakeholders to ensure high levels of instruction. Responsible for tracking and implementing safety drills, responding to student discipline issues, and other operational functions of the school.

Leadership Team Member #3

Employee's Name

Tara Bunn

Position Title

4th Grade Teacher

Job Duties and Responsibilities

Title 1 Lead Teacher/SAC Chair

Leadership Team Member #4

Employee's Name

Jenny Lee

Position Title

5th Grade Teacher

Job Duties and Responsibilities

Title 1 Lead Teacher/SAC Chair/Team Lead

Leadership Team Member #5

Employee's Name

Janice Childress

Position Title

K Teacher

Job Duties and Responsibilities

Team Leader

Leadership Team Member #6

Employee's Name

Amanda Ivins

Position Title

K Teacher

Job Duties and Responsibilities

Team Leader

Leadership Team Member #7

Employee's Name

Mariah Kern

Position Title

1st grade Teacher

Job Duties and Responsibilities

Team Leader

Leadership Team Member #8

Employee's Name

Anne Long

Position Title

2nd grade Teacher

Job Duties and Responsibilities

Team Leader

Leadership Team Member #9

Employee's Name

Katherine Hunt

Position Title

2nd grade Teacher

Job Duties and Responsibilities

Team Leader

Leadership Team Member #10

Employee's Name

Kristal Thomas

Position Title

3rd Grade Teacher

Job Duties and Responsibilities

Team Leader

Leadership Team Member #11

Employee's Name

Bryan Corless

Position Title

4th grade Teacher

Job Duties and Responsibilities

Team Leader

Leadership Team Member #12

Employee's Name

Amanda Davis

Position Title

6th grade Teacher

Job Duties and Responsibilities

Team Leader

Leadership Team Member #13

Employee's Name

Kelly Jernigan

Position Title

Media Specialist

Job Duties and Responsibilities

Resource Team Leader

Leadership Team Member #14

Employee's Name

Christy Loveland

Position Title

ESE Inclusion Teacher

Job Duties and Responsibilities

ESE Team Leader

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.

The stakeholders are comprised of the administration, teachers, parents, and the SAC team. The stakeholders collaborate to create the School Improvement Plan. School-wide data is shared and discussed. The needs and areas for improvement guide the development of the plan. The SAC team meets quarterly to analyze and share data. The first quarter meeting is to review current data from Progress Monitoring 1 if available at that time, review the current year's School Improvement Plan, review the Title 1 plan, and discuss any other pertinent information. Quarter 2 and 3 meetings are held to discuss current data, progress toward school improvement goals, title 1 goals, and any other important information. The last meeting of the year is held in May. During this meeting goals are established for the next school year that will be included in this plan. based on PM 3 data.

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 school improvement plan will be monitored by several school groups throughout the year. The admin team will monitor the goals of the SIP every quarter using school progress monitoring data. Progress towards these goals will also be monitored through classroom walkthroughs. The school-based leadership team will also be responsible for monitoring progress toward established goals using assessment data every quarter. As the plan is being monitored, if necessary changes need to take place, the admin team, school-based leadership team, and the SAC team will work collaboratively to make those changes.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	47.3%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	97.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: B* 2021-22: A 2020-21: 2019-20: A

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days	18	16	28	23	23	15	17			140
One or more suspensions	2	2	1	4	5	10	10			34
Course failure in English Language Arts (ELA)	3	0	2	2	2	0	1			10
Course failure in Math	5	0	1	2	3	7	2			20
Level 1 on statewide ELA assessment				17	34	32	12			95
Level 1 on statewide Math assessment				14	28	28	3			73
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	0	1	2	5						8
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	0	0					0

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	4	2	1	4	4	8	4			27

Current Year 2024-25

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

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

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				2	1					3
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment					7	14	14			35
Level 1 on statewide Math assessment					4	10	14			28
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										35

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	6									6
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 *	56	62	57	59	59	53	64	63	56
ELA Grade 3 Achievement **	60	65	58	63	61	53			
ELA Learning Gains	56	62	60				63		
ELA Learning Gains Lowest 25%	59	60	57				53		
Math Achievement *	59	67	62	61	64	59	69	51	50
Math Learning Gains	67	68	62				73		
Math Learning Gains Lowest 25%	63	59	52				62		
Science Achievement *	46	61	57	53	65	54	53	69	59
Social Studies Achievement *								70	64
Graduation Rate								64	50
Middle School Acceleration								61	52
College and Career Readiness									80
ELP Progress	43	55	61	49	55	59	23		

*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	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	504
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
56%	60%	58%	63%		69%	63%

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

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	43%	No		
English Language Learners	43%	No		
Black/African American Students	45%	No		
Hispanic Students	57%	No		
Multiracial Students	65%	No		
White Students	60%	No		
Economically Disadvantaged Students	53%	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	34%	Yes	1	
English Language Learners	49%	No		
Black/African American Students	30%	Yes	1	1
Hispanic Students	56%	No		
Multiracial Students	70%	No		
White Students	67%	No		
Economically Disadvantaged Students	55%	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		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	24%	Yes	1	1
Native American Students				
Asian Students				
Black/African American Students	49%	No		
Hispanic Students	60%	No		
Multiracial Students	74%	No		
Pacific Islander Students				
White Students	63%	No		
Economically Disadvantaged Students	53%	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	56%	60%	56%	59%	59%	67%	63%	46%					43%
Students With Disabilities	28%	47%	44%	55%	37%	52%	57%	24%					
English Language Learners	26%	30%	53%	50%	48%	53%							38%
Black/African American Students	41%	47%	49%		37%	46%	60%	36%					
Hispanic Students	51%	50%	63%	62%	59%	72%	76%	39%					41%
Multiracial Students	74%		57%		70%	69%		55%					
White Students	59%	65%	56%	58%	63%	71%	59%	50%					
Economically Disadvantaged Students	53%	55%	56%	58%	53%	66%	62%	45%					32%

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	59%	63%			61%			53%					49%
Students With Disabilities	33%	30%			43%			28%					
English Language Learners	30%				55%								63%
Black/African American Students	32%	36%			45%			8%					
Hispanic Students	55%	60%			60%			33%					70%
Multiracial Students	68%	83%			58%			71%					
White Students	66%	67%			66%			68%					
Economically Disadvantaged Students	53%	59%			55%			44%					62%

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	64%		63%	53%	69%	73%	62%	53%					23%
Students With Disabilities	29%		54%	55%	46%	61%	54%	9%					
English Language Learners	21%				29%								23%
Native American Students													
Asian Students													
Black/African American Students	40%		38%	38%	54%	68%	58%						
Hispanic Students	58%		67%		59%	67%	67%	44%					
Multiracial Students	72%		68%		66%	82%		83%					
Pacific Islander Students													
White Students	69%		66%	52%	76%	73%	52%	52%					
Economically Disadvantaged Students	54%		48%	40%	58%	67%	63%	41%					

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	55%	63%	-8%	55%	0%
Ela	4	43%	56%	-13%	53%	-10%
Ela	5	42%	54%	-12%	55%	-13%
Ela	6	72%	65%	7%	54%	18%
Math	3	48%	66%	-18%	60%	-12%
Math	4	56%	62%	-6%	58%	-2%
Math	5	31%	56%	-25%	56%	-25%
Math	6	90%	74%	16%	56%	34%
Science	5	42%	58%	-16%	53%	-11%

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 greatest improvement in our data is the federal index rates of our Students with Disabilities subgroup. They increased from 34% to 43%. Students in this subgroup who are in 3rd grade also saw an increase in proficiency rates in the area of ELA. rates from 30% to 47%. The Federal index rate of African American/Black students also increased from 30% to 45%. Students in this subgroup increased their ELA proficiency rate from 30% to 47%. Third graders in this group increased their proficiency rate from 36% to 47%. Increased monitoring of data from these students helped to better track their performance and the necessary supports were then provided to these students. Those supports included small group instruction and tutoring.

Lowest Performance

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

Overall proficiency in the area of ELA and Math showed the lowest performance. Our overall proficiency dropped to 56% from 59%. The overall proficiency rate in Math dropped to 59% from 61%. In Science, the proficiency rate dropped to 46% from 53%. We believe several factors contributed to this. Several new teachers in tested grade levels were new to teaching and did not have a strong knowledge base of the standards and struggled with providing standards-based instruction. Tasks assigned to students did not replicate the types of tasks that students encountered on state assessments.

Greatest Decline

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

The data component that showed the greatest decline was Science proficiency. The proficiency rate decreased from 53% to 46%. Other areas that also showed a dramatic decline were ELA Proficiency in 4th grade, proficiency rates decreased from 52% to 43%, 5th grade ELA also saw a huge decrease dropping from 54% to 43%. 5th-grade math saw a huge drop in overall proficiency rates. This dropped to 31% from 40%. Teachers who were new to teaching and did not have a strong knowledge base of the content were two contributing factors. Tasks that were assigned to students

did not replicate the types of tasks students encountered on state assessments.

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 data component that had the greatest gap when compared to the state was in the area of Math in 3rd and 5th grade. In 3rd grade school data showed a 48% proficiency rate. In comparison to the district, there is an 18% gap. Overall district proficiency rate was at 66%. 5th grade math also had a large gap. School data shows the proficiency rate at 31%, and the district was at 56%. This is a gap of 25%. Contributing factors to these gaps is attributed to students not being assigned tasks that match the rigor of what they're expected to do on a state assessment. Also in 5th grade math, the teachers were new to teaching and did not have a solid content knowledge of the curriculum used.

EWS Areas of Concern

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

One of the areas is attendance below 90%. Students need to be at school on a regular basis in order to learn. The other area of concern is the large number of students who are scoring at Level 1 in the area of Math and Reading on the state assessment.

Highest Priorities

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

Our highest priority for school improvement is to ensure students are receiving instruction that is based on the standards. It will also be a priority to make sure that there is not a disconnect between what students are asked to do in the classroom compared to what they are asked to do on a state assessment. It will also be a priority to make sure students are attending school on a regular basis in order to get the full benefits of instruction.

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.

Based on FAST data (PM 3) from the previous year, the overall proficiency rate was 56%. 44% of the students are not proficient readers. Students need to have the necessary skills in place in order to read and comprehend what they are reading. They also need to be able to use critical thinking skills to comprehend the material that is being used in the content areas. The percentage of students below Level 3 on the 2024 FAST ELA:

4th grade - 43%

5th grade - 42%

Measurable Outcome

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

The goal is to increase the overall ELA proficiency (students in grades 3-6) from 56% to 60%. The goal will also be to increase the percentage of students scoring at Level 3 and above.

Grade K - 66% to 68%

Grade 1 - 63% to 65%

Grade 2 - 62% to 65%

Grade 3 - from 60% to 65%

Grade 4 - from 43% to 51%

Grade 5 - from 42% to 51%

Grade 6 - from 72% to 75%

Monitoring

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

This area of focus will be monitored in a variety of ways. Teachers will monitor and analyze data from multiple sources, including SAVVAS assessments, Lexia Core 5, teacher assigned tasks, and

progress monitoring assessments. Grade level teams will determine trends and analyze data. A universal screener will also be used to help determine deficiencies. Data meetings will also be held with administration. The school based Literacy Leadership team will also analyze data.

Person responsible for monitoring outcome

Dawn Wolfe - 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 students will receive differentiated small group instruction in conjunction with whole group instruction. Evidence based supplemental materials are being used with students in small groups along with the SAVVAS Reading series. There will be a continued focus placed on the identification of what the specific reading deficiency a student has so that an appropriate and specific intervention can be used to remediate it.

Rationale:

This is the standard of instruction that is used by the district. Students that have been taught multiple reading strategies demonstrate greater improvement in reading proficiency.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Monitoring of school wide reading data

Person Monitoring:

Dawn Wolfe - Principal/SBLLT

By When/Frequency:

monthly/ After each assessment period

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

Universal screener (Acadience) data will be analyzed at the beginning of the year. Progress monitoring data will also be analyzed after each assessment period.

Action Step #2

Evidence-Based program that addresses the identified reading gap aligned within the 5 components of Reading

Person Monitoring:

Dawn Wolfe/Beth Warner - Admin

By When/Frequency:

End of the year/ After each benchmark

assessment

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

Teachers will use Corrective Reading for identified students during small group intervention time.

Area of Focus #2

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.

The overall percentage of students with disabilities who are scoring proficient on the state ELA assessment is at 34%.

Measurable Outcome

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

The overall percentage of students with disabilities who earn a proficient score on the state ELA assessment will increase to 42%.

Monitoring

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

This area of focus will be monitored in a variety of ways. Teachers will monitor data from multiple sources, including Acadience screeners, SAVVAS assessments, Lexia performance and classroom work. Teachers will use the PLC process to determine trends and analyze data. ESE teachers will also be actively monitoring student's progress. Data meetings will be held with the administration throughout the year as part of the monitoring process. The School Based Literacy Leadership team will also have an active role in monitoring the data of this sub group.

Person responsible for monitoring outcome

Dawn Wolfe and Beth Warner - Administration

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 students in this subgroup have been identified through the federal index process. All students will receive differentiated small group instruction in conjunction with whole group instruction. They are also receiving specially designed instruction that is directly related to their goals on their IEPs. Evidence based supplemental materials will be used with students along with the reading series.

Rationale:

School wide data and the ATSI state report were used to determine these strategies.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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 Tracking

Person Monitoring:

Dawn Wolfe/Beth Warner - Administration

By When/Frequency:

May 2025

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

Reading data from students who are included in this sub group will be tracked through classroom performance and progress monitoring data. Grade level teams and the SBLLT will be monitoring the data on a monthly basis. ESE teachers will also monitor the progress of these students.

Action Step #2

Academic Tutoring Assistance

Person Monitoring:

Dawn Wolfe/Beth Warner - Administration

By When/Frequency:

May 2025

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

Students in this sub group will be tracked to determine if additional support is necessary. Students who are struggling and not on track to score at the proficient level on state assessments will be given priority for tutoring assistance.

Area of Focus #3

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

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 overall percentage of Black/African American students who are scoring proficient on the state ELA assessment is at 30%.

Measurable Outcome

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

The overall percentage of Black/African American students who earn a proficient score on the state ELA assessment will increase to 42%.

Monitoring

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

This area of focus will be monitored in a variety of ways. Teachers will monitor data from multiple sources, including Acadience screeners, SAVVAS assessments, Lexia performance and classroom work. Teachers will use the PLC process to determine trends and analyze data. Teachers will also be actively monitoring student's progress. Data meetings will be held with the administration throughout the year as part of the monitoring process. The School Based Literacy Leadership team will also have an active role in monitoring the data of this sub group.

Person responsible for monitoring outcome

Dawn Wolfe/Beth Warner - Administration

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 students in this subgroup have been identified through the federal index process. All students will receive differentiated small group instruction in conjunction with whole group instruction. Evidence based supplemental materials will be used with students along with the reading series.

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

Data Tracking

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

Dawn Wolfe/Beth Warner - Administration

May 2024

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

Reading data from students who are included in this sub group will be tracked through classroom performance and progress monitoring data. Grade level teams and the SBLLT team will also be monitoring this data.

Action Step #2

Academic Tutoring

Person Monitoring:

Dawn Wolfe/Beth Warner Administration

By When/Frequency:

May 2025

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

Students in this sub group will be tracked to determine if additional support is necessary. Students who are struggling and not on track to score at the proficient level on state assessments will be given priority for tutoring assistance.

Area of Focus #4

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.

Based on FAST Data from last year, the overall proficiency in the area of math was 59%. Students need to master mathematical skills proficiently at each grade to build upon that knowledge. When students do not have a strong knowledge base of the previous year's mathematical concepts it makes it difficult to acquire new skills in the area of 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.

The intended outcome is to increase overall proficiency in the area of math from 59% to 62%.

Monitoring

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

This area of focus will be monitored in a variety of ways. Teachers will monitor and analyze data from multiple sources, including Eureka assessments, iReady, and classroom performance. Grade level teams will determine trends and analyze data. Data meetings will also be held with administration. Teachers will use the PLC process to determine strengths and weakness in skills so that those can

be addressed instructionally.

Person responsible for monitoring outcome

Dawn Wolfe/Beth Warner - Administration

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 students will receive differentiated small group instruction in conjunction with whole group instruction. Evidence based supplemental materials are being used with students in small groups along with the Eureka Plus series. If further intervention is required then the use of T2 or T3 evidence based interventions will be used to remediate deficiencies.

Rationale:

This is the standard of instruction that is used by the district. Interventions to evaluate and provide students explicit instruction of foundational skills.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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 Monitoring

Person Monitoring:

Dawn Wolfe/Beth Warner - Administration

By When/Frequency:

May 2025/ Bi monthly

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

Monitoring of school-wide math data from iReady Math diagnostics, FAST Math PM, and Eureka Assessments. Data will be tracked through grade-level meetings, grade-level data meetings, and the SBLLT. Math data will be analyzed through the PLC process in which math teachers will meet 2 a month to review standards and classroom data.

Action Step #2

Academic Assistance

Person Monitoring:

Dawn Wolfe/Beth Warner - Administration

By When/Frequency:

May 2025/ Various Tutoring sessions throughout the year.

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

Students who are shown to be struggling in the area of math through data tracking will be given priority in being offered tutoring. Once tutoring funds are available teachers will set up tutoring schedules for afterschool tutoring. Several different sessions will be available throughout the year. Students will also receive additional support through the use of classroom assistants (targeted small-group instruction).

Area of Focus #5

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

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.

Lakeside has been identified as a RAISE school for 4th and 5th Grade. State Assessment data shows that only 42% of 4th-grade students scored at Level 3 or above. In 5th grade, only 42% of the students scored at Level 3 or above. Students need to have the necessary skills in place to become proficient readers and to comprehend instructional materials. They also need to be able to use critical thinking skills to comprehend the material that is being used in the content areas.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Students in 4th and 5th grade will be screened at the beginning of the year using Acadience and that data will be used as a baseline to determine growth. This screener will also be used 2 other times during the school to monitor progress. Progress Monitoring through the FAST Assessment will also be used to monitor the data in ELA. Students who scored at Level 1 of a low level 2 were placement tested with the SRA Corrective Reading program. These students will receive Corrective reading lessons daily during the intervention block of Reading. Students will also receive small group instruction that targets the deficiencies shown on the Acadience Screener.

Grades K-2: Measurable Outcome(s)

No Answer Entered

Grades 3-5: Measurable Outcome(s)

The goal will be to increase ELA proficiency rates in 4th and 5th grade by PM 3.

The goals are:

4th Grade - Increase proficiency from 43% to 51%

5th Grade - Increase proficiency from 42% to 51%

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 in 4th and 5th grade will be screened at the beginning of the year using Acadience and that data will be used as a baseline to determine growth. This screener will also be used 2 other times during the school to monitor progress. Progress Monitoring through the FAST Assessment will also be used to monitor the data in ELA. Students who scored at Level 1 of a low level 2 were placement tested with the SRA Corrective Reading program. These students will receive Corrective reading lessons daily during the intervention block of Reading. Students will also receive small group instruction that targets the deficiencies shown on the Acadience Screener.

Person responsible for monitoring outcome

Dawn Wolfe/Literacy Leadership Team

Evidence-based Intervention:

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

Description of Intervention #1:

All students will receive differentiated small-group instruction in conjunction with whole-group instruction. Evidence-based supplemental materials are being used with students in small groups along with the SAVVAS Reading series. There will be a continued focus placed on the identification of the specific reading deficiency a student has so that appropriate and specific interventions can be used to remediate it.

Rationale:

This is the standard of instruction that is used by the district. Students who have been taught multiple reading strategies demonstrate greater improvement in reading proficiency.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Corrective Reading Groups

Person Monitoring:

By When/Frequency:

Dawn Wolfe

Quarterly/Progress Monitoring (3 times a year)

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

Students who scored at Level 1 of a low level 2 were placement tested with the SRA Corrective Reading program. These students will receive Corrective Reading lessons daily during the intervention block of Reading. Progress will be shared at grade-level data meetings. Analyzing of FAST Progress Monitoring data will be one method to determine if growth is occurring.

Action Step #2

Acadience Screener

Person Monitoring:

Dawn Wolfe

By When/Frequency:

Beginning of the Year/Mid Year/End of Year

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

Students in 4th and 5th grade will be screened at the beginning of the year using Acadience and that data will be used as a baseline to determine growth. This screener will also be used 2 other times during the school to monitor progress, mid-year and end-of-year.

IV. Positive Culture and Environment

Area of Focus #1

Other

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, 269 discipline referrals were processed. Grade level referral numbers are:

K - 49

1st - 31

2nd 33

3rd - 39

4th -19

5th - 67

6th - 31

Measurable Outcome

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

The desired outcome is to reduce the number of discipline referrals from 269 to 150. This is a

reduction of 55%.

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.

Discipline data will be tracked and monitored through the PBIS committee. Trends will be analyzed to determine what supports can be implemented to address reoccurring behaviors.

Person responsible for monitoring outcome

Beth Warner - Assistant Principal

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:

School-wide expectations will be reviewed with students at the beginning of the year in their classrooms and through grade-level assemblies with students. Admin will lead those assemblies.

Rationale:

School wide guidelines create universal expectations for students across all grade levels and create consistency.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

A School-wide common language will be used when establishing and reviewing the student expectations. Using the words, EAT, PLAY, WALK, and FLUSH, all students will be able to articulate school-wide rules and routines.

Rationale:

Having a common language across the school will create consistency across grade levels and teachers.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

School Wide Expectations - Refocus

Person Monitoring:

Wolfe/Warner - Administration

By When/Frequency:

August 2024/ Daily

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

Meeting held with teachers to review school-wide expectations for all students. LAKER Guidelines will be reviewed with new additional expectations. All students will attend a beginning of the year and mid-year assembly designed to review school wide expectations with the administration.

Action Step #2

School-Wide Lessons - Expectations

Person Monitoring:

Wolfe/Warner - Administration

By When/Frequency:

September 2024/ Daily

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

Teachers will teach LAKER Guidelines utilizing school-developed lessons for consistency throughout the school to define positive expectations. These 6 lessons will taught to all students the first week of school. Lessons will be reinforced during Lakeside 101 assemblies for students at the beginning of the year (August). The expectations will be reviewed daily on the morning announcements.

Action Step #3

Student Advisory Council

Person Monitoring:

Wolfe/Warner - Administration

By When/Frequency:

May 2025/ Bimonthly

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

We will establish a student advisory council (students in grades 4th-6th) to discuss and problem solve school/student issues.

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

Clay County Schools

LAKE SIDE JUNIOR HIGH SCHOOL

family and community involvement
needs assessment

mission
Florida
college and career

students
analysis
ambitious

school improvement

striving achievement
teaching **relationships**

success
supportive environment
resources

learning
areas of focus
instruction
growth

strategic planning
collaboration
vision



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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

Lakeside Junior High School exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

Provide the school's vision statement

Lakeside Junior High School is dedicated to providing a safe physical environment so that each student can obtain the tools necessary to be successful in the twenty-first century. This is accomplished by establishing high positive expectations, mutual self-respect among students and staff, and community involvement to enable students to become confident, self-directed, life-long learners.

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

Dustin James

Position Title

Principal

Job Duties and Responsibilities

Leader of all instructional, operational, and cultural components of Lakeside Junior High. Manages all budgetary items and well as all personnel.

Leadership Team Member #2

Employee's Name

Megan Alfano

Position Title

Assistant Principal

Job Duties and Responsibilities

Assists the principal as a leader of all instructional, operational, and cultural components of Lakeside Junior High. Manages all aspects of academic and behavioral success of students in 8th grade.

Leadership Team Member #3

Employee's Name

Brett Rountree

Position Title

Assistant Principal

Job Duties and Responsibilities

Assists the principal as a leader of all instructional, operational, and cultural components of Lakeside Junior High. Manages all aspects of academic and behavioral success of students in 7th grade.

Leadership Team Member #4

Employee's Name

Lloyd Patterson

Position Title

Dean of Students

Job Duties and Responsibilities

Supports the administrative team in all aspects of student behavior.

Leadership Team Member #5

Employee's Name

Peyton Lanoux

Position Title

School Counselor

Job Duties and Responsibilities

Oversees overall academic and emotional well being of all 8th grade students, including scheduling, assessment planning, and mental health services.

Leadership Team Member #6

Employee's Name

Cody Clark

Position Title

School Counselor

Job Duties and Responsibilities

Oversees overall academic and emotional well being of all 7th grade students, including scheduling, assessment planning, and mental health services.

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.

We will use the School Advisory Council including teachers, support staff, parents, community members to gain input from all stakeholders.

SIP Monitoring

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

Upon data collection throughout the year we will discuss data at our monthly leadership meeting. At any time if the SIP needs to be revised we will make those changes to ensure continuous improvement.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	40.8%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	50.7%
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: A

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								98	112	210
One or more suspensions								89	52	141
Course failure in English Language Arts (ELA)								3	11	14
Course failure in Math								18	15	33
Level 1 on statewide ELA assessment								74	48	122
Level 1 on statewide Math assessment								46	32	78
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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								87	55	142

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	2
Students retained two or more times								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-6.0531, 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 *	64	61	53	64	54	49	70	56	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	56	57	56				56		
ELA Learning Gains Lowest 25%	54	47	50				43		
Math Achievement *	76	72	60	78	69	56	78	33	36
Math Learning Gains	56	60	62				66		
Math Learning Gains Lowest 25%	61	57	60				58		
Science Achievement *	74	64	51	73	62	49	82	64	53
Social Studies Achievement *	90	83	70	87	81	68	92	59	58
Graduation Rate								63	49
Middle School Acceleration	66	61	74	61	63	73	73	46	49
College and Career Readiness								81	70
ELP Progress	56	56	49	70	44	40		67	76

*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	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	664
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
66%	73%	69%	67%		69%	68%

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

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	45%	No		
English Language Learners	56%	No		
Asian Students	86%	No		
Black/African American Students	57%	No		
Hispanic Students	67%	No		
Multiracial Students	65%	No		
White Students	67%	No		
Economically Disadvantaged Students	60%	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	42%	No		
English Language Learners	70%	No		
Asian Students	79%	No		
Black/African American Students	58%	No		
Hispanic Students	69%	No		
Multiracial Students	74%	No		
White Students	76%	No		
Economically Disadvantaged Students	62%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	46%	No		
English Language Learners	55%	No		
Native American Students				
Asian Students	77%	No		
Black/African American Students	58%	No		
Hispanic Students	64%	No		
Multiracial Students	67%	No		
Pacific Islander Students				
White Students	71%	No		
Economically Disadvantaged Students	61%	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	64%		56%	54%	76%	56%	61%	74%	90%	66%			56%
Students With Disabilities	26%		43%	54%	45%	48%	52%	38%	70%	30%			
English Language Learners	36%		42%	40%	70%	44%		70%	80%				67%
Asian Students	88%		81%		94%	81%							
Black/African American Students	51%		55%	56%	58%	47%	52%	55%	79%	59%			
Hispanic Students	64%		58%	56%	77%	52%	71%	78%	91%	63%			57%
Multiracial Students	61%		55%	53%	80%	59%	50%	69%	88%	68%			
White Students	66%		55%	51%	78%	57%	62%	77%	92%	68%			
Economically Disadvantaged Students	54%		52%	54%	66%	51%	55%	64%	86%	52%			67%

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	64%				78%			73%	87%	61%			70%
Students With Disabilities	35%				47%			40%	53%	34%			
English Language Learners	53%				76%			70%	80%				
Asian Students	72%				89%			90%	92%	53%			
Black/African American Students	50%				61%			43%	79%	56%			
Hispanic Students	59%				78%			63%	84%	60%			
Multiracial Students	67%				70%			70%	80%	84%			
White Students	67%				81%			80%	90%	61%			
Economically Disadvantaged Students	56%				68%			59%	76%	53%			

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	70%		56%	43%	78%	66%	58%	82%	92%	73%			
Students With Disabilities	30%		40%	36%	45%	50%	43%	50%	71%	52%			
English Language Learners	58%		45%		58%	60%							
Native American Students													
Asian Students	78%		53%		83%	72%				100%			
Black/African American Students	47%		51%	53%	58%	66%	60%	52%	86%	50%			
Hispanic Students	66%		53%	36%	70%	60%	41%	74%	90%	85%			
Multiracial Students	70%		65%	57%	71%	64%	40%	82%	100%	50%			
Pacific Islander Students													
White Students	73%		57%	40%	83%	68%	65%	87%	92%	73%			
Economically Disadvantaged Students	58%		51%	43%	66%	59%	56%	73%	88%	59%			

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	7	56%	57%	-1%	50%	6%
Ela	8	68%	58%	10%	51%	17%
Math	7	57%	49%	8%	47%	10%
Math	8	74%	70%	4%	54%	20%
Science	8	72%	59%	13%	45%	27%
Civics		88%	81%	7%	67%	21%
Algebra		92%	61%	31%	50%	42%
Geometry		100%	68%	32%	52%	48%

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?

Our discipline referrals decreased while our overall enrollment increased. For the 2022-2023 school year, there were 703 discipline referrals written and the campus enrollment was 788. For the 2023-2024 school year, our enrollment increased to 921 while the discipline referrals decreased to 639. There were some changes implemented that significantly helped the decrease.

- 1) Administration had quarterly talks with each lunch class to review the campus expectations and the consequences if the expectations were not met.
- 2) A silent lunch referral form was implemented. This was intended to allow teachers to handle smaller incidents in their classroom while still being able to hold students accountable for their actions.
- 3) Our self-contained behavioral units moved to using another form to document incidents that occurred for documentation purposes that weren't necessarily referable incidents.

Lowest Performance

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

Overall, lower quartile learning gains have increased, however students who are proficient are not making the same increases in learning gains. Our lower quartile math had 61% learning gains, while the overall math learning gains was 56%. Our lower quartile ELA had 54% learning gains, while the overall math learning gains was 56%. Lakeside was number 1 in the district in lower quartile learning gains, however overall learning gains, we were 4/6 for math and we were 3/6 in overall learning gains for ELA.

Greatest Decline

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

Our 7th grade ELA proficiency decreased from 63% proficient to 56% proficient. At the holiday break in December 2023, we had a 7th grade ELA teacher resign who taught 5 inclusion classes. Unrelated, but also during the holiday break, the support facilitator who pushed-in to that same

classroom also resigned. That accounted for about 1/3 of our 7th grade population.

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.

While we were above the state averages in all areas, we have a renewed focus on 7th grade ELA and enriching our higher learners while continuing to maintain a focus on our lower quartile.

EWS Areas of Concern

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

For the 2022-2023 school year we had 91 7th graders and 101 8th graders who missed 10% or more school days. For the 2023-2024 school year, we had 98 7th graders and 112 8th graders miss 10% or more school days.

Highest Priorities

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

1. Attendance
2. Overall Learning Gains
3. Maintaining Lower Quartile 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 Differentiation

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 overall learning gains did not match the lower quartile learning gains. While students are proficient, they are not becoming more proficient. This was identified as a need based on the data in comparison with the other junior high schools in our district.

Measurable Outcome

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

The overall learning gains will improve to 60% in both math and ELA. For the 2023-2024 school year, the overall learning gains were 56% for both subject areas.

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 monitor the learning gains using the FAST PM1, PM2 and by using intentional conversations and planning in PLCs to see trends and next action steps.

Person responsible for monitoring outcome

Dustin James, Principal (dustin.james@myoneclay.net)

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

Data Monitoring

Person Monitoring:

Administrators by Department

By When/Frequency:

September and January (After PM1 and PM2)

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

The administrator over each department will meet with the PLC team once the data from PM1 and PM2 is available. After that data becomes available, the administrator will meet with their department as a whole and then each teacher individually to discuss independent data needs.

Action Step #2

Enrichment PD

Person Monitoring:

Dustin James

By When/Frequency:

Quarterly

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

During whole group PLC meetings, there will be specific presentations and training on how to enrich the learning for proficient learners.

Area of Focus #2

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Our 7th grade ELA proficiency scores were 63%, however that was down 7% from last school year.

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.

Last year, our 7th grade students were 70% proficient in ELA, however this year, they were 63% proficient. Our goal is to get back to being 70% proficient in ELA for 7th grade 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 using weekly PLC data from classroom assessments, but also monitored through the FAST PM testing. The data from those tests will then be analyzed in PLCs to ensure that student growth is meeting the goals we have set forward.

Person responsible for monitoring outcome

Dustin James, 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

Classroom Supports

Person Monitoring:

Dustin James

By When/Frequency:

Quarterly

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

Our ELA classrooms have push in teachers who are also ESE certified and help with small group remediation and more direct supports. This teacher will support specific classrooms 3 days a week to ensure students are receiving the highest level of supports possible in a general education setting.

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.

While our enrollment did increase from the 2022-2023 school year to the 2023-2024 school year, the number of students who were absent 10% or more school days also increased. In order to best achieve student proficiency, attendance is a very important factor.

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 enrollment is projected to be about the same for the 2024-2025 school year as the 2023-2024 school year. The goal is for the number of students who are absent 10% of school days to decrease by 10 students per grade level.

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 run bi-quarterly attendance reports to track which students will need additional supports. There will be progressive interventions starting with automated phone calls, then parent conferences, potential social worker involvement and potential district involvement for next steps to hold student and parent accountable.

Person responsible for monitoring outcome

Dustin James, dustin.james@myoneclay.net

Evidence-based Intervention:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Attendance Team Meetings

Person Monitoring:

Dustin James

By When/Frequency:

Bi-Monthly

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

Our attendance team will meet every other week to discuss the attendance report and take any

necessary action. For example, the first step would be a student conference, then a phone call home, then a Success Team Meeting and social worker involvement.

Action Step #2

School Wide Incentives

Person Monitoring:

Dustin James

By When/Frequency:

Weekly

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

We are planning to roll out a school wide incentive program tied to our campus wide expectations. Part of our expectations is being connected. Students can earn "change" for being connected on campus and to be connected, students must be present.

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

Clay County Schools

MIDDLEBURG ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

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

Our mission is to work collaboratively with ALL to provide an educational experience that is motivating, challenging and rewarding for ALL. Our teachers will increase student achievement for ALL in a working and learning environment built upon respect, responsibility and safety.

Provide the school's vision statement

Middleburg Elementary School exists to prepare lifelong learners for personal success in a global and competitive workplace and in acquiring applicable life skills necessary for connections in an ever-changing world.

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

Becky Wilkerson

Position Title

Principal

Job Duties and Responsibilities

The principal is responsible for ensuring certified, in field teachers are in place in all classrooms. The principal is responsible for ensuring safety, securing and academic progress for the students, teachers and staff. The principal is responsible for record keeping, finances, professional development, and maintaining a positive learning and work environment.

Leadership Team Member #2

Employee's Name

Ashleigh Haug

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is responsible for the school in the principal's absence. The Assistant principal is responsible for property, textbook inventory, safety drills and assists the principal with professional development and all other principal responsibilities.

Leadership Team Member #3

Employee's Name

Ginny Allen

Position Title

Instructional Coach

Job Duties and Responsibilities

Assists with the development of the Title I plan, SIP plan, SAC and the implementation of these plans as well as assisting with professional development, data tracking and supporting teachers with classroom management, lesson planning, lesson modeling and any other areas teachers need support with. Participates in Curriculum Council review of instructional materials to ensure they meet the standards, rigor of the standards and the appropriateness of the material for meeting the standards and grade level.

Leadership Team Member #4

Employee's Name

Katelyn Etcher

Position Title

Instructional Coach

Job Duties and Responsibilities

Assists with the development of the Title I plan, SIP plan, SAC and the implementation of these plans as well as assisting with professional development, data tracking and supporting teachers with classroom management, lesson planning, lesson modeling and any other areas teachers need support with. Participates in Curriculum Council review of instructional materials to ensure they meet the standards, rigor of the standards and the appropriateness of the material for meeting the standards and grade level.

Leadership Team Member #5

Employee's Name

Lauren Stewart

Position Title

Teacher

Job Duties and Responsibilities

Team leader and kindergarten teacher. Mentor teacher for new teachers on her team, collaboration between administration and her team, planning and implementing grade level field trips, activities and other leadership roles as delegated by administration. Participates in Curriculum Council review of instructional materials to ensure they meet the standards, rigor of the standards and the appropriateness of the material for meeting the standards and grade level.

Leadership Team Member #6

Employee's Name

Brittany Morris

Position Title

Teacher

Job Duties and Responsibilities

Team leader and first grade teacher. Mentor teacher for new teachers on her team, collaboration between administration and her team, planning and implementing grade level field trips, activities and other leadership roles as delegated by administration. Participates in Curriculum Council review of instructional materials to ensure they meet the standards, rigor of the standards and the appropriateness of the material for meeting the standards and grade level.

Leadership Team Member #7

Employee's Name

Sarah Artzer

Position Title

Teacher

Job Duties and Responsibilities

Team leader and third grade teacher. Mentor teacher for new teachers on her team, collaboration between administration and her team, planning and implementing grade level field trips, activities and other leadership roles as delegated by administration. Participates in Curriculum Council review of instructional materials to ensure they meet the standards, rigor of the standards and the appropriateness of the material for meeting the standards and grade level.

Leadership Team Member #8

Employee's Name

Tessie Saksa

Position Title

Teacher

Job Duties and Responsibilities

Team leader and fourth grade teacher. Mentor teacher for new teachers on her team, collaboration between administration and her team, planning and implementing grade level field trips, activities and other leadership roles as delegated by administration. Participates in Curriculum Council review of instructional materials to ensure they meet the standards, rigor of the standards and the appropriateness of the material for meeting the standards and grade level.

Leadership Team Member #9

Employee's Name

Alyssa Meek

Position Title

Teacher

Job Duties and Responsibilities

Team leader and fifth grade teacher. Mentor teacher for new teachers on her team, collaboration between administration and her team, planning and implementing grade level field trips, activities and other leadership roles as delegated by administration. Participates in Curriculum Council review of instructional materials to ensure they meet the standards, rigor of the standards and the appropriateness of the material for meeting the standards and grade level.

Leadership Team Member #10

Employee's Name

Alicia Baker-Allen

Position Title

Teacher

Job Duties and Responsibilities

Team leader and sixth grade teacher. Mentor teacher for new teachers on her team, collaboration between administration and her team, planning and implementing grade level field trips, activities and other leadership roles as delegated by administration. Participates in Curriculum Council review of instructional materials to ensure they meet the standards, rigor of the standards and the appropriateness of the material for meeting the standards and grade level.

Leadership Team Member #11

Employee's Name

Victoria Martin

Position Title

Teacher

Job Duties and Responsibilities

Team leader and gifted teacher. Mentor teacher for new teachers on her team, collaboration between administration and her team, planning and implementing grade level field trips, activities and other leadership roles as delegated by administration. Participates in Curriculum Council review of instructional materials to ensure they meet the standards, rigor of the standards and the appropriateness of the material for meeting the standards and grade level.

Leadership Team Member #12

Employee's Name

Adona Homminga

Position Title

Teacher

Job Duties and Responsibilities

Team leader and art teacher. Mentor teacher for new teachers on her team, collaboration between administration and her team, planning and implementing grade level field trips, activities and other leadership roles as delegated by administration. Participates in Curriculum Council review of instructional materials to ensure they meet the standards, rigor of the standards and the appropriateness of the material for meeting the standards and grade level.

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.

All stakeholders, including our school leadership team, teachers, staff, parents, students, businesses, and community leaders are invited to attend regularly scheduled School Advisory Council Meetings to provide input on our School Improvement Plan. All of our families are invited to attend Title I events throughout the school year where feedback and input on the Title I program and activities are collected. Families are also periodically surveyed through our social media, website, and email. Through these mediums, stakeholders evaluate the data to form our school improvement plan and provide input on prioritization of needs through data analysis, and selecting interventions to meet those needs.

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))

Ongoing data analysis will occur throughout the year for each teacher/class and during whole group professional learning communities. During the creation of the school improvement plan, check points were determined to check the progress of each goal and measure the impact of learning in meeting the State's academic standards. These check points include progress monitoring assessments through the State as well as classroom and district assessments that will determine growth and/or mastery of the standard. Our school leadership team will continue to monitor progress through classroom walkthroughs, common planning and professional learning community minutes, and staff feedback. If adequate progress is not being made then the modifications to the implemented strategies and interventions will need to be modified to ensure continuous improvement. The data will be monitored and shared with the leadership team monthly to make continuous adjustments.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	17.8%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
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) 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: C 2022-23: A* 2021-22: A 2020-21: 2019-20: A

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	24	20	15	24	17	21	18	0	0	139
One or more suspensions	3	5	2	4	9	8	11	0	0	42
Course failure in English Language Arts (ELA)	3	4	0	0	0	0	0	0	0	7
Course failure in Math	3	1	0	1	0	1	1	0	0	7
Level 1 on statewide ELA assessment	11	19	13	10	20	17	11	0	0	101
Level 1 on statewide Math assessment	11	10	7	5	15	20	8	0	0	76
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	0	0	0	5						5
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	0	0					0

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	2	0	2	3	1	3	0	0	13

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	8	12	1	1	0	1	0	0	0	23
Students retained two or more times	0	2	1	1	0	0	0	0	0	4

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-6.0531, 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 *	58	62	57	60	59	53	61	63	56
ELA Grade 3 Achievement **	62	65	58	53	61	53			
ELA Learning Gains	54	62	60				65		
ELA Learning Gains Lowest 25%	49	60	57				47		
Math Achievement *	63	67	62	68	64	59	70	51	50
Math Learning Gains	51	68	62				72		
Math Learning Gains Lowest 25%	38	59	52				60		
Science Achievement *	40	61	57	71	65	54	69	69	59
Social Studies Achievement *								70	64
Graduation Rate								64	50
Middle School Acceleration								61	52
College and Career Readiness									80
ELP Progress	55	61		55	59				

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	52%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	415
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
52%	63%	63%	54%		65%	65%

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

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	42%	No		
Black/African American Students	50%	No		
Hispanic Students	72%	No		
Multiracial Students	43%	No		
White Students	52%	No		
Economically Disadvantaged Students	48%	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		
Hispanic	65%	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				
Multiracial Students	46%	No		
White Students	65%	No		
Economically Disadvantaged Students	61%	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				
Native American Students				
Asian Students				
Black/African American				

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				
Hispanic Students	65%	No		
Multiracial Students	60%	No		
Pacific Islander Students				
White Students	64%	No		
Economically Disadvantaged Students	58%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	58%	62%	54%	49%	63%	51%	38%	40%					
Students With Disabilities	40%	52%	55%	35%	44%	38%	29%	43%					
Black/African American Students	30%				70%								
Hispanic Students	83%		87%		65%	53%							
Multiracial Students	43%				43%								
White Students	58%	65%	53%	51%	64%	50%	35%	42%					
Economically Disadvantaged Students	54%	56%	53%	45%	55%	45%	36%	36%					

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	60%	53%			68%			71%					
Students With Disabilities	40%	41%			47%			43%					
Hispanic Students	60%				70%								
Multiracial Students	33%				58%								
White Students	61%	56%			69%			72%					
Economically Disadvantaged Students	56%	52%			64%			70%					

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	61%		65%	47%	70%	72%	60%	69%					
Students With Disabilities	37%		44%	30%	47%	65%	54%	29%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	47%		62%		65%	85%							
Multiracial Students	40%				80%								
Pacific Islander Students													
White Students	63%		66%	44%	70%	70%	57%	75%					
Economically Disadvantaged Students	55%		65%	42%	66%	65%	51%	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	60%	63%	-3%	55%	5%
Ela	4	56%	56%	0%	53%	3%
Ela	5	47%	54%	-7%	55%	-8%
Ela	6	64%	65%	-1%	54%	10%
Math	3	74%	66%	8%	60%	14%
Math	4	59%	62%	-3%	58%	1%
Math	5	41%	56%	-15%	56%	-15%
Math	6	68%	74%	-6%	56%	12%
Science	5	41%	58%	-17%	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 was 3rd grade ELA proficiency of our students with disabilities which increased from 40% to 52%. As a school we focused on intentional collaboration with our general education and special education teachers to provide high quality specially designed instruction to our students. We engaged in quarterly collaboratives to discuss student needs and reflect on teaching practices.

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 data component that showed the lowest performance was our Student with disabilities math lowest quartile learning gains at 29%. The contributing factors were student attendance, difficulties in classroom management and inconsistent implementation of high quality differentiated small groups.

Greatest Decline

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

The data component with the greatest decline from the prior year was our overall science proficiency. In the 22-23 school year 71% of students were proficient. In the 23-24 school year 40% of students were proficient. The factors that contributed to this decline were student attendance, difficulties in classroom management, inconsistent implementation of high quality instruction and differentiated small groups.

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 data component that had the greatest gap compared to the state average was our science proficiency (MBE 40%, State 54%). The factors that contributed to this decline were student attendance, difficulties in classroom management, inconsistent implementation of high quality instruction and differentiated small groups.

EWS Areas of Concern

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

Our primary Early Warning System concern is attendance. 128 out of our 550 students (23%) attended 90% or less of school.

Highest Priorities

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

1. Increase ELA proficiency from 58% to 62%
2. Increase math proficiency from 63% to 66%
3. Increase the amount of students who feel as if their peers demonstrate positive behaviors so that teachers can teach and students can learn from 36% to 45%

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 required by RAISE (specific questions)

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.

Fifth grade ELA proficiency decreased from 57% in the 22-23 school year to 46% in the 23-24 school year. Reading is integrated into all other content areas. For this reason we are working towards increasing our students' proficiency and strengthening student reading comprehension.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

No Answer Entered

Grades 3-5: Instructional Practice specifically related to Reading/ELA

We will be using an evidence-based and adaptive blending learning program called Lexia Core 5 that addresses the identified gaps aligned with the 5 Components of Reading. This instructional practice will be implemented with all fifth graders with fidelity to close learning gaps.

Grades K-2: Measurable Outcome(s)

No Answer Entered

Grades 3-5: Measurable Outcome(s)

We will increase fifth grade ELA proficiency from 46% to 50%.

Monitoring

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

We will continuously progress monitor through the Acadience Assessment 3 times a year, Florida Assessment of Student Thinking 3 times a year, and by monitoring Lexia progress weekly. Teachers will adjust their whole group direct instruction and small group instruction based on progress monitoring data.

Person responsible for monitoring outcome

Becky Wilkerson

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:

We will be using an evidence-based and adaptive blending learning program called Lexia Core 5 that addresses the identified gaps aligned with the 5 Components of Reading. This instructional practice will be implemented with all fifth graders with fidelity to close learning gaps.

Rationale:

Lexia Core5 has strong evidence for all struggling students when implemented with fidelity. Student progress monitoring will be assessed through the DIBELS Next® Assessment (Acadience).

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Explicit and Systematic Phonological Awareness and Phonemic Awareness Instruction: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge. B.E.S.T. ELA Standards – Phonological Awareness

Rationale:

Phonological Awareness and Phonemic awareness instruction (Strong): The National Reading Panel found positive effects of phonemic awareness (PA) instruction on improving students' ability to apply phonemic awareness in their reading and spelling. Learning to manipulate phonemes in words helped the students learn to read. Explicit, systematic phonological awareness instruction: strong evidence
Systematic, direct-explicit instruction: strong evidence

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Systematic, direct-explicit instruction and small group instruction

Rationale:

Systematic, direct-explicit instruction: strong evidence

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Targeted Small Groups

Person Monitoring:

Becky Wilkerson

By When/Frequency:

Monthly

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

Using Acadience, we will screen all student K-6 for reading deficiencies. Classroom assistants and Title I coaches will help teachers and support students by pulling additional small groups using UFLI, PRIDE, etc. to fill gaps for students that are below grade level. The literacy committee will meet monthly to discuss the progress of current interventions and determine what changes should be made to ensure student success.

Action Step #2

Data Analysis

Person Monitoring:

Becky Wilkerson

By When/Frequency:

Weekly/Monthly

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

Title I Instructional Coaches will model and lead professional development to guide teachers with collecting, analyzing, and documenting data to improve student performance and make successful small group intervention plans. Teachers will engage in weekly professional learning communities and quarterly data chats to analyze student data. Based on that data we will determine which students need additional interventions, tutoring opportunities, etc.

Action Step #3

Professional Learning in Student Engagement

Person Monitoring:

Becky Wilkerson

By When/Frequency:

Weekly

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

All teachers will engage in professional learning on Total Participation Techniques to engage all students authentically in their learning. This professional learning will be embedded throughout all PLC sessions throughout the school year. Administrators will conduct classroom walkthroughs to provide actionable feedback on implementation of engagement strategies.

Action Step #4

Blended Learning and Explicit Instruction

Person Monitoring:

Becky Wilkerson

By When/Frequency:

Weekly

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

Teachers will use anchor charts and visuals, learning targets, and success criteria to aid in direct, explicit instruction. Students will engage in blended learning through Lexia to receive adaptive phonics instruction.

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.

Our math proficiency data has declined from 70% to 63%. We will focus on engaging students in authentic learning opportunities using total participation techniques. This will impact collective teacher efficacy and increase student achievement.

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.

We will increase our overall math proficiency from 63% to 66%.

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 monitor the impact of implementing total participation techniques using classroom assessments weekly and the Florida Assessment of Student Thinking 3 times per year.

Administration will monitor effectiveness of strategy implementation through weekly classroom walkthroughs. Using this information, we will meet in our professional learning communities to adjust instruction to meet the needs of all of our students.

Person responsible for monitoring outcome

Becky Wilkerson

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:

Teachers will provide explicit and systematic intervention instruction.

Rationale:

Struggling students should receive explicit instruction to ensure that they have the foundational skills and conceptual knowledge necessary for understanding grade level content.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Teachers will adapt instruction to individual and small group needs.

Rationale:

Supplementing learning from the school day and providing targeted assistance to students whose needs extend beyond what they can receive in the classroom instruction must be focused and targeted. Closely aligning the content and pacing of instruction with student needs will result in better student performance. Determining the right level of difficulty and pace and the most appropriate skills to teach is critical to effectively individualizing instruction.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Provide metacognitive strategy instruction

Rationale:

Metacognitive strategies can help students plan, monitor and modify their mathematical problem solving. Self instruction and self-monitoring helps students to become better independent problem solvers.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Professional Learning in Student Engagement

Person Monitoring:

Becky Wilkerson

By When/Frequency:

Weekly

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

All teachers will engage in professional learning on Total Participation Techniques to engage all students authentically in their learning. This professional learning will be embedded throughout all PLC sessions throughout the school year. Administrators will conduct classroom walkthroughs to provide actionable feedback on implementation of engagement strategies.

Action Step #2

Data Analysis

Person Monitoring:

By When/Frequency:

Ashleigh Haug

Weekly

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

Title I Instructional Coaches will model and lead professional development to guide teachers with collecting, analyzing, and documenting data to improve student performance and make successful small group intervention plans. Teachers will engage in weekly professional learning communities and quarterly data chats to analyze student data. Based on that data we will determine which students need additional interventions, tutoring opportunities, etc.

Action Step #3

Targeted Small Group Instruction

Person Monitoring:

Ashleigh Haug

By When/Frequency:

Monthly

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

Classroom assistants and Title I coaches will help teachers and support students by pulling additional small groups to fill gaps for students that are below grade level.

Action Step #4

Blended Learning and Direct Instruction

Person Monitoring:

Becky Wilkerson

By When/Frequency:

Weekly

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

Teachers will use anchor charts and visuals, learning targets, and success criteria to aid in direct, explicit instruction. Students will engage in blended learning through iReady to receive adaptive mathematics instruction.

Area of Focus #3

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.

ELA proficiency decreased from 60% in the 22-23 school year to 58% in the 23-24 school year.

Reading is integrated into all other content areas. For this reason we are working towards increasing our students' proficiency and strengthening student reading comprehension.

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.

We will increase overall ELA proficiency from 58% to 61%.

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 continuously progress monitor through the Acadience Assessment 3 times a year, Florida Assessment of Student Thinking 3 times a year, and by monitoring Lexia progress weekly. Teachers will adjust their whole group direct instruction and small group instruction based on progress monitoring data.

Person responsible for monitoring outcome

Becky Wilkerson

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:

We will be using an evidence-based and adaptive blending learning program called Lexia Core 5 that addresses the identified gaps aligned with the 5 Components of Reading. This instructional practice will be implemented with all fifth graders with fidelity to close learning gaps.

Rationale:

Lexia Core5 shows strong evidence for all struggling students when implemented with fidelity. Student progress monitoring assessed through the DIBELS Next® Assessment (Acadience).

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Explicit and Systematic Phonological Awareness and Phonemic Awareness Instruction: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge. B.E.S.T. ELA Standards – Phonological Awareness

Rationale:

Phonological Awareness and Phonemic awareness instruction was found to have strong evidence of effectiveness. The National Reading Panel found positive effects of phonemic awareness (PA) instruction on improving students' ability to apply phonemic awareness in their reading and spelling. Learning to manipulate phonemes in words helped the students learn to read. Explicit, systematic

phonological awareness instruction: strong evidence Systematic, direct-explicit instruction are all shown to have strong evidence of effectiveness.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Professional Learning in Student Engagement

Person Monitoring:

Becky Wilkerson

By When/Frequency:

Weekly

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

All teachers will engage in professional learning on Total Participation Techniques to engage all students authentically in their learning. This professional learning will be embedded throughout all PLC sessions throughout the school year. Administrators will conduct classroom walkthroughs to provide actionable feedback on implementation of engagement strategies.

Action Step #2

Data Analysis

Person Monitoring:

Becky Wilkerson

By When/Frequency:

Weekly/Monthly

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

Title I Instructional Coaches will model and lead professional development to guide teachers with collecting, analyzing, and documenting data to improve student performance and make successful small group intervention plans. Teachers will engage in weekly professional learning communities and quarterly data chats to analyze student data. Based on that data we will determine which students need additional interventions, tutoring opportunities, etc.

Action Step #3

Targeted Small Groups

Person Monitoring:

Becky Wilkerson

By When/Frequency:

Monthly

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

Using Acadience, we will screen all student K-6 for reading deficiencies. Classroom assistants and Title I coaches will help teachers and support students by pulling additional small groups using UFLI, PRIDE, etc. to fill gaps for students that are below grade level. The literacy committee will meet monthly to discuss the progress of current interventions and determine what changes should be made to ensure student success.

Action Step #4

Blended Learning based in the Science of Reading

Person Monitoring:

Becky Wilkerson

By When/Frequency:

Weekly

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

We will be using an evidence-based and adaptive blending learning program called Lexia Core 5 that addresses the identified gaps aligned with the 5 Components of Reading. This instructional practice will be implemented with all students with fidelity to close learning gaps.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

From our climate and culture survey, 36% of students felt as if their peers exhibited positive behaviors that allowed teachers to teach and students to learn. This ties directly to our goal of increasing teacher efficacy in classroom management and positively increasing 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.

We will increase the percentage of students who felt as if their peers exhibited positive behaviors so that teachers could teach and students could learn from 36% to 45%.

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 PBIS committee will survey students using a bi-annual Climate and Culture survey. The committee will analyze this data along with schoolwide behavior data monthly and use it to inform decisions about training needed for teachers, interventions for students, etc.

Person responsible for monitoring outcome

Becky Wilkerson

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 provide professional learning to teachers on student engagement strategies including total participation techniques. We will also focus on building teacher capacity in classroom management and responding appropriately to student behavior.

Rationale:

When teachers can teach, students can learn. We must build the capacity of our teachers to increase student academic achievement. An active classroom with high student engagement has a Hattie effect size of 1.51.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

We will provide specific and timely feedback to students.

Rationale:

When students are given specific feedback through behavior intervention programs such as Positive Behavior Interventions and Support, there is a positive effect size of .62 (Hattie).

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

We will define and teach positive expectations in all classrooms and common areas.

Rationale:

The Pygmalion effect, also known as the "teacher expectancy effect" ("Pygmalion effect," 2008, para.1) explains that students will meet the expectations they feel the teacher has for them. If the student feels that the teacher expects them to do well, they will meet those expectations.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

PBIS Rewards

Person Monitoring:

Ashleigh Haug

By When/Frequency:

Weekly

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

Teachers and students will engage in our PBIS Rewards system. Teachers will provide specific feedback when students earn their points and students will be able to use their points to purchase rewards.

Action Step #2

Parent Communication

Person Monitoring:

Ashleigh Haug

By When/Frequency:

Weekly

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

Teachers will utilize Tuesday folders and student planners to communicate effectively with families and provide student feedback. We will host a parent and family engagement event to share strategies on positive behavior interventions to implement at home.

Action Step #3

Student Engagement and Classroom Management

Person Monitoring:

Ashleigh Haug

By When/Frequency:

Weekly

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

We will provide professional learning to teachers on student engagement strategies including total participation techniques. We will also focus on building teacher capacity in classroom management and responding appropriately to student behavior.

Action Step #4

Clearly Defined Expectations

Person Monitoring:

Ashleigh Haug

By When/Frequency:

August 2024

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

We will use our poster maker and printing resources to post behavior expectations in all common areas and teacher's classrooms.

Action Step #5

De-Escalation Tools

Person Monitoring:

Ashleigh Haug

By When/Frequency:

August 2024

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

We will utilize classroom behavior management toolkits to include de-escalation tools.

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

Clay County Schools

MONTCLAIR ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

The School District of Clay County exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

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

Bill Miller

Position Title

Principal

Job Duties and Responsibilities

School Leadership, Teacher Evaluations, Professional Development, Facility Management, Community Partnerships and communication, Safety and Security of campus, Manage the School Budget, and daily school activities.

Leadership Team Member #2

Employee's Name

Kristen Harrison

Position Title

Assistant Principal

Job Duties and Responsibilities

Assist the Principal with daily school activity and teacher evaluation. Maintain school inventory and provide Professional Development.

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.

School Leadership began SIP plan, Teacher Leaders had input during Leadership Academy, and Title 1 Team met to complete the Title 1 Plan leading into the SIP. PBIS Coaching Team provided input for the PBIS section. School Leadership compiled ideas into the SIP. The plan will be shared with parents, stakeholders, and community partners during the quarterly SAC meetings.

SIP Monitoring

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

The SIP plan will be monitored quarterly. School Administration will observe classrooms and instruction and meet with grade level teams monthly. State Progress Monitoring data is available three times during the year and after each session the data and SIP plan will be reviewed. The SIP will be revised based on stakeholder feedback quarterly. SAC meetings meet each quarter and will include a discussion of the SIP and current data leading to any needed revisions. In January the mid-year review will be completed and any revisions based on data will be made at that time.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	48.1%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: B* 2021-22: B 2020-21: 2019-20: C

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	1	17	15	9	10	9	15			76
One or more suspensions		5	1	0	9	2	8			25
Course failure in English Language Arts (ELA)		1	0	0	2	0	1			4
Course failure in Math	1	1	0	0	1	0	0			3
Level 1 on statewide ELA assessment		12	18	6	11	12	19			78
Level 1 on statewide Math assessment		21	11	5	14	11	21			83
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)		12	10	3						25
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		6	0	2	0					8

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		4	0	0	7	4	9			24

Current Year 2024-25

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year	1	5	1	2	0	0				9
Students retained two or more times	0	0	0	0	0	0				0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	9	12	6	2	4	5			39
One or more suspensions	1	1	1	1	1	5	9			19
Course failure in ELA	2									2
Course failure in Math	1									1
Level 1 on statewide ELA assessment				8	2	6	12			28
Level 1 on statewide Math assessment					2	10	12			24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)		4	12	24						92

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	2		2	1	2	6	13			26

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	3	5	1	7		1				17
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 *	53	62	57	55	59	53	59	63	56
ELA Grade 3 Achievement **	52	65	58	59	61	53			
ELA Learning Gains	55	62	60				61		
ELA Learning Gains Lowest 25%	53	60	57				46		
Math Achievement *	52	67	62	58	64	59	60	51	50
Math Learning Gains	67	68	62				62		
Math Learning Gains Lowest 25%	66	59	52				47		
Science Achievement *	48	61	57	58	65	54	69	69	59
Social Studies Achievement *								70	64
Graduation Rate								64	50
Middle School Acceleration								61	52
College and Career Readiness									80
ELP Progress	49	55	61	32	55	59	44		

*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	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	509
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
57%	52%	56%	55%		46%	59%

* 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	53%	No		
English Language Learners	49%	No		
Black/African American Students	48%	No		
Hispanic Students	54%	No		
Multiracial Students	60%	No		
White Students	62%	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	32%	Yes	4	
English Language Learners	32%	Yes	1	
Black/African American Students	29%	Yes	3	1
Hispanic Students	46%	No		
Multiracial Students	38%	Yes	1	
White Students	66%	No		
Economically Disadvantaged Students	52%	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	39%	Yes	3	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	41%	No		
Native American Students				
Asian Students				
Black/African American Students	37%	Yes	2	
Hispanic Students	52%	No		
Multiracial Students				
Pacific Islander Students				
White Students	66%	No		
Economically Disadvantaged Students	48%	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	53%	52%	55%	53%	52%	67%	66%	48%					49%
Students With Disabilities	36%	57%	52%	67%	41%	70%	71%	33%					
English Language Learners	25%		42%	40%	42%	84%							63%
Black/African American Students	35%		56%	46%	26%	56%	83%	36%					
Hispanic Students	41%	36%	43%	36%	50%	80%	82%						62%
Multiracial Students	63%				56%								
White Students	61%	67%	58%	77%	59%	66%	50%	61%					
Economically Disadvantaged Students	44%	40%	51%	52%	47%	63%	61%	40%					59%

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	55%	59%			58%			58%					32%
Students With Disabilities	32%				31%			32%					
English Language Learners	29%				38%								29%
Black/African American Students	26%				32%			30%					
Hispanic Students	47%	40%			53%			63%					27%
Multiracial Students	38%				38%								
White Students	65%	73%			65%			62%					
Economically Disadvantaged Students	50%	58%			50%			50%					

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	59%		61%	46%	60%	62%	47%	69%					44%
Students With Disabilities	31%		47%	46%	32%	49%	29%	40%					
English Language Learners	42%		43%	30%	42%	45%	40%						44%
Native American Students													
Asian Students													
Black/African American Students	40%		48%	27%	43%	45%	18%						
Hispanic Students	51%		55%	42%	54%	62%	56%						43%
Multiracial Students													
Pacific Islander Students													
White Students	64%		65%	55%	67%	70%	59%	80%					
Economically Disadvantaged Students	45%		48%	42%	48%	57%	43%	52%					

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	53%	63%	-10%	55%	-2%
Ela	4	53%	56%	-3%	53%	0%
Ela	5	45%	54%	-9%	55%	-10%
Ela	6	60%	65%	-5%	54%	6%
Math	3	53%	66%	-13%	60%	-7%
Math	4	53%	62%	-9%	58%	-5%
Math	5	39%	56%	-17%	56%	-17%
Math	6	63%	74%	-11%	56%	7%
Science	5	50%	58%	-8%	53%	-3%

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?

Third grade Math was up 9% from 2023 PM3. We reviewed data after each PM assessment and supported teachers with additional academic and engagement strategies. ESE Teacher pushed in and supported during whole group and small groups.

Lowest Performance

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

Fifth Grade Math had the lowest performance at 39% proficiency and an 11% decline from the prior year. We had many new scholars move in who arrived scoring below grade level. We had a new to Montclair 5th grade Math teacher and the first year with a new curriculum. He participated in District Math trainings, participated in PLCs and data meetings. Behaviors in a few 5th graders led to days in ISS, two scholars had an alternate placement and multiple scholars had a high number of absences.

Greatest Decline

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

Fifth Grade Math had the lowest performance at 39% proficiency and an 11% decline from the prior year. We had many new scholars move in who arrived scoring below grade level. We had a new to Montclair 5th grade Math teacher and the first year with a new curriculum. He participated in District Math trainings, participated in PLCs and data meetings. Behaviors in a few 5th graders led to days in ISS, two scholars had an alternate placement and multiple scholars had a high number of absences.

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.

Fifth Grade Math for the State had a 56% proficiency, therefore our 5th grade math scoring 39% has the largest gap between the two. Fifth Grade Math had the lowest performance at 39% proficiency and an 11% decline from the prior year. . We had many new scholars move in who arrived scoring below grade level. We had a new to Montclair 5th grade Math teacher and the first year with a new

curriculum. He participated in District Math trainings, participated in PLCs and data meetings. Behaviors in a few 5th graders led to days in ISS, two scholars had an alternate placement and multiple scholars had a high number of absences.

EWS Areas of Concern

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

In our 5th grade data who are this year's 6th graders, there are nine scholars with two or more EWS.

The numbers of scholars missing 10% or more of school means they are not in the classroom learning all subjects. Poor attendance has a direct correlation to data and is an area of our concern.

Highest Priorities

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

Increase overall Math proficiency in grades 3-6 with a concentration in 5th grade.

Increase overall ELA proficiency in grades 3-6.

Reduce the number of days missed by the students who reached 10% of their school year in 23-24.

Increase our Science proficiency to reflect in our 5th grade Science proficiency percentage.

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 required by RAISE (specific questions)

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.

Focus on ELA Instructional Practices for all students. Enhancing our Instructional Practices in the classroom affects how well students learn, retain the information, and increase their assessment proficiency. In 22-23 Students with Disabilities scored at a 32% overall and strategic interventions were in place during 23-24 to increase achievement which occurred and we will continue with. Overall ELA had 53% proficiency in 23-24 and Learning Gains were 55%. Our 5th grade data dropped to 45% proficiency. This is a crucial need as students are coming in with less background knowledge and vocabulary skills, in addition to various disabilities.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

In K-2 our Instructional Practice will be Explicit and Systematic Phonological Awareness and Phonemic Awareness Instruction. Explicit vocabulary instruction will be taught in ELA K-2. Intentional small group instruction will take place in classrooms by the classroom teacher, Title 1 teachers, ESE teachers and ELD teacher for ELL learners. Teachers will use resources such as KidLips, Inquiry Based learning, Heggerty in K-1 and additional resources as needed such as SIPPS and Sound Partners.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

In grades 3-5, Deliberate Practice for Explicit vocabulary instruction using strategic vocabulary words and concept mapping (example Frayer Model). We will have grade level support continue with our ESE and Title 1 teachers. Using our standards and the additional lessons and resources in our District Curriculum Guides provides more explicit instruction. Our school-wide vocabulary initiative will utilize the Frayer type model to enhance vocabulary understanding and an increase in the number of vocabulary words taught across content areas.

Grades K-2: Measurable Outcome(s)

By the end of the 24-25 school year Kindergarten will achieve 50% proficiency in ELA.

By the end of the 24-25 school year First grade will achieve 50% proficiency in ELA.

By the end of the 24-25 school year Second Grade will maintain their 60% Proficiency in ELA.

Grades 3-5: Measurable Outcome(s)

By the end of the 24-25 school year, third grade will achieve 56% proficiency in ELA.

By the end of the 24-25 school year, fourth grade will achieve 56% proficiency in ELA.

BY the end of the 24-25 school year, fifth grade will achieve 51% proficiency in ELA.

By the end of the 24-25 school year SWD Subgroup will achieve 41% or higher in profeciency.

By the end of the 24-25 school year ELL Subgroup will achieve 41% in proficiency.

By the end of the 24-25 school year our Black/ African American subgroup will achieve 41% proficiency.

By the end of the 24-25 school year our Multiracial subgroup will achienve 41% proficiency.

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 ELA area of focus will be monitored through continuous walkthroughs by administration in our classrooms and data review. Progress Monitoring Assessments 1 and 2 will predict if we will meet our goal and show the areas of growth and struggles. Ongoing monitoring will impact student achievement outcomes because we can restructure our Instructional Practices or add additional interventions or resources where needed. Then we can monitor again to see if improvement occurred.

Person responsible for monitoring outcome

Kristen Harrison in collaboration with Bill Miller.

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:

Deliberate Practice for Explicit vocabulary instruction using strategic vocabulary words and concept mapping (example Frayer Model).

Rationale:

Many of our scholars come from Poverty backgrounds and are not exposed to a multitude of vocabulary words daily at home. ELL scholars are learning the English Language and need to build up an awareness for new words they will be exposed to in texts. Research evidence has shown the

explicit teaching of vocabulary with repetition and use of a model (example Frayer Model) increases a scholar's vocabulary. Most of our scholars are using technology at home and less are reading books or engaging in building additional vocabulary awareness.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Explicit Vocabulary Instruction

Person Monitoring:

Teachers and Administration

By When/Frequency:

Words taught weekly

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

Intentional vocabulary words are chosen from the grade level standards, curriculum, relevant texts, and resources. Multiple words will be taught within each classroom daily and weekly. Classroom teachers, ESE teachers, Title 1 teachers leading small groups, and Resource teachers will all be teaching vocabulary. English Language Learners will be learning vocabulary words from our ELD teacher and ESOL Assistants. This will be monitored through Progress Monitoring ELA data, classroom walkthroughs viewing evidence and classroom observations.

Action Step #2

Use explicit Language Structure using Scaffolding.

Person Monitoring:

Teachers and Administration

By When/Frequency:

Weekly, monitored monthly and quarterly.

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

Teachers will use Scaffolding as a teaching strategy within their content area. Scholars are on various skill levels and have a variety of learning styles. Scaffolding will assist scholars in learning material with levels of support.

Action Step #3

Use Morphology (affixes, base words) Reciprocal Teaching

Person Monitoring:

Teachers and Administration

By When/Frequency:

Weekly, monitored monthly and quarterly by administration.

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

In grades 3-5, primarily in 4th, Morphology will be taught while explicitly teaching words, vocabulary, and the meaning in a text. ELA Classroom Teachers, ESE Teachers and Title 1 Teachers will use Morphology lessons.

Action Step #4

Use strategies to integrate with prior knowledge.

Person Monitoring:

Teachers and Administration

By When/Frequency:

Monthly for teaching / Monitored quarterly by admin.

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

Teachers will use strategies to integrate with prior knowledge. Many scholars come from a background with limited background knowledge and being intentional with ways to provide exposure within their content area and text information will benefit our scholars. This will be monitored by administration through observations while teachers are monitoring the needs and implementation.

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.

Our Area of Focus for Math will be to Demonstrate Multiple Problem-Solving Strategies and Utilize the Structure of Algebraic Representations. Our Math Proficiency decreased from 58% in 2023 to 52% in 2024. We had a decline in our 5th grade math especially at 39%. Scholars should know the standards and be able to apply multiple strategies to work through their problems. Our work with Reading will also support student learning in math as they become more proficient in understanding the word problems.

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.

Based on proficiency from 23-24 at 52% we plan to achieve 57% proficiency for 24-25.

By the end of the 24-25 school year 3rd grade will achieve 57% proficiency.

By the end of the 24-25 school year 4th grade will achieve 57% proficiency.

By the end of the 24-25 school year 5th grade will achieve 57% proficiency.

By the end of the 24-25 school year SWD subgroup will achieve 50% proficiency.

By the end of the 24-25 school year Black / African American subgroup will achieve 55% proficiency.

By the end of the 24-25 school year Multi-Racial subgroup will achieve 57% proficiency.

By the end of the 24-25 school year ELL subgroup will achieve at least 53% proficiency.

Monitoring

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

This Area of Focus will be monitored by administration walk throughs, review of Progress Monitoring

data from PM1 and PM2, and data conversations with teachers. This ongoing monitoring will impact student achievement outcomes because we can revise, implement additional strategies and monitor with each Progress Monitoring to impact outcomes.

Person responsible for monitoring outcome

Kristen Harrison in collaboration with Bill Miller.

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 K-6 classrooms Demonstrate Multiple Problem-Solving Strategies, use the Structure of Algebraic Representations, Scaffolding, and dedicated time to teaching and practicing math.

Rationale:

Dedicating the time, intentional scaffolding, problem-solving strategies and teaching the structure of Algebraic Representations will all increase scholar proficiency in math.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Use Scaffolding, Transfer Strategies.

Person Monitoring:

Teachers and Administration

By When/Frequency:

Weekly teaching and monitoring through admin walkthroughs with quarterly data review.

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

In K-6 classrooms use Scaffolding in Instructional planning and teaching in both whole group and small group. Use transfer strategies along with rehearsal and memorization strategies within content areas. Reciprocal teaching and feedback will be utilized to build scholar confidence. Administration will complete walkthroughs and observations to monitor progress.

Action Step #2

Rehearsal and memorization strategies.

Person Monitoring:

Teachers and Administration

By When/Frequency:

Weekly teaching and monitoring through admin walkthroughs with quarterly data review.

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

In K-6 classrooms use of rehearsal and memorization strategies, such as mnemonics will be utilized across grade levels to build scholar confidence. Administration will complete walkthroughs and observations to monitor progress.

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.

Our Area of Focus is to enhance our Science Instructional Practice to improve student learning. Our data projects Science proficiency at 48% which identified it as a crucial need.

Measurable Outcome

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

By the end of the year our 5th grade Science students will achieve 55% proficiency. It is projected that our 23-24 data showed a 48% proficiency in 5th grade. With intentional planning and support to our 5th grade Science classes we expect to measure this growth.

Monitoring

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

This Area of Focus will be monitored by the Science Progress Monitoring assessments. Ongoing monitoring will allow us to stay the course of instruction, adjust, or add interventions to support learning needs.

Person responsible for monitoring outcome

Kristen Harrison in collaboration with Bill Miller

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:

Explicitly Teach Science Vocabulary.

Rationale:

Our scholars often show a lack of background knowledge and exposure to grade level vocabulary. By intentionally planning the words and strategies to explicitly teach vocabulary, it will increase the understanding of scholars.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Use strategies to integrate with prior knowledge and scaffold instructional planning to include note-taking and summarization.

Person Monitoring:

Teachers and Administration

By When/Frequency:

Teachers teach strategies weekly / monitored by admin monthly.

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

Teachers will use strategies to explicitly teach vocabulary, have opportunities for note-taking and summarization of the content. Memorization or use of Mnemonics to increase retention. Strategy to integrate with prior knowledge (KWL, graphic organizer, matching concepts to examples). Progress Monitoring quarterly will demonstrate areas of growth and areas needing additional support or interventions.

Action Step #2

Monitor and Reflect on the Problem-Solving Process within Science.

Person Monitoring:

Kristen Harrison in collaboration with Bill Miller

By When/Frequency:

Monthly in grade level meetings and quarterly with data.

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

Use of Mnemonics as available to learn and memorize processes. Analyze tasks for instructional and Cognitive levels aligned to standard reflecting on the prior knowledge of scholars. Inquiry based instruction in whole group lessons.

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.

Increase the attendance for those scholars who are missing at or near 10% of their school days. It is essential for scholars to be at school daily to learn and become proficient in their standards. In each grade level we encourage all scholars to attend school daily and we had scholars in multiple grade levels missing in excess of 18 days, some above 30. It is a critical area as those scholars are not in school enough to learn their material or perform on level on assessments. While we remained in the 90%-94% throughout the year, these scholars are important.

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.

In 23-24 our total attendance projected at 94%.

By the end of the 24-25 school year we expect to achieve a total attendance rate of 98%.

Monitoring

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

Attendance is recorded daily and reviewed for each grade level monthly. Continued monitoring shows continued attendance and absences. Interventions with an increase in classroom engagement, PBIS Rewards, check ins from staff, and classroom incentives such as daily jobs will impact student attendance of those who reach or near 10% of the school year.

Person responsible for monitoring outcome

Bill Miller and Kristen Harrison

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:

Define and Teach Positive Expectations to scholars while planing relevant instruction. Establish Positive Connections to scholars and families. Create a continuum of Positive Response Strategies.

Rationale:

Continuous positive reinforcement or praise promotes a sense of connection and improves the feeling of how relevant school attendance is. Supporting families and eliminating barriers increases scholar attendance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Increase Positive interactions and rewards.

Person Monitoring:

Teachers and Administration

By When/Frequency:

Teachers will interact positively daily and administration will monitor monthly from classroom walkthroughs.

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

With an increase in positive interactions scholars will want to be at school daily and will strive to earn rewards. School-wide use of the PBIS Rewards system to award scholars daily. Increase the ratio of positive interactions between teacher and scholar. Develop positive peer influences. Increase and support positive parent involvement. School-wide use of the PBIS Rewards system to award scholars daily. Increase the ratio of positive interactions between teacher and scholar. Develop positive peer influences. Increase and support positive parent involvement.

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

Clay County Schools

MIDDLEBURG HIGH SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

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

To provide a safe, educational environment that fosters students' intellectual, social, emotional and physical potential, empowering them to become productive, lifelong learners.

Provide the school's vision statement

Our Vision Statement Middleburg High School exists to prepare lifelong learners for success in a global and competitive workplace and in acquiring applicable life skills.

Middleburg High School Beliefs:

- *Students will develop the skills necessary to think independently and become effective problem solvers.
- *Students will develop an appreciation and understanding of the value of lifelong learning through enrichment courses and activities.
- *Teachers will encourage students to learn valuable lessons through athletics, performing arts and other extracurricular activities.
- *Teachers will engage the intellectual curiosity and creativity of students, allowing them to become multifaceted learners.
- *Students will learn to accept and adapt to change and will recognize the value of work.
- *Teachers will encourage students to create ethical relationships with other students, faculty members and all members of the community.
- *Students will develop a positive sense of leadership, personal responsibility, and good citizenship.
- *Students will develop awareness of career opportunities and the skills and education required for entrance into various occupational fields.
- *Teachers will encourage a sense of community within the school and provide an atmosphere that encourages parental participation.
- *All members of the school community will strive to create an environment of toleration of diverse opinions and beliefs.

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

Martin Aftuck

Position Title

Principal

Job Duties and Responsibilities

Support SIP team when needed.

Leadership Team Member #2

Employee's Name

Miranda Knox

Position Title

Assistant Principal

Job Duties and Responsibilities

Lead SIP team with Teacher leaders. Collect discipline data to bring to meeting. Track goals.

Leadership Team Member #3

Employee's Name

Deborah Curry

Position Title

Assistant Principal

Job Duties and Responsibilities

Collect ELA data to bring to meeting. Help track goals.

Leadership Team Member #4

Employee's Name

Carrie Mescall

Position Title

English Teacher/Department Head

Job Duties and Responsibilities

Review Grammar, assist with data collection and goals.

Leadership Team Member #5

Employee's Name

Lisa Evans

Position Title

Math Teacher/Department Head

Job Duties and Responsibilities

Help with data collection and goal setting.

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.

Stakeholders are involved in SAC meetings and invited to participate in events. Business stakeholders help provide funds for onboarding freshmen events throughout the year. Parents provide feedback and support when needed at meetings and help organize volunteers at events throughout the year. Teachers help collect data and analyze the data to track goals and see new needs throughout the school year at meetings. Students give feedback through surveys and help volunteer at events throughout the year.

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))

Attendance will be tracked weekly. As data comes in the SAC team will work with the PBIS (Mindset Motivators) team to appropriately reward students and encourage attendance. Students that are not attending will be tracked and referred to the success team to be addressed and come up with a plan to work with the student on improving attendance.

Discipline will be tracked bi-weekly. As data comes in the SAC team will work with the PBIS (Mindset Motivators) team to establish how to address areas of opportunity.

English Scores will be tracked through county testing 3 times throughout the year with a final state assessment. Student data will be tracked by teachers and support facilitators to indicate student areas of opportunity. As student data comes in teachers will adjust and readdress materials that need improvement. The head of the Literacy Council will be responsible for tracking the data and relaying that information to the faculty.

All of these efforts together will help close achievement gaps and increase the achievements of students in meeting the State's academic standards.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH PK, 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	23.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	52.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: B 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

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
	9	10	11	12	
Absent 10% or more school days	153	139	167	137	596
One or more suspensions	69	59	56	20	204
Course failure in English Language Arts (ELA)	63	32	41	11	147
Course failure in Math	37	7	36	9	89
Level 1 on statewide ELA assessment	82	72	0	0	154
Level 1 on statewide Algebra assessment	13	42	0	0	55

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	84	39	72	16	211

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	0	0
Students retained two or more times	0	0	0	0	0

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 *	55	64	55	49	57	50	54	56	51
ELA Grade 3 Achievement **									
ELA Learning Gains	57	62	57				47		
ELA Learning Gains Lowest 25%	60	62	55				33		
Math Achievement *	53	61	45	50	50	38	43	35	38
Math Learning Gains	56	60	47				46		
Math Learning Gains Lowest 25%	55	61	49				33		
Science Achievement *	79	80	68	73	74	64	74	43	40
Social Studies Achievement *	85	83	71	80	80	66	82	48	48
Graduation Rate	93	94	90	94	95	89	92	75	61
Middle School Acceleration								39	44
College and Career Readiness	64	60	67	74	63	65	78	78	67
ELP Progress	64	51	49	31	52	45			

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	657
Total Components for the FPPI	10
Percent Tested	97%
Graduation Rate	93%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
66%	70%	58%	55%		60%	59%

* 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	48%	No		
English Language Learners	64%	No		
Black/African American Students	61%	No		
Hispanic Students	71%	No		
Multiracial Students	64%	No		
White Students	65%	No		
Economically Disadvantaged Students	64%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	49%	No		
English Language Learners	31%	Yes	1	1
Black/African American Students	61%	No		
Hispanic Students	68%	No		
Multiracial Students	73%	No		
White Students	71%	No		
Economically Disadvantaged Students	64%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	42%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners				
Native American Students				
Asian Students	70%	No		
Black/African American Students	47%	No		
Hispanic Students	58%	No		
Multiracial Students	71%	No		
Pacific Islander Students				
White Students	59%	No		
Economically Disadvantaged Students	52%	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	55%		57%	60%	53%	56%	55%	79%	85%		93%	64%	64%
Students With Disabilities	24%		47%	49%	23%	47%	42%	50%	61%		89%	50%	
English Language Learners	50%		64%								100%	40%	
Black/African American Students	49%		55%	63%	44%	68%	85%	71%	64%		93%	46%	
Hispanic Students	55%		63%	74%	46%	66%	85%	72%	86%		98%	67%	
Multiracial Students	58%		68%		48%	45%		73%	94%				
White Students	55%		56%	58%	55%	54%	49%	81%	86%		92%	66%	
Economically Disadvantaged Students	48%		55%	61%	50%	55%	61%	75%	80%		91%	61%	

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	49%				50%			73%	80%		94%	74%	31%
Students With Disabilities	20%				35%			44%	54%		91%	51%	
English Language Learners	31%												
Black/African American Students	35%				51%			58%	66%		95%	63%	
Hispanic Students	40%				42%			72%	85%		100%	67%	
Multiracial Students	53%				58%			76%	82%		94%	73%	
White Students	51%				50%			74%	80%		93%	75%	
Economically Disadvantaged Students	40%				46%			67%	76%		89%	66%	

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	54%		47%	33%	43%	46%	33%	74%	82%		92%	78%	
Students With Disabilities	20%		26%	26%	18%	37%	38%	39%	63%		76%	74%	
English Language Learners													
Native American Students													
Asian Students	70%		70%										
Black/African American Students	33%		31%	20%	20%	41%	46%	54%	67%		93%	62%	
Hispanic Students	47%		47%	29%	33%	43%	41%	76%	88%		97%	74%	
Multiracial Students	54%		40%		79%	71%		88%			85%	82%	
Pacific Islander Students													
White Students	56%		48%	35%	45%	46%	29%	74%	82%		92%	79%	
Economically Disadvantaged Students	43%		39%	26%	36%	40%	31%	61%	77%		90%	75%	

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

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

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	57%	62%	-5%	53%	4%
Ela	9	51%	61%	-10%	53%	-2%
Biology		79%	77%	2%	67%	12%
Algebra		41%	61%	-20%	50%	-9%
Geometry		59%	68%	-9%	52%	7%
History		85%	81%	4%	67%	18%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		10%	16%	-6%	16%	-6%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		25%	24%	1%	17%	8%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

Science EOC proficiency increased 6%. This team uses common planning and PLC time on Wednesday afternoons to create common assessments, look at data from these common assessments, and plan remediation based off of areas of opportunity.

Lowest Performance

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

Algebra EOC scores dropped from 50% proficiency to 41% proficiency. There were several factors that contributed to the decrease in scores. We had 2 teachers that were out for over a month due to health and unavoidable absences. We also had another teacher leave to another job opportunity about a month and a half before testing. We also did not have as large of a number test last year due to having the Algebra 1A and 1B students waiting to take the test their 2nd year of Algebra. This lead to what looked like elevated scores because our lower level students did not test last year.

Greatest Decline

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

Algebra EOC scores dropped from 50% proficiency to 41% proficiency. There were several factors that contributed to the decrease in scores. We had 2 teachers that were out for over a month due to health and unavoidable absences. We also had another teacher leave to another job opportunity about a month and a half before testing. We also did not have as large of a number test last year due to having the Algebra 1A and 1B students waiting to take the test their 2nd year of Algebra. This lead to what looked like elevated scores because our lower level students did not test last year.

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 greatest negative gap was the Algebra proficiency . The county has been pushing out materials that were not used consistently on our campus. The majority of the county has been using these

resources and it has become evident based on the data, that we need to use these resources more appropriately. Tracking common assessments would greatly benefit the teachers and students in discovering areas that need more practice.

EWS Areas of Concern

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

There is a connection between student attendance and failing grades and or Level 1 proficiency. We will need to connect with these students to motivate them to be on campus and in turn be present to learn the content.

We will continue to monitor our ELA scores, because even with our increase, we were the lowest in the county. ELA/Reading will have a great effect across all subject areas.

Highest Priorities

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

1. Attendance
2. ELA Achievement
3. ELA Learning Gains
4. Algebra Achievement

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.

Our ELA achievement data was 55% proficient which is an increase of 5% from last year, but still last in the county. ELA proficiency has an effect across all subject areas.

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.

Last year we ELA achievement was at 55% proficiency. The percent of ELA Achievement will increase from 55 to 60% proficiency, a 5 % gain.

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 discuss progress of students through productive PLCs. Teachers will be aware of and track their lower 33% within their classes to use data to accurately group and target student areas of weakness. Administrators will partner with teachers to brainstorm on key players to ensure student growth. Support facilitators will push-in to targeted classrooms to support SWD in real time. Teachers and Support Facilitators will plan together. Teachers and Support Facilitators will monitor student trackers and discuss weekly within PLCs on how they will incorporate the technology pieces into class activities.

A Literacy Council has been created. The head of the Literacy Council is in charge of tracking the data and documenting areas of weakness. This information will be shared out to the faculty in order to plan accordingly.

Monthly PLCs will also be literacy based done through Literacy Council.

Person responsible for monitoring outcome

Deborah Curry

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:

1. Support Facilitators will push-in to classrooms to support ESE teachers. Schedule will be made and followed to allow the maximum amount of time in the classroom. 2. ELA department will implement and utilize a spreadsheet that tracks the lower quartile, and the bottom 33%. This tracker includes key players involved in specific student's day, including all subject area teachers. Teachers will meet in groups to discuss strategies to assist specific students that they have in common. Reading and writing strategies will be implemented throughout all subject areas. 3. Technology access for teachers and students will benefit the Lower Quartile students. Teachers will use Lexia, FAST Data, and track lexile scores through the year. Individual data tracking on the student's behalf will create ownership of their own learning. 4. Literacy Council will have monthly PDs focused on improving school literacy.

Rationale:

Pushing in will allow for more support in real time with students that have more needs. Planning together will allow for the most efficient lessons to capitalize on the teacher and support facilitators skills. The Tracker will assist all subject area teachers to track specific students in the lower 33%, work in groups to brainstorm ideas that will assist individual student needs, and improve overall ELA scores. Evidence of this strategy's success should be seen through lexile score increases on Achieve 3000, Lexia, and FAST scores.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Focus on lower 33%

Person Monitoring:

Deborah Curry

By When/Frequency:

Weekly

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

1. ELA Dept will identify the lower 33% of students in their classes. 2. Teachers and Support Facilitators will use a data tracker to identify students and track their progress. 3. Teachers and Support Facilitators will target specific standards that students are struggling with to help them achieve mastery. 4. Teachers and Support Facilitators will discuss strategies that are working and continue to work through issues students are having. 5. Teachers and Support Facilitators will continue to remediate throughout the year based off of information that is being tracked in the tracker. 6. Students that are not attending or are really struggling will meet with the Student Success Team as needed through a teacher referral to the Student Success Team.

Area of Focus #2

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

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.

Last year our ELL students proficiency level was below 41% which caused our school to be an ATSI School. We have since been removed from this list, but we want to make sure we are continuing to focus on this area to not return to ATSI status. It is important for all subgroups to be addressed. We noticed that our ELL attendance was very low and having an effect on their proficiency. Students ELA proficiency can have an impact across all subject areas.

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.

We increased our ELL proficiency from 31% to 50%. We will increase the percent of ELLs meeting proficiency from 50% to above 52%.

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 attendance secretary will pull reports weekly to monitor ELL student attendance.

Person responsible for monitoring outcome

Justin Williams

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:

Students will have Success Team meetings to help the school provide supports that students may need to be successful. (i.e. counseling, tutoring, and/or accommodations)

Rationale:

Success Team meetings allow us to see more than just that a student is missing school. We are able to find out why and help work with families to address issues.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

ELL Progress, Achievement, and Attendance

Person Monitoring:

Justin Williams

By When/Frequency:

Monthly

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

1. We will screen incoming potential ELL students to determine their level of oral, auditory, reading and writing comprehension. 2. Students below 2.0 will be moved to a class with specific direct instruction, using research based and benchmark aligned curriculum. (Vista) 3. Students that are still at a yellow level (scoring less than) on the screener will have an English through ESOL class. 4. All teachers will ELL students in their classroom will have training provided to focus specifically on teaching English Language Learners. 5. Pull attendance reports for ELLs that are showing up as excessive absences. 6. Students will be added to a Student Success Team Meeting to review current achievement levels and where we can help support the student and family. 7. Information from the meeting will be relayed to Teachers and Support Facilitators. Teachers and Support Facilitators will target specific standards that students are struggling with to help them achieve mastery based off of their current progress in class. 8. Teachers and Support Facilitators will discuss strategies that are working and continue to work through issues students are having. 9. Teachers and Support Facilitators will continue to remediate throughout the year based off of information that is being tracked in the tracker.

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.

We know that we cannot teach students who are not at school. We need attendance to increase so that students can achieve at a higher level, close achievement gaps, and help more students graduate. Last year our average daily attendance was 90%. This needs to be increased to reach more students.

Measurable Outcome

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

We know that we cannot teach students who are not at school. We need attendance to increase so that students can achieve at a higher level, close achievement gaps, and help more students graduate. Last year our average daily attendance was 90%. This needs to be increased to reach more students. We would like to increase our attendance from 90% to 92%.

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 year the attendance team will be focusing on data and targeting students with low attendance by making phone calls and sending emails to absentees, and helping navigate through attendance meetings. We believe that this will help us alleviate chronic absenteeism. We will also create success plans for all students that participate in an attendance meeting. We will use attendance reports to identify students that show EWS and target these students.

Person responsible for monitoring outcome

Justin Williams/Miranda Knox

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:

A Student Success Team (SST) is a positive, team oriented approach to assisting students with a wide range of concerns related to their school performance, attendance, and experience. The purpose of the SST is to identify and intervene based off of early warning signs, in order to design a support system for students having difficulty in the general education classroom.

Rationale:

We are choosing Student Success Team meetings to address attendance at MHS because this will help us build relationships with students, parents, and community partners to assist our students that need a little more structure or help developing a plan.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Student Success Team

Person Monitoring:

Justin Williams

By When/Frequency:

Monthly/As needed

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

Attendance Team will pull attendance records each week to identify students that are at an attendance percentage of less than 90%.

Area of Focus #2

Multiple Early Warning Signs

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.

Student attendance has improved to 90%, but we want to continue to make this a priority. Also, although referrals have decreased, we are ranked high in relation to the state for higher level referrals.

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.

Level 3 & 4 referrals will decrease 5% from previous years by the end of the 2024-2025 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 Discipline Team will monitor discipline data through Synergy and the reports sent out each month by Climate and Culture.

Person responsible for monitoring outcome

Miranda Knox

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:

Positive Behavior Incentive Systems help create a sense of belonging and appreciation for positive behaviors. PBIS is a school wide system that rewards students for positive behaviors and actions throughout the school year. It rewards students for going above and beyond. PBIS also keeps track of issues that occur around the building throughout the year.

Rationale:

PBIS programs have shown an increase in attendance by specifically rewarding students for positive behaviors throughout the school year. It has also statistically helped schools decrease referrals throughout the school year when implemented consistently.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Incentives

Person Monitoring:

Miranda Knox

By When/Frequency:

Weekly

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

1. Raise funds/organize prizes 2. Plan incentives weekly during preplanning 3. Explain to teachers how to use the rewards program 4. Pull reports weekly and award students

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii)

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

Clay County Schools

MCRAE ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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

So that all children will know the joy of self-fulfillment, the importance of respect for others, and their responsibility to family, community, and country, McRae Elementary is dedicated to providing an educational atmosphere which will give each child the freedom to dream, the desire to achieve, the courage to act, the knowledge to assist, and the challenge to excel. "Together We Can."

Provide the school's vision statement

Our major goal is to prepare students to become responsible citizens and to be the best they can be. We feel that education is a cooperative effort between school and community.

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

Tamera Winkler

Position Title

Principal

Job Duties and Responsibilities

Tammy Winkler is the instructional leader of the school. In her role, she communicates goals and strategies for attaining school goals and provides a support system for improving the knowledge and skill set of every teacher and assistant at the school.

Leadership Team Member #2

Employee's Name

Tracy Burt

Position Title

Assistant Principal

Job Duties and Responsibilities

Tracy Burt is an instructional leader of the school. In her role, she communicates goals and strategies for attaining school goals and provides a support system for improving the knowledge and skill set of every teacher and assistant at the school.

Leadership Team Member #3

Employee's Name

Mary Jane Brown

Position Title

School Counselor

Job Duties and Responsibilities

Mary Brown supports academic, behavioral, and social emotional needs of all students. She provides support to help teachers implement strategies to help students be successful learners. Mrs. Brown meets with parents and community members often to provide support and share resources.

Leadership Team Member #4

Employee's Name

Alexandra Scamahorn

Position Title

Reading Coach

Job Duties and Responsibilities

Alex Scamahorn is the instructional leader for our school. She serves as a liaison between teachers and administration to improve instructional practices and provides resources to help teachers support students to reach proficiency. She provides coaching opportunities to teachers to provide strong instruction and ensure mastery grade level standards.

Leadership Team Member #5

Employee's Name

Tara Lybarger

Position Title

Math/Science Coach

Job Duties and Responsibilities

Tara Lybarger is the instructional leader for our school. She serves as a liaison between teachers and administration to improve instructional practices and provides resources to help teachers support

students to reach proficiency. She provides coaching opportunities to teachers to provide strong instruction and ensure mastery grade level standards.

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.

The School Advisory Council was involved in the SIP development process, as well as community leaders. SAC evaluates our school goals, our parent engagement plan, and our budget. Business/Community leaders are involved in our parent engagement events. SAC and business leaders provide feedback on our school goals and events. They make suggestions on how we can improve these aspects of our school including what we can add to make our school more effective when it comes to meeting the needs of students.

SIP Monitoring

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

The SIP will be monitored for effective implementation by analyzing our data on a regular basis. Every quarter, the school leadership team and teachers will evaluate data to determine whether students, particularly students with the greatest achievement gap, are making adequate progress in reading and math. Data used will include FAST progress monitoring, Acadience assessments, and iReady diagnostics. SAC will also monitor the implementation by examining data at meetings. This data will include academic, behavior, and attendance reports.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	12.7%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
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) HISPANIC STUDENTS (HSP) 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: B 2020-21: 2019-20: A

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days	18	24	18	22	13	15	25			135
One or more suspensions	3	9	9	6	5	6	23			61
Course failure in English Language Arts (ELA)	3	4	0	0	3	0	0			10
Course failure in Math	4	1	0	0	1	2	1			9
Level 1 on statewide ELA assessment				9	10	7	9			35
Level 1 on statewide Math assessment				7	7	4	9			27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	0	0	0							0
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							0

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	4	8	1	11	9	5	20			58

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	4	2	3	0	1	0	0			10
Students retained two or more times	0	1	0	1	0	0	1			3

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-6.0531, 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 *	63	62	57	59	59	53	63	63	56
ELA Grade 3 Achievement **	66	65	58	61	61	53			
ELA Learning Gains	64	62	60				61		
ELA Learning Gains Lowest 25%	61	60	57				49		
Math Achievement *	69	67	62	73	64	59	69	51	50
Math Learning Gains	69	68	62				72		
Math Learning Gains Lowest 25%	60	59	52				51		
Science Achievement *	74	61	57	69	65	54	65	69	59
Social Studies Achievement *								70	64
Graduation Rate								64	50
Middle School Acceleration								61	52
College and Career Readiness									80
ELP Progress	55		61		55		59		

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	526
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
66%	66%	61%	60%		66%	59%

* 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	51%	No		
Hispanic Students	53%	No		
White Students	66%	No		
Economically Disadvantaged Students	62%	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		
Hispanic Students	54%	No		
White Students	66%	No		
Economically Disadvantaged Students	55%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	48%	No		
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students	55%	No		
Multiracial Students	75%	No		
Pacific Islander Students				
White Students	61%	No		
Economically Disadvantaged Students	57%	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	63%	66%	64%	61%	69%	69%	60%	74%					
Students With Disabilities	31%	36%	59%	67%	46%	60%	52%	54%					
Hispanic Students	50%		60%		40%	60%							
White Students	64%	69%	64%	56%	71%	69%	57%	76%					
Economically Disadvantaged Students	55%	59%	63%	65%	63%	66%	59%	66%					

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	59%	61%			73%			69%					
Students With Disabilities	35%	47%			47%			42%					
Hispanic Students	46%				62%								
White Students	60%	61%			73%			71%					
Economically Disadvantaged Students	51%	47%			64%			58%					

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	63%		61%	49%	69%	72%	51%	65%					
Students With Disabilities	46%		45%	35%	50%	58%	48%	53%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	50%				60%								
Multiracial Students	75%				75%								
Pacific Islander Students													
White Students	64%		60%	47%	68%	72%	51%	65%					
Economically Disadvantaged Students	57%		58%	41%	64%	68%	48%	60%					

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

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

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

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	67%	63%	4%	55%	12%
Ela	4	57%	56%	1%	53%	4%
Ela	5	61%	54%	7%	55%	6%
Ela	6	62%	65%	-3%	54%	8%
Math	3	66%	66%	0%	60%	6%
Math	4	69%	62%	7%	58%	11%
Math	5	76%	56%	20%	56%	20%
Math	6	64%	74%	-10%	56%	8%
Science	5	73%	58%	15%	53%	20%

III. Planning for Improvement

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

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

Most Improvement

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

McRae Elementary showed the most improvement in ELA proficiency. We increased by 4% overall and 5% in 3rd grade. Teachers, along with our reading coach, reviewed data to form small groups for intervention. We used researched based programs/strategies for students needing the most support. PLC groups collaborated to create questions that aligned with grade level standards. We also started a Literacy Team that met at least once a month to discuss the mastery of skills and how to best prepare students for the upcoming year.

Lowest Performance

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

Only 60% of our Lowest Quartile student with disabilities made learning gains in math. We lost our math coach unexpectedly and were not able to fill 2 ESE teaching positions. We had fewer people available to serve students in small groups focused on math.

Greatest Decline

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

McRae Elementary dropped 4% in math proficiency. We lost our math coach unexpectedly and were not able to fill 2 ESE teaching positions. We had fewer people available to serve students in small groups focused on math.

Greatest Gap

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

McRae Elementary outperformed the state average in reading and math in every grade level and in 5th grade science.

EWS Areas of Concern

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

135 students missed 10% or more school days. We will continue to send a clear message that

school attendance is important. We will reach out to students and families to provide extra support in order to increase attendance through our Student Success Team meetings.

Highest Priorities

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

Math Proficiency- 4th (3rd grade cohort- 65% proficiency - lowest for our school) and 5th-6th grade (with a vertical PLC) small group support

ELA Proficiency- 5th grade- (4th grade cohort- 58% proficiency- lowest for our school) small group support

Student Collaboration - School-wide- Total Participation Techniques

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 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.

Data will be analyzed and small groups will be formed to provide targeted support to students. General Education/ESE teachers, Instructional Coaches, and Assistants will provide lessons using district approved, researched based programs and implementing Specially Designed Instruction. Our lowest quartile learning gains for reading (61%) and Math (60%) were the lowest reporting categories for school grade.

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.

We will focus on improving proficiency in the 4th grade ELA cohort (58%) moving to 5th grade and the 3rd grade Math cohort (65%) moving to 4th grade with targeted small group instruction.

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 monitor this work by creating a small group schedule for our school. We will review data and form small groups of students to target areas in need of support with researched-based programs, specially designed instruction, and high leverage practices. Small groups will be monitored by administration with observation and walkthroughs and feedback will be provided during debriefs. Instructional coaches will provide model lessons, complete observations and give actionable feedback.

Person responsible for monitoring outcome

Tammy Winkler

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:

Small group support using researched based programs- Corrective/PRIDE and multisensory strategies involving student collaboration

Rationale:

Providing targeted small group support will allow teachers to scaffold lessons. Students will master foundational/prerequisite skills needed to master more challenging standards.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Targeted Small Group support

Person Monitoring:

Tammy Winkler - Tracy Burt

By When/Frequency:

Walk-throughs, Observations, PLC meetings and binder reviews- Weekly

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

We will monitor this work by creating a small group schedule for our school. We will review data and form small groups of students to target areas in need of support with researched-based programs, specially designed instruction, and high leverage practices. Small groups will be monitored by administration with observation and walkthroughs and feedback will be provided during debriefs. Instructional coaches will provide model lessons, complete observations and give actionable feedback.

Action Step #2

Data Chats/Problem Solving Sessions

Person Monitoring:

Tara Lybarger and Alex Scamahorn

By When/Frequency:

Weekly and Quarterly

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

At PLCs and at formal data chats, coaches will conduct problem solving sessions. With teachers, the coaches will analyze student data and make actionable plans on ways to provide targeted small group support.

Area of Focus #2

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Instructional practice in ELA is one of our areas of focus because of the need to increase student literacy at McRae. According to the 23-24 FAST results, our overall school proficiency in ELA is 62%. This means that 38% are not performing on grade level in reading. Reading ability is essential for future success and impacts all areas of learning.

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.

For the 23-24 school year, McRae's ELA proficiency averaged to 62% in grades 3-6. Our goal is to increase this to 63%. We will target last year's fourth graders (our incoming fifth graders); this cohort's proficiency was 57% on PM3 (23-24). Our goal is to increase this to 60%. We will continue to focus on students in the lowest quartile and continue to improve instructional practices. For example, we will continue to provide district-approved interventions based on data, including but not limited to Corrective Decoding, as well as targeted small group support to increase reading comprehension.

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 monitor student progress using FAST PM1, PM2, and PM3. We will also use Acadience Reading to assess three times a year and progress monitor. Our teachers will meet regularly with the reading coach to analyze data and respond to the data. We will adjust small group instruction as needed based these assessments.

Person responsible for monitoring outcome

Alexandra Scamahorn

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:

Small group instruction allows students the opportunity to receive specific instruction and feedback. Direct-explicit instruction of strategies and how to apply them to a variety of texts will happen using district adopted curriculum. Explicit fluency instruction: Accuracy in word reading refers to the ability to decode words correctly and store an accurate representation of the words in memory for instant recall. Accuracy in decoding is the result of secure knowledge of letter-sound associations. Fluency

teaching activities include repeated reading, choral reading, echo reading, paired/partner reading, readers theater, audio-assisted reading Explicit Comprehension Strategy instruction will happen before, during and after instruction using a variety of activities such as, activating prior knowledge, generating questions, identifying main idea, paraphrasing and summarizing.

Rationale:

All the interventions selected have strong evidence showing they are effective strategies. They are also all listed in our district CERP.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Progress Monitoring

Person Monitoring:

Alexandra Scamahorn

By When/Frequency:

monthly

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

Using screeners and progress monitoring tools, the teachers and reading coach will form small groups based on student need. We will monitor the effectiveness of our small group instruction by conducting frequent progress monitoring. This includes built-in assessments in PRIDE and Corrective, Acadience Progress Monitoring, and teacher-created assessments. This data will be compiled into Google Sheets and analyzed weekly at PLCs. Alex Scamahorn, the reading coach, will help teachers enter the data as needed and will meet with teams regularly to monitor small group instruction.

Action Step #2

Provide Evidence Based Instruction

Person Monitoring:

Alexandra Scamahorn

By When/Frequency:

daily

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

All small groups will use evidence-based, district-approved programs and/or materials to provide rigorous, targeted instruction. Students will be placed in intervention programs based on need and district approval. This includes PRIDE in the lower grades and Corrective Reading in the upper grades. This instruction will be provided by Title I assistants who have completed the micro-credential program and who have been trained to deliver these reading interventions. ESE teachers and the reading coach will provide small group support by delivering Specially Designed Instruction using approved materials and evidence-based practices. We will monitor progress on a frequent basis (weekly for tier 3 groups and bi-weekly for tier 2 groups).

Area of Focus #3

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

McRae's math proficiency for grades 3-6 was 69% for the 23-24 FAST PM3. This was a decrease from the 22-23 school year, which was 73%. Learning gains for the lowest quartile averaged to 60%. Because of this, our focus is to increase the learning gains for students in the lowest quartile.

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.

Proficiency levels in math exceeded the district average in grades 4 and 5. Grades 3 and 6 did not. Third grade math proficiency tied with the district at 66% and sixth grade math was 10 points below the county average at 64%. Because of this, these two grades will be areas of focus to improve math achievement.

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.

Progress will be monitored using FAST PM1, PM2, and PM3, as well as with iReady diagnostics. Teachers will also monitor progress using exit tickets and teacher-created assessments at weekly PLCs with the help of the math coach. This will help us identify where small group instruction needs to be intensified for students in the lowest quartile.

Person responsible for monitoring outcome

Tara Lybarger

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:

Monitor & Reflect on the Problem-Solving Process: Monitoring and reflecting during problem solving helps students think about what they are doing and why they are doing it, evaluate the steps they are taking to solve the problem and connect new concepts to what they already know, which will help students master multi-step or complex problems. Individual & Small Group Instruction: Allows student

additional opportunities for unique practice with a variety of problem solving strategies while receiving specific teacher feedback and working with peers. Visual Representations: Visual models allow students who have difficulty grasping the relationship between math representations and abstract symbols to understand this across math concepts and ideas.

Rationale:

Monitor and reflect on the problem-solving process shows strong evidence for effectiveness, particularly with 4th - 6th grade. Visual representations shows promising evidence for effectiveness in grades PreK - 6th. Individual/small group instruction shows strong evidence for effectiveness in all grades.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate 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

Target instructional practice for students in the lowest quartile

Person Monitoring:

Tara Lybarger

By When/Frequency:

Weekly

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

With the math coach, classroom and ESE teachers will identify students in the lowest quartile. They will determine the area of deficiency for each student and group them accordingly. Teachers will then provide explicit instruction to address the deficiency.

Action Step #2

Tier I instructional practice in 6th grade

Person Monitoring:

Tara Lybarger

By When/Frequency:

Weekly

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

The math coach, Tara Lybarger, will meet at least weekly with the sixth grade math teacher. This teacher has taught Kindergarten for several years and will need training on tier I math instruction at the sixth grade level. The math coach will model and observe lessons and provide feedback as needed.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

This area was chosen because Student Collaboration dropped by 2.6% on our Student Climate/Culture survey results. Student collaboration increases student learning because it improves critical thinking skills and problem-solving skills. This ties in with our ELA and Math goals of increasing learning gains for our students in the lowest quartile. All students are held accountable. Student collaboration also increases confidence and social skills, which can positively impact their academic achievement.

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.

In 2023-2024, 95% of students either agreed or strongly agreed that they had the skills to engage in student collaboration. Our goal is to increase this to 96%.

Monitoring

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

Student Collaboration will be monitored through Classroom Walkthroughs. Teachers will be trained in Total Participation Techniques during PrePlanning and will implement these strategies. Learning is an active process. Using these techniques will allow our students to stay alert and focused on the content of lessons. Students will build better relationships and our classrooms will have a more cohesive community of learners.

Person responsible for monitoring outcome

Tammy Winkler- Tracy Burt

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:

Create an active classroom with high student engagement and a positive climate.

Rationale:

Students will experience increased participation, deeper learning, and higher cognitive engagement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Student Collaboration with Total Participation Techniques

Person Monitoring:

Tammy Winkler

By When/Frequency:

Walk-Throughs- PLC Notebook Checks- Weekly

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

Teachers will be trained in Total Participation Techniques. While planning lessons in PLC, teachers will plan the strategy that they will use the following week and then teach the lesson, while implementing the technique. Admin will monitor this with weekly walk-throughs and PLC binder reviews.

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.

Our School Improvement Plan will be shared with our SAC committee. We will collaborate and share ideas for school improvement and family engagement. This plan will also be shared with our faculty and be posted on McRae Elementary's website.

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))

McRae Elementary will continue to build positive relationships with the families that we serve and our community by keeping them informed of our accomplishments and our goals. These will be shared through our newsletter, during assemblies, and using our Facebook page. This information will also be shared with our SAC committee and member will contribute ideas for school improvement. Parents will have constant access to their student's data and grades through Synergy. Teachers will meet with parents to discuss their child's progress. Our school will have several Title 1 events throughout the school year to promote family participation and engagement.

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))

Teachers will review curriculum maps created by district specialists. They will meet weekly during PLC time and will focus on grade level standards and on planning effective lessons. They will implement Total Participation strategies to increase student engagement and collaboration. Data will be reviewed 3 times per year and small groups will be formed to meet the needs of students. Our coaches, general education/ESE teachers, and Title 1 assistants will provide targeted support to students using researched-based programs and strategies. We will continue to encourage teachers to complete the LETRS training so that high effect strategies can be used in science, math and social studies classes.

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))

Our counselor, social worker, behavior site coach, and nurse are available to serve students and families in need of extra support. Our Student Success Team meets with families to problem solve and to provide additional resources. We work with Vision is Priceless to provide glasses to our students. Waste Not, Want Not, the Reinhold Foundation, and other donors have supported our Weekend Feeding Program. Our K-Kids club provides hygiene supplies.

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)).

Our PBIS committee creates expectations for the common areas of our school. These procedures and rules are clearly explained to all students by Principal Winker the first week of school. The expectations are posted, reviewed, and modeled throughout the year. Students are reminded of procedures/rules, especially when we see misbehavior and after longer breaks. Employees are posted around campus to monitor behavior and to keep students on track. Teachers collaborate with students to create class procedures and rules. They provide models of these expectations, and students are recognized for doing the right thing. When we noticed that students need more support, we create behavior plans and students participate in social skills activities.

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)).

McRae is the Hidden Gem of Clay County. We are a family. We help and support each other. Everyone has someone to go to for support. Every team has a team lead. We have 2 instructional coaches. A team of teachers attend OneClay Leadership and the ESE Summit every summer to be prepared to share resources and strategies. This year, we also attended Get Your Teach On! Groups of teachers meet in PLCs every week and focus on standards, assessments, data, and small group targeted support. Every PLC has a leader trained in highly effective PLC work. Teachers attend ongoing OneClay Quarterly meetings. District Coaches offer Quarterly Meetings. All teachers are encouraged to complete LETRS training focused on researched-based practices. All of our Title 1 assistants have completed MicroCredentials trainings. Teachers know that they can reach out at any time for additional support. We offer collaborative lesson planning, data analysis, and provide model lessons. We debrief after walk-throughs and observations to celebrate great teaching strategies and to tweak instruction.

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))

Our Pre-K teachers and assistants teach Pre-K students how to do school. They prepare them for kindergarten by helping them to learn how to listen to instruction and collaborate with peers. They help them to build independence by modeling effective, respectful communication and self care.

They are given support as they learn basic skills and complete tasks independently. They are constantly reminded that they are moving up to Kindergarten and need to be ready. As they learn all of these skills and behaviors, their confidence grows.

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

Clay County Schools

OAKLEAF HIGH SCHOOL

A word cloud graphic featuring various educational and improvement-related terms. The words are arranged in a cluster, with 'students' and 'school improvement' being the largest and most prominent. Other significant words include 'leadership', 'success', 'learning', 'relationships', 'instruction', and 'growth'. Smaller words include 'teaching', 'achievement', 'vision', 'collaboration', 'supportive environment', 'resources', 'areas of focus', 'ambitious', 'analysis', 'striving', 'family and community involvement', 'needs assessment', 'strategic planning', 'collaboration', 'supportive environment', 'resources', 'areas of focus', 'instruction', and 'growth'. The words are in shades of blue and yellow.

family and community involvement
needs assessment
mission
Florida
college and career
analysis
students
ambitious
leadership
school improvement
striving
teaching
achievement
relationships
supportive environment
resources
success
strategic planning
collaboration
vision
learning
areas of focus
instruction
growth



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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 Oakleaf High School is to provide a safe, appropriate, and effective learning environment that will meet the needs of the students and assist the students in accomplishing educational goals that are significant for the world of work and for higher learning pursuits.

Provide the school's vision statement

By providing the best education possible, we are giving our students the “armor” to succeed in their lifelong endeavors.

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

Justin Fluent

Position Title

Principal

Job Duties and Responsibilities

School Principal

Evaluator for: Career Technical Education (CTE), PE, NJROTC, Athletic Director, Deans, and Assistant Principals.

Oversees the following areas: Budget, Hiring, Curriculum Council, SAC, School Improvement Plan, Teacher and Room Assignments, Field Trips, Contracts, and Workers Comp. Rep.

Leadership Team Member #2

Employee's Name

Toyia Haile

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal 12th Grade Administrator

Evaluator for: Science, ESE, and Credit Recovery Labs

Oversees the following areas: ESE, 504 Plans, Biology Proficiency, Advanced Placement Program, Principal Reviews, Professional Development, PBIS, English Language Learners, Summer School Coordinator, Teacher of the Year, School Related Employee of the Year, Teacher Support/ Appreciation, and Enrollment Issues.

Leadership Team Member #3

Employee's Name

Christina Thompson

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal 11th Grade Administrator

Evaluator for: Math and Guidance.

Oversees the following areas: Graduation Rate, Math Proficiency, learning gains, lower quartile, Master Schedule, Principal Reviews, Grad Tracker, Duty Roster, FTE, Guidance/504 Compliance, Edgenuity, Grade Changes, and Title IX Leader.

Leadership Team Member #4

Employee's Name

Lance Linscomb

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal 10th Grade Administrator

Evaluator for: Social Studies, Spanish, and Fine Arts.

Oversees the following areas: US History Proficiency, US History Learning Gains and Lower Quartile, Facilities, Event Calendar, Parent Academy Coordinator, Work Orders, Custodians, Textbooks, Keys, Drills - Bus/Fire/Lockdown/Weather, Emergency Manual, Threat Assessments Leader, Student Success Leader, School Safety Leader, Out-of-Field Teachers, and ESOL Out-of Field letters.

Leadership Team Member #5

Employee's Name

Norman Ritz

Position Title

SAC Chair and Teacher

Job Duties and Responsibilities

Writer of the School Improvement Plan, Teacher of AP English Language and Composition, AP Research, and English III. School Advisory Committee Chair, National English Honor Society Advisor, National Beta Club Sponsor, and Miss OHS Director.

Leadership Team Member #6

Employee's Name

Brittany McKenzie

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal 9th Grade Administrator

Evaluator for: English, Intensive Reading, and Media Center

Oversees the following areas: ELA Proficiency, Learning Gains, Lower Quartile, FAST and EOC Testing, Property, Literacy Leader, Social Media, Webmaster, Chromebooks, New Teacher Orientation, Planner and Discipline Writer, FIC and Roster Verification.

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.

At Oakleaf High School, our School Advisory Council seeks input from our stakeholders, which include the school leadership team, teachers, staff, parents, students, and the community. At the start of the year, the SAC leader meets with the school leadership team to discuss potential target areas to focus on. After that initial meeting, the School Improvement Plan is drafted and presented to the leadership team. Once the leadership team approves the plan, it is introduced to the stakeholders at our first SAC meeting. Stakeholders are given an opportunity to voice comments and concerns before approving the plan.

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 School Advisory Council at Oakleaf High School meets quarterly with stakeholders (school leadership team, teachers, staff, parents, and students) to discuss and monitor the implementation and impact of our Improvement Plan and make revisions as necessary.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH PK, 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	70.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	44.3%
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: B 2020-21: 2019-20: A

E. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

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
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

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
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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 *	66	64	55	60	57	50	56	56	51
ELA Grade 3 Achievement **									
ELA Learning Gains	65	62	57				52		
ELA Learning Gains Lowest 25%	65	62	55				39		
Math Achievement *	70	61	45	51	50	38	45	35	38
Math Learning Gains	68	60	47				51		
Math Learning Gains Lowest 25%	72	61	49				38		
Science Achievement *	81	80	68	77	74	64	80	43	40
Social Studies Achievement *	86	83	71	83	80	66	82	48	48
Graduation Rate	97	94	90	97	95	89	97	75	61
Middle School Acceleration								39	44
College and Career Readiness	60	60	67	62	63	65	69	78	67
ELP Progress	70	51	49	61	52	45	55		

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	73%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	798
Total Components for the FPPI	11
Percent Tested	97%
Graduation Rate	97%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
73%	71%	60%	58%		61%	61%

* 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	55%	No		
English Language Learners	70%	No		
Asian Students	83%	No		
Black/African American Students	69%	No		
Hispanic Students	75%	No		
Multiracial Students	73%	No		
White Students	77%	No		
Economically Disadvantaged Students	70%	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	48%	No		
English Language Learners	61%	No		
Asian Students	88%	No		
Black/African American Students	64%	No		
Hispanic Students	72%	No		
Multiracial Students	75%	No		
White Students	77%	No		
Economically Disadvantaged Students	66%	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	42%	No		
English Language Learners	56%	No		
Native American Students				
Asian Students	83%	No		
Black/African American Students	55%	No		
Hispanic Students	63%	No		
Multiracial Students	68%	No		
Pacific Islander Students				
White Students	65%	No		
Economically Disadvantaged Students	55%	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	66%		65%	65%	70%	68%	72%	81%	86%		97%	60%	70%
Students With Disabilities	30%		47%	48%	41%	58%	67%	56%	77%		98%	23%	
English Language Learners	56%		63%	70%	82%	70%		75%	80%		92%	48%	68%
Asian Students	92%		82%		81%	61%		95%	92%		100%	64%	
Black/African American Students	58%		65%	62%	62%	70%	72%	74%	80%		99%	49%	67%
Hispanic Students	66%		65%	75%	75%	67%	74%	83%	90%		92%	63%	73%
Multiracial Students	67%		58%	45%	71%	70%	82%	79%	91%		100%	62%	
White Students	71%		64%	67%	77%	67%	72%	89%	92%		96%	70%	
Economically Disadvantaged Students	59%		64%	65%	66%	65%	72%	76%	80%		94%	55%	74%

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	60%				51%			77%	83%		97%	62%	61%
Students With Disabilities	36%				33%			44%	63%		90%	19%	
English Language Learners	40%				55%			68%	80%		82%	33%	69%
Asian Students	81%				85%			93%	89%		100%	78%	
Black/African American Students	50%				44%			66%	79%		97%	47%	
Hispanic Students	60%				50%			81%	86%		95%	67%	68%
Multiracial Students	61%				60%			78%	85%		97%	68%	
White Students	69%				54%			85%	85%		97%	71%	
Economically Disadvantaged Students	50%				47%			69%	79%		95%	57%	67%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	56%		52%	39%	45%	51%	38%	80%	82%		97%	69%	55%
Students With Disabilities	22%		30%	24%	19%	37%	38%	53%	65%		93%	41%	
English Language Learners	25%		43%	35%	39%	61%		60%	78%		97%	63%	55%
Native American Students													
Asian Students	79%		69%		69%	77%		91%	90%		97%	90%	
Black/African American Students	48%		50%	35%	37%	46%	29%	75%	75%		96%	60%	
Hispanic Students	51%		51%	37%	47%	55%	50%	77%	88%		99%	74%	63%
Multiracial Students	68%		55%	46%	53%	57%	50%	90%	94%		100%	69%	
Pacific Islander Students													
White Students	62%		52%	47%	50%	52%	48%	85%	84%		98%	72%	
Economically Disadvantaged Students	46%		44%	34%	36%	46%	32%	71%	75%		96%	65%	58%

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

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

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	65%	62%	3%	53%	12%
Ela	9	65%	61%	4%	53%	12%
Biology		81%	77%	4%	67%	14%
Algebra		56%	61%	-5%	50%	6%
Geometry		74%	68%	6%	52%	22%
History		86%	81%	5%	67%	19%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		20%	16%	4%	16%	4%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		33%	22%	11%	27%	6%
Algebra		27%	24%	3%	17%	10%
Geometry		17%	23%	-6%	16%	1%
History		33%	34%	-1%	29%	4%

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?

Our most improved performing area of the 2023-24 school year was our Math Assessments Scores, which increased 19 points during the school year. This improvement was made possible by the leadership of Christina Thompson, the newly hired math coach, and her team of teachers. The department used its PLCs to compare data and make improvements as needed. Another reason for the increase was the split of Algebra 1 into two courses: Algebra 1a and 1b.

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-performing area of the 2023-24 school year was our Acceleration Points. Acceleration Points are comprised of our Career and Technical Education (CTE) program, Advanced Placement (AP) program, Dual Enrollment (DE), and Advanced International Certificate of Education (AICE) program. The factors that contributed to this area being the lowest were our CTE and AP program test results being below the state average.

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, while only 2 points, was in our Acceleration Points. The factor that caused this drop was that our CTE students started to test later in their programs. Students in DIT, Photo, TV Production, and Fashion have moved from needing one certification assessment to students two. In our AP department, our overall pass rate has stayed the same with little to no improvement.

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.

Our greatest gap is in the area of Mathematics Proficiency. The state average was 53%, and our school averaged a 70% proficiency rate. The factors that went into this were the intentional planning through the department, the strategic scheduling of students into classes with smaller numbers, and

splitting courses into two, such as our Algebra course.

EWS Areas of Concern

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

No Answer Entered

Highest Priorities

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

1. Acceleration Points- CTE, AICE, AP, and DE.
2. ELA Learning Gains with our ELL students and lower 25%.
3. US History Proficiency
4. Science Proficiency
5. Mathematics Proficiency

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

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.

Benchmark-Based Planning Focus: Ensuring that lesson delivery, materials, tasks, and assessments are fully aligned to grade-level benchmarks. A slight majority of core content teachers exhibit fully aligned lessons and tasks. The SWD population will receive push-in support from our ESE teachers, who will attend PLC with the content area they support to provide aligned support for our SWD population.

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 teachers will engage in successful benchmark-based instruction planning procedures.

- Our ELA department in 9th and 10th grade will focus on our lower 25% and "bubble" students, and 11th and 12th-grade students will reach proficiency on their SAT, ACT, or retakes by the end of the 2024-2025 academic school year.
- Our Math department will use our Math Coach to increase proficiency with our lower 25% and "bubble" students.
- Our Science department will focus on strong PLCs within the Biology team, with an increase in newer teachers in this subject, and we have created a goal to increase by 4 points this year.
- Our Social Studies department will focus on solid PLCs within the US History team by meeting with our English 3 teachers to conduct cross-content lessons to help increase our proficiency by 4 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.

Monitoring will be done weekly during the administration meeting. During that time, Mr. Fluent will review the weekly Walkthrough data to ensure Benchmark alignment of lessons, materials, and

learning tasks in the classroom.

Person responsible for monitoring outcome

Justin Fluent, Christina Thompson, Brittany McKenzie, Lance Linscomb, and Toyia Haile.

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:

Through the use of CCSD's Vision for Excellent Instruction, teachers will be expected to focus on four key areas of instruction: Rigor, Engagement, Student Ownership, and Student Demonstration of Understanding. We will emphasize the importance of small-group instruction and remediation techniques catered to individual student needs. Teachers will be given feedback through our walkthrough and evaluation instruments. They will also be provided with common planning time with teachers who teach the same subject-area. We will also carve out one hour weekly for teachers to work together through a Professional Learning Community. Small-groups are put together based on results from common assessments, and students are paired based on achievement. Teachers will work the room to ensure all groups are monitored and pull students in for one-on-one instruction.

Rationale:

These strategies were cultivated through collaboration with district leaders, curriculum specialists, administration, and teacher leaders. Small-group instruction (differentiation) is a research-backed strategy that has shown over time to be effective - especially with students who have struggled previously (e.g., lower-quartile students).

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Relationship between the SIP and Instructional Practices.

Person Monitoring:

Justin Fluent

By When/Frequency:

PD will be ongoing, but the initial training will be completed during pre-planning during the week of August 5th.

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

Train the school leadership team and teachers on the relationship between the SIP and the benchmark-based initiative requirement, in addition to Florida Benchmarks and item specifications.

Action Step #2

Teacher Support and Training

Person Monitoring:

Justin Fluent, Christina Thompson, Brittany McKenzie, Lance Linscomb, and Toyia Haile.

By When/Frequency:

Monthly during PLC's.

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

Administrators will engage in PLCs to support and provide Professional Development to teachers, with a focus on Aligning to benchmarks. Teachers will implement PD to create benchmark-aligned lessons, activities, and assessments through PLC's.

Action Step #3

Classroom Walkthroughs

Person Monitoring:

Justin Fluent

By When/Frequency:

Weekly

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

Mr. Fluent will have his leadership team complete 20 classroom Walkthroughs weekly to ensure the Clay County Vision of Excellence is observed.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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 area of focus is to implement and coordinate PBIS expectations schoolwide in order to create a positive climate and culture at Oakleaf High School.

Measurable Outcome

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

By successfully implementing PBIS systems at Oakleaf High School, we will see a 10% decrease in the incidence of student tardiness to class and out-of-school Suspensions.

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.

PBIS will be pushed daily in classrooms by utilizing PBIS Points for positive student behaviors, which

include timely arrival to class, overall attendance, and exhibiting positive behaviors. Additional monitoring will be done through the Restorative Practices Program, monitored by the Dean of Students to ensure that the program is run with fidelity.

Person responsible for monitoring outcome

Justin Fluent

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:

By incorporating PBIS expectations into our daily instructional practices, we will both directly and indirectly expose students and faculty to the 5 Social Emotional Competencies. Teaching self-awareness, Responsible Decision Making Skills, Relationship Skills, and Social Awareness Skills.

Rationale:

According to the Collaborative for Academic, Social and Emotional Learning (CASEL), "Social and emotional learning (SEL) enhances students' capacity to integrate skills, attitudes, and behavior to deal effectively and ethically with daily tasks and challenges. CASEL's integrated framework promotes intrapersonal, interpersonal and cognitive competence."

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

PBIS

Person Monitoring:

Cathy Lyles, David Bradley, and Joseph Anderson.

By When/Frequency:

Weekly

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

PBIS Lesson plans, classroom management resources, positive teacher recognition, positive student recognition, and providing tips and strategies teachers can use when communicating with parents. Oakleaf High School will continue to include parents in academic decisions for their children by holding quarterly meetings to share the results of academic testing, grading, acceleration opportunities, and college and career opportunities. The school will utilize parent call-outs, emails, social media, and the school marquee to inform parents are engagement opportunities. In addition, the leadership team will continue to have an open door policy for parents and are available to address constituent concerns.

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

Clay County Schools

OAKLEAF JUNIOR HIGH



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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 Oakleaf High School is to provide a safe, appropriate, and effective learning environment that will meet the needs of the students and assist the students in accomplishing educational goals that are significant for the world of work and for higher learning pursuits.

Provide the school's vision statement

OLJH exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

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

Tiffany Walthour

Position Title

Math Teacher

Job Duties and Responsibilities

1. Establish a safe, respectful and inclusive classroom climate conducive to learning.
2. Demonstrate an interest in and a willingness to assist students inside and outside the classroom.
3. Maintain a growth mindset toward student learning, teaching practice, and personal/collective professional development.
4. Demonstrate preparation of standards-based lessons in alignment with measures of student progress.
5. Demonstrate general knowledge of the subject area.
6. Adapt instruction through a multi-tiered system of support to meet the learning needs of all students.
7. Maintain a positive relationship and ongoing communication with students, families,

colleagues, and supervisors.

8. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues.
9. Evaluate students' progress through a variety of informal and formal assessments on an ongoing basis to inform instruction.
10. Maintain and update appropriate documentation of student progress.
11. Perform other duties as requested by the Principal.
12. Serves as the Department Chair, member of the School Based Leadership Team, and Curriculum Council for Oakleaf Junior High.

Leadership Team Member #2

Employee's Name

Wilnitra Dixon

Position Title

Principal

Job Duties and Responsibilities

1. Ensure compliance with established rules, and laws in the daily operation of the school.
2. Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing and communications with parents, students, and teachers.
3. Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement Standards as established by the Florida Department of Education.
4. Coordinate school advisory council activities and implement a school improvement plan.
5. Coordinate efficient utilization of school facilities and ensure proper security, maintenance and cleanliness of the campus.
6. Be responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database.
7. Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data.
8. Be responsible for effective business management operations, the development of a school budget and efficient cost accounting.
9. Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County District Schools Code of Student Conduct.
10. Be responsible for faithfully and effectively implementing school/district personnel procedures

including: interviewing, hiring, evaluating school staff and coordinating teacher induction programs, and administering master contracts.

11. Coordinate supervision of extra-curricular activities and duty assignments.
12. Provide a safe learning environment through preparation and implementation of emergency evacuation plans, fire drills, etc.
13. Be responsible for implementing programs designed to meet the needs of special student populations (Ex. ESE, Title I, 504s, Drop Out Prevention, etc.).
14. Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards.
15. Be responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory.
16. Provide for the purchase of appropriate textbooks, equipment and other instructional materials necessary to meet the needs of the students.
17. Serve on district wide committees when requested.
18. Be responsible for the development and implementation of a school technology plan.
19. Be responsible for the performance of all personnel employed by the School Board and assigned to the school site.
20. Provide leadership for the implementation of the Principles of Professional Conduct for the Education Profession.
21. Provide leadership in the implementation of the district and state assessments and other tests designed and adopted to measure student achievement.
22. Communicate effectively, both orally and in writing, with parents, staff, students and community.
23. Maintain visibility and accessibility on the school campus.
24. Serve as coach/mentor to Assistant Principals, new Principals or others who are preparing for School Principal certification.
25. Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum.
26. Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position.

Leadership Team Member #3

Employee's Name

Stephany Wilson

Position Title

Science Teacher

Job Duties and Responsibilities

1. Establish a safe, respectful and inclusive classroom climate conducive to learning.
2. Demonstrate an interest in and a willingness to assist students inside and outside the classroom.
3. Maintain a growth mindset toward student learning, teaching practice, and personal/collective professional development.
4. Demonstrate preparation of standards-based lessons in alignment with measures of student progress.
5. Demonstrate general knowledge of the subject area.
6. Adapt instruction through a multi-tiered system of support to meet the learning needs of all students.
7. Maintain a positive relationship and ongoing communication with students, families, colleagues, and supervisors.
8. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues.
9. Evaluate students' progress through a variety of informal and formal assessments on an ongoing basis to inform instruction.
10. Maintain and update appropriate documentation of student progress.
11. Perform other duties as requested by the Principal.
12. Serves as the Department Chair, member of the School Based Leadership Team, and Curriculum Council for Oakleaf Junior High.

Leadership Team Member #4

Employee's Name

Tarico Williams

Position Title

Career Technical Education Teacher

Job Duties and Responsibilities

1. Establish a safe, respectful and inclusive classroom climate conducive to learning.
2. Demonstrate an interest in and a willingness to assist students inside and outside the classroom.
3. Maintain a growth mindset toward student learning, teaching practice, and personal/collective professional development.

4. Demonstrate preparation of standards-based lessons in alignment with measures of student progress.
5. Demonstrate general knowledge of the subject area.
6. Adapt instruction through a multi-tiered system of support to meet the learning needs of all students.
7. Maintain a positive relationship and ongoing communication with students, families, colleagues, and supervisors.
8. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues.
9. Evaluate students' progress through a variety of informal and formal assessments on an ongoing basis to inform instruction.
10. Maintain and update appropriate documentation of student progress.
11. Perform other duties as requested by the Principal.
12. Serves as the Department Chair, member of the School Based Leadership Team, and Curriculum Council for Oakleaf Junior High.

Leadership Team Member #5

Employee's Name

Florence Lafontant

Position Title

Assistant Principal

Job Duties and Responsibilities

Instructional leader for the Exceptional Education and Social Studies Departments. Collaborates with staff to ensure student safety and grade appropriate level instruction takes place. Collaborates with the School Principal to determine core needs for Support Facilitators and self contained classrooms to ensure student needs are met for students with disabilities. Serves as a lead for PLC content area groups and as an active member of the School Based Leadership Team (SBLT), Administrative Team, and conducts classroom walkthroughs to provide teachers with instructional support. Mrs. Lafontant is the lead for the Oakleaf Junior High MTSS team. In addition, Mrs. Lafontant manages student discipline concerns and serves as the lead for the PBIS team.

Leadership Team Member #6

Employee's Name

Joshua Freeman

Position Title

Assistant Principal

Job Duties and Responsibilities

Instructional leader who works to ensure student safety and grade appropriate level instruction takes place. Collaborates with the School Principal to generate a master schedule in alignment with District and State expectations for student achievement. Ensures appropriate staff members are trained for the administration of local and state assessments for students. Serves as a lead for PLC content area groups. In addition, Mr. Freeman serves as an active member of the School Based Leadership Team (SBLT), School Advisory Council (SAC), Administrative Team, and conducts classroom walkthroughs to provide teachers with instructional support.

Leadership Team Member #7**Employee's Name**

Carnell Penn

Position Title

Dean of Student Culture

Job Duties and Responsibilities

1. Establish a safe, respectful and inclusive classroom climate conducive to learning.
2. Demonstrate an interest in and a willingness to assist students inside and outside the classroom.
3. Maintain a growth mindset toward student learning, teaching practice, and personal/collective professional development.
4. Demonstrate preparation of standards-based lessons in alignment with measures of student progress.
5. Demonstrate general knowledge of the subject area.
6. Adapt instruction through a multi-tiered system of support to meet the learning needs of all students.
7. Maintain a positive relationship and ongoing communication with students, families, colleagues, and supervisors.
8. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues.
9. Evaluate students' progress through a variety of informal and formal assessments on an ongoing basis to inform instruction.
10. Maintain and update appropriate documentation of student progress.
11. Perform other duties as requested by the Principal.
12. Serves as the Department Chair, member of the School Based Leadership Team, and

Curriculum Council for Oakleaf Junior High.

Leadership Team Member #8

Employee's Name

Cheryl McGuffie

Position Title

Exceptional Education Support Facilitator

Job Duties and Responsibilities

1. Establish a safe, respectful and inclusive classroom climate conducive to learning.
2. Demonstrate an interest in and a willingness to assist students inside and outside the classroom.
3. Maintain a growth mindset toward student learning, teaching practice, and personal/collective professional development.
4. Demonstrate preparation of standards-based lessons in alignment with measures of student progress.
5. Demonstrate general knowledge of the subject area.
6. Adapt instruction through a multi-tiered system of support to meet the learning needs of all students.
7. Maintain a positive relationship and ongoing communication with students, families, colleagues, and supervisors.
8. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues.
9. Evaluate students' progress through a variety of informal and formal assessments on an ongoing basis to inform instruction.
10. Maintain and update appropriate documentation of student progress.
11. Perform other duties as requested by the Principal.
12. Serves as the Department Chair, member of the School Based Leadership Team, and Curriculum Council for Oakleaf Junior High.

Leadership Team Member #9

Employee's Name

Karen Miller

Position Title

Exceptional Education Support Facilitator

Job Duties and Responsibilities

1. Establish a safe, respectful and inclusive classroom climate conducive to learning.
2. Demonstrate an interest in and a willingness to assist students inside and outside the classroom.
3. Maintain a growth mindset toward student learning, teaching practice, and personal/collective professional development.
4. Demonstrate preparation of standards-based lessons in alignment with measures of student progress.
5. Demonstrate general knowledge of the subject area.
6. Adapt instruction through a multi-tiered system of support to meet the learning needs of all students.
7. Maintain a positive relationship and ongoing communication with students, families, colleagues, and supervisors.
8. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues.
9. Evaluate students' progress through a variety of informal and formal assessments on an ongoing basis to inform instruction.
10. Maintain and update appropriate documentation of student progress.
11. Perform other duties as requested by the Principal.
12. Serves as the Department Chair, member of the School Based Leadership Team, and Curriculum Council for Oakleaf Junior High.

Leadership Team Member #10

Employee's Name

Natasha Horne

Position Title

School Counselor

Job Duties and Responsibilities

1. Designs and implements a data-driven, comprehensive school counseling program for all students that promote students' development of learning skills, social skills, self-management,

and college/career readiness skills.

2. Provides direct services to all students that include, but not limited to, individual counseling and student planning, classroom lessons, small group counseling, and preventative and responsive services.
3. Provides indirect services on behalf of students that include, but not limited to, referrals for additional assistance and consultation/collaboration with parents, teachers, administrators, and other stakeholders to create a learning environment promoting educational equity, access, and success for every student.
4. Uses the skills of leadership, advocacy and collaboration to improve the academic, social/emotional, and post-graduate success of all students.
5. Supports educational and mental health services through preventative and tiered intervention strategies.
6. Coordinate and initiate referrals of students to services and agencies. Collaborates with both school based and community providers to enhance student access to resources.
7. Collaborates and consults with school and itinerant staff and exceptional student services in the analysis of student performance data to facilitate appropriate placements and in the development of effective plans for improving academic, social/emotional, and post-graduate outcomes for students.
8. Assists students in making appropriate choices of school courses of study, in making transitions from one school level to another, and in exploring post-secondary options.
9. Consults with parents/guardians to support the social/emotional, educational, and occupational well-being of all students.
10. Collaborates with the school leadership team to ensure that school resources are directed toward meeting students' needs that promote the social/emotional and academic development of all students.
11. Participates in training programs and district provided professional development as assigned or appropriate to keep abreast of current practices, community opportunities, district initiatives and programs, and legal issues. This information is disseminated to school leaders and staff as needed.
12. Communicates school counseling services and programs to school staff, parents, and community.
13. Reviews and disaggregates achievement, attendance, behavior, graduation, and post-secondary data to identify and implement interventions, advance student outcomes, and promote equity and access.
14. Uses legal and ethical decision-making based on standards and principles of the school counseling profession and educational systems, including district and building policies.
15. Utilizes technology effectively and efficiently in the school counseling program.
16. Twelve (12) month school counselors/department leads implement program goals,

disseminate professionally relevant information, and provide basic leadership and guidance to school counselors in a school counseling department.

17. Perform other such duties as assigned by the Principal.
18. Serves as the Department Chair, member of the School Based Leadership Team, and Curriculum Council for Oakleaf Junior High.
19. Serves as a member of the Threat Assessment Team for Oakleaf Junior High School.

Leadership Team Member #11

Employee's Name

Kendra Baum

Position Title

Social Studies Teacher

Job Duties and Responsibilities

1. Establish a safe, respectful and inclusive classroom climate conducive to learning.
2. Demonstrate an interest in and a willingness to assist students inside and outside the classroom.
3. Maintain a growth mindset toward student learning, teaching practice, and personal/collective professional development.
4. Demonstrate preparation of standards-based lessons in alignment with measures of student progress.
5. Demonstrate general knowledge of the subject area.
6. Adapt instruction through a multi-tiered system of support to meet the learning needs of all students.
7. Maintain a positive relationship and ongoing communication with students, families, colleagues, and supervisors.
8. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues.
9. Evaluate students' progress through a variety of informal and formal assessments on an ongoing basis to inform instruction.
10. Maintain and update appropriate documentation of student progress.
11. Perform other duties as requested by the Principal.
12. Serves as the Department Chair, member of the School Based Leadership Team, and Curriculum Council for Oakleaf Junior High.

Leadership Team Member #12

Employee's Name

Sara Bucklin

Position Title

English Language Arts Teacher

Job Duties and Responsibilities

1. Establish a safe, respectful and inclusive classroom climate conducive to learning.
2. Demonstrate an interest in and a willingness to assist students inside and outside the classroom.
3. Maintain a growth mindset toward student learning, teaching practice, and personal/collective professional development.
4. Demonstrate preparation of standards-based lessons in alignment with measures of student progress.
5. Demonstrate general knowledge of the subject area.
6. Adapt instruction through a multi-tiered system of support to meet the learning needs of all students.
7. Maintain a positive relationship and ongoing communication with students, families, colleagues, and supervisors.
8. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues.
9. Evaluate students' progress through a variety of informal and formal assessments on an ongoing basis to inform instruction.
10. Maintain and update appropriate documentation of student progress.
11. Perform other duties as requested by the Principal.
12. Serves as the Department Chair, member of the School Based Leadership Team, and Curriculum Council for Oakleaf Junior High.

Leadership Team Member #13

Employee's Name

Michael Summers

Position Title

Band Director

Job Duties and Responsibilities

1. Establish a safe, respectful and inclusive classroom climate conducive to learning.
2. Demonstrate an interest in and a willingness to assist students inside and outside the classroom.
3. Maintain a growth mindset toward student learning, teaching practice, and personal/collective professional development.
4. Demonstrate preparation of standards-based lessons in alignment with measures of student progress.
5. Demonstrate general knowledge of the subject area.
6. Adapt instruction through a multi-tiered system of support to meet the learning needs of all students.
7. Maintain a positive relationship and ongoing communication with students, families, colleagues, and supervisors.
8. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues.
9. Evaluate students' progress through a variety of informal and formal assessments on an ongoing basis to inform instruction.
10. Maintain and update appropriate documentation of student progress.
11. Perform other duties as requested by the Principal.
12. Serves as the Department Chair, member of the School Based Leadership Team, and Curriculum Council for Oakleaf Junior High.

Leadership Team Member #14

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #15

Employee's Name

Heather Nimmo-Olsen

Position Title

Physical Education Teacher

Job Duties and Responsibilities

1. Establish a safe, respectful and inclusive classroom climate conducive to learning.
2. Demonstrate an interest in and a willingness to assist students inside and outside the classroom.
3. Maintain a growth mindset toward student learning, teaching practice, and personal/collective professional development.
4. Demonstrate preparation of standards-based lessons in alignment with measures of student progress.
5. Demonstrate general knowledge of the subject area.
6. Adapt instruction through a multi-tiered system of support to meet the learning needs of all students.
7. Maintain a positive relationship and ongoing communication with students, families, colleagues, and supervisors.
8. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues.
9. Evaluate students' progress through a variety of informal and formal assessments on an ongoing basis to inform instruction.
10. Maintain and update appropriate documentation of student progress.
11. Perform other duties as requested by the Principal.
12. Serves as the Department Chair, member of the School Based Leadership Team, and Curriculum Council for Oakleaf Junior High.
13. Serves as an Athletic Director for all sports of Oakleaf Junior High.

Leadership Team Member #16

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #17

Employee's Name

Michael Elia

Position Title

Assistant Principal

Job Duties and Responsibilities

Instructional leader who works to ensure student safety and grade appropriate level instruction takes place. Collaborates with the School Principal to determine core needs for Support Facilitators and self contained classrooms to ensure student needs are met for students with disabilities. Serves as a lead for PLC content area groups for Fine Arts, Physical Education, and Career Technical Education. Mr. Elia serves as the lead for compliance of school drills and documentation. In addition, collaborates with the district to ensure proper maintenance of school facilities with the completion of work orders. Serves as an active member of the School Based Leadership Team (SBLT), Administrative Team, and conducts classroom walkthroughs to provide teachers with instructional support. In addition, manages student discipline concerns.

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.

Community stakeholders and parents are invited to serve as member of the School Advisory Council (SAC). The SAC Committee consists of community business partners, parents, support staff, instructional staff, and administration at Oakleaf Junior High. Parents receive an invitation to complete an application of interest to be placed on the ballot to serve as a member of SAC. Next, there is a vote by ballot for parents to vote for parents to select parent representation. Instructional and support staff members are invited to submit an application to express interest in serving. Names of interested applicants are placed on a ballot and the staff votes by anonymous ballot. Any staff member interested may assist with counting the ballots. Applicants voted to serve on the SAC will remain on the council for a period of two years.

The School Based Leadership Team and the SAC Committee both review the current School Improvement Plan and provide input based on departments represented. Data, strategies, and practices from within each department are highlighted with desired outcomes for the School Improvement Plan(SIP).

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 School Based Leadership Team and the SAC Committee both review the current School Improvement Plan and provide input based on departments represented. Data, strategies, and practices from within each department are highlighted with desired outcomes for the School Improvement Plan(SIP).

The School Based Leadership Team (SBLT) and School Advisory Counsel (SAC) meets monthly to address school-wide initiatives and to provide feedback. Data collected from assessments,

walkthroughs, and discipline reports are reviewed to be addressed with input from the SBLT and SAC Committee. Input gathered from Professional Learning Communities (PLCs) will be used to make additional updates to the SIP as needed during the school year.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	73.5%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	52.3%
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: B* 2021-22: B 2020-21: 2019-20: A

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	0	0	0	0	0	0	84	112	196	
One or more suspensions	0	0	0	0	0	0	0	103	128	231	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	4	19	23	
Course failure in Math	0	0	0	0	0	0	0	11	28	39	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	54	82	136	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	57	58	115	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	0	0	0	0						0	
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	0	0					0	

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								78	103	181	

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	0	0	0	0	0	0	1	0	1	
Students retained two or more times	0	0	0	0	0	0	0	0	1	1	

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								92	112		204
One or more suspensions								120	110		230
Course failure in ELA											0
Course failure in Math									2		2
Level 1 on statewide ELA assessment								54	126		180
Level 1 on statewide Math assessment								31	77		108
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, 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								77	117		194

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 *	63	61	53	53	54	49	57	56	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	63	57	56				50		
ELA Learning Gains Lowest 25%	54	47	50				33		
Math Achievement *	71	72	60	65	69	56	58	33	36
Math Learning Gains	61	60	62				56		
Math Learning Gains Lowest 25%	60	57	60				49		
Science Achievement *	60	64	51	60	62	49	62	64	53
Social Studies Achievement *	80	83	70	79	81	68	81	59	58
Graduation Rate								63	49
Middle School Acceleration	57	61	74	57	63	73	63	46	49
College and Career Readiness								81	70
ELP Progress	49	56	49	42	44	40	44	67	76

*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 (FPP) 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	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	601
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
60%	62%	55%	49%		65%	63%

* 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	40%	Yes	3	
English Language Learners	49%	No		
Asian Students	80%	No		
Black/African American Students	57%	No		
Hispanic Students	62%	No		
Multiracial Students	57%	No		
White Students	71%	No		
Economically Disadvantaged Students	55%	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	29%	Yes	2	1
English Language Learners	42%	No		
Asian Students	84%	No		
Black/African American Students	54%	No		
Hispanic Students	62%	No		
Multiracial Students	68%	No		
White Students	69%	No		
Economically Disadvantaged Students	53%	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	37%	Yes	1	
English Language Learners	47%	No		
Native American Students				
Asian Students	84%	No		
Black/African American Students	49%	No		
Hispanic Students	56%	No		
Multiracial Students	56%	No		
Pacific Islander Students				
White Students	62%	No		
Economically Disadvantaged Students	49%	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	63%		63%	54%	71%	61%	60%	60%	80%	57%			49%
Students With Disabilities	38%		49%	39%	41%	52%	38%	29%	51%	26%			
English Language Learners	49%		54%	59%	47%	52%	48%	24%	68%	53%			32%
Asian Students	81%		74%		93%	56%		88%	95%	74%			
Black/African American Students	55%		57%	50%	61%	62%	60%	50%	73%	49%			
Hispanic Students	61%		64%	59%	71%	64%	70%	57%	80%	46%			43%
Multiracial Students	61%		56%	42%	71%	61%	40%	59%	85%	40%			
White Students	75%		71%	64%	80%	59%	59%	74%	86%	68%			
Economically Disadvantaged Students	56%		62%	52%	64%	58%	59%	50%	76%	46%			26%

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	53%				65%			60%	79%	57%			42%
Students With Disabilities	18%				31%			22%	53%	19%			
English Language Learners	25%				37%			39%	57%	36%			55%
Asian Students	76%				88%			93%	94%	67%			
Black/African American Students	43%				54%			50%	71%	53%			
Hispanic Students	51%				64%			61%	83%	53%			58%
Multiracial Students	59%				69%			76%	82%	55%			
White Students	60%				77%			63%	84%	62%			
Economically Disadvantaged Students	43%				55%			51%	70%	45%			56%

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	57%		50%	33%	58%	56%	49%	62%	81%	63%			44%
Students With Disabilities	22%		35%	26%	29%	45%	44%	32%	64%	36%			
English Language Learners	41%		43%	33%	36%	51%	50%	44%	83%	40%			44%
Native American Students													
Asian Students	83%		65%		88%	79%		90%	95%	89%			
Black/African American Students	48%		44%	26%	43%	54%	48%	46%	72%	56%			
Hispanic Students	58%		49%	36%	57%	52%	46%	61%	88%	58%			
Multiracial Students	61%		51%	29%	56%	56%	46%	66%	81%	58%			
Pacific Islander Students													
White Students	62%		53%	43%	70%	57%	51%	76%	86%	64%			
Economically Disadvantaged Students	50%		42%	27%	49%	50%	48%	51%	74%	47%			

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	7	65%	57%	8%	50%	15%
Ela	8	62%	58%	4%	51%	11%
Math	7	45%	49%	-4%	47%	-2%
Math	8	72%	70%	2%	54%	18%
Science	8	58%	59%	-1%	45%	13%
Civics		78%	81%	-3%	67%	11%
Algebra		96%	61%	35%	50%	46%
Geometry		100%	68%	32%	52%	48%
Ela	9	<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?

Areas of progress based on the F.A.S.T. Progress Monitoring 3 Assessment show the most improvement in the area of math

with the following data:

*Increase of 14% in 7th Grade ELA Proficiency

*Increase of 9% in ELP Progress

New Actions Implemented

1. The implementation of the Corrective Reading Program for students enrolled in Intensive Reading classes.
2. Collaborative teaching practices with ESE Support Facilitators and content area teachers in Intensive Reading Classes and ELA classes.
3. Collaborative support of an ESOL Assistant within ESOL Intensive Reading classes and ELA classes for student assistance.

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 area of lowest performance based on the F.A.S.T. Progress Monitoring 3 Assessment show the lowest performance is:

*7th Grade Math with overall achievement of 45%.

Contributing Factors

1. Increased support for small group differentiated instruction is needed in this area.
2. Need for intentional focus on benchmarks and assessments to track student learning for scaffolded support.

Greatest Decline

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

*The area with the greatest decline is Science with a 2% decrease in achievement. The 2024 F.A.S.T. PM3 Assessment shows 58% of 8th grade students scoring a level 3 or higher.

Contributing Factors

1. Increased support for small group differentiated instruction is needed in this area.
2. Need for intentional focus on benchmarks and assessments to track student learning for scaffolded support.
3. Need to increase rigor for students in standard level courses.

Greatest Gap

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

All data components show Oakleaf Junior performing beyond the state average. The primary area of concern is ESSA Subgroup Data for Students with Disabilities earning 40%-below the 41% requirement by the federal government.

EWS Areas of Concern

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

Based on Early Warning Systems data, two areas of concern have been identified. The two areas of concern are students that scored a Level 1 in ELA/Reading, Math course failures, more than one suspension, and student attendance below 90%. This is an area of concern due to:

- 136 students performing at a level 1 on the F.A.S.T. ELA/Reading PM 3 assessment
- 115 students performing at a level 1 on the F.A.S.T. Math PM 3 Assessment
- 23 students with course failures in ELA
- 39 students with course failures in Math
- 231 students with one or more suspension
- 181 students with two or more EWS indicators to include attendance below 90%.

Highest Priorities

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

The highest priorities for the 2024 -2025 school year include:

- Increased support facilitation with collaborative teacher to serve students with Individual Education Plans (IEPs) in the Math and ELA classrooms. This support will be infused in the content area classroom for students receiving support facilitation to meet individualized goals.
- Continued use of Corrective Reading to meet the needs of students scoring a Level 1 or Level 2 on the F.A.S.T. Assessment. Support Facilitators will collaborate with Intensive Reading and English Language Arts (ELA) teachers to provide support for students with Individual Education Plans that outline reading goals.
- The incorporation of English Language Development and ELA course curriculums for students identified as English Language Learners active within the ESOL program. The ESOL Assistant will actively collaborate with the content area teachers to provide ongoing support

throughout the academic day.

- Continued use of the PBIS school-wide initiative to promote positive student behavior in school. Student discipline data shows a 52% percent decline in student discipline referrals since the 2021-2022 school year. Instruction and use of aligned school-wide expectations will be used to continue positive trends in student discipline and behavior which in turn, will decrease the amount of students with one or more suspensions.
- District attendance policies and communication with families will be used to encourage, monitor, and respond to student attendance concerns. Increased attendance will decrease the amount of lost instructional time in class, which can result in increased student achievement in school.

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

- A goal for the 2024-2025 school year is to move the percentage of Students With Disabilities (SWD) beyond 41%. Data from the 2024-2025 F.A.S.T. PM 3 Assessment shows Oakleaf Junior High as 40% for SWD.
- Increased support facilitation with collaborative teachers to serve students with Individual Education Plans (IEPs) in the Math and ELA classrooms. This support will be infused in the content area classroom for students receiving support facilitation to meet individualized goals.
- Continued use of Corrective Reading to meet the needs of students scoring a Level 1 or Level 2 on the F.A.S.T. Assessment. Support Facilitators will collaborate with Intensive Reading and English Language Arts (ELA) teachers to provide support for students with Individual Education Plans that outline reading goals. This will impact SWD who are enrolled in Intensive Reading courses.

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.

- Data from the 2023-2024 F.A.S.T. PM 3 Assessment shows Oakleaf Junior High as 40% for SWD. The goal is to move SWD ESSA rating to 45% for the 2024-2025 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.

- Data will be collected and analyzed throughout the school year. Includes:

1. Classroom walkthroughs by onsite school administrators, Literacy Content Area Specialists, and ESOL Support Facilitator.
2. ATSI school walkthrough feedback on classroom learning environments highlighting High Leverage Actions that will best support student learning.
3. F.A.S.T. progress monitoring assessments (PM1, PM2, and PM3) throughout the school year.
4. Student gradebook and class average grades in ELA, Math, Science, and Social Studies.
5. Professional Learning Community (PLC) content area group meetings will be used to review student data, identify trends across the content area, and implement next steps. Next steps will be outlined to provide equitable learning to move students to proficiency and then beyond the benchmark for students who have mastered the content. Whole group meetings will provide opportunities for data review to receive feedback from the entire PLC and provide specific content area and/or High Participation Techniques to include High Leverage Strategies to meet learners equitably in the classroom.
6. Content area collaboration sessions with district specialists to review data and outline collaborative planning among Support Facilitators and Content Area Teachers.

Person responsible for monitoring outcome

Wilnitra Dixon

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:

ATSI school walkthrough feedback on classroom learning environments highlighting High Leverage Actions that will best support student learning

Rationale:

The objective is to complete learning walks in classrooms serving Students with Disabilities (SWD). During ATSI walks, school administrators, district administrators, and content area specialists will observe student learning environments in content areas to provide feedback and next steps with the incorporation of High Leverage Strategies and High Participation Techniques for students.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Use of Professional Learning Communities (PLCs) to, review data from common assessments, collaboratively plan lessons and next steps to provide equitable learning for students in ELA/Intensive Reading. Data reviews and classroom walkthroughs will be utilized to actively monitor trends in instruction and student response.

Person Monitoring:

Wilnitra Dixon

By When/Frequency:

Monthly

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

Intensive Reading Classes: Students with Level 1 and Level 2 ELA/Reading scores were enrolled into Intensive Reading classes. Due to class and size limitations, students with Level 1 scores were given priority with scheduling. Every student completed a diagnostic to determine placement within specific classes based on levels for the Corrective Reading program. The Corrective Reading program is used for all intensive reading classes. Students identified as active English Language Learners were scheduled into English Language Development and ELA courses.

Action Step #2

Restructured small group PLCs with updated vision for learning individualized for the Math Department.

Person Monitoring:

Joshua Freeman

By When/Frequency:

Monthly

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

The Math Department PLC structure now has smaller teacher groups based on subject content to provide collaboration among teachers covering the same math course. This additional structure for teachers to talk through strategies used to teach concepts along with a detailed look at student learning trends across the classes. Included in the PLC with the math department are the ESE Support Facilitators, District Math Curriculum Specialist, and the Math Department Administrator. Teachers were then able to construct common math assessments based on current student progress and learning trends for the following meeting.

Area of Focus #2

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

Instructional Practice specifically relating to Professional Learning Communities

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.

Increase Instructional Best Practices

Provide and review the OneClay Vision for Instruction. Utilize quarterly focus rubrics for classroom

walkthrough feedback.

Use the Professional Learning Community (PLC) to model, guide, and provide feedback opportunities for instructional staff.

Provide the ELA/Intensive Reading team with the curriculum guide, adopted curriculum materials, and current student performance data.

Use of a data dashboard to monitor student progress to implement prescribed next steps for literacy instruction.

Collaborate with district content area specialists to model student work protocols to align teacher thinking with grading and student feedback steps.

Provide teachers with specific feedback that includes actionable bite-sized steps for improvement

Protect common planning and PLC time for teams to review student work and effective planning strategies

Provide additional half day collaboration for departments to collaborate for planning with colleagues, administration, and district content area specialists.

Measurable Outcome

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

The use of outlined PLC time with agendas, student data, instructional feedback will equip teachers with the ability to set and maintain high expectations that hold students accountable for grade-appropriate, relevant work which in turn will result in increased proficiency across multiple disciplines.

The objective is to increase:

- Overall math achievement to 75%
- Math learning gains for lowest 25% to 65%
- ELA Achievement to 65%
- ELA learning gains for lowest 25% to 60%
- Increase Middle School Acceleration (specifically math) to 65%

Monitoring

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

1. School based administrator classroom walkthroughs. Monitor and address/highlight trends in data using the Walkthrough Data Dashboard weekly.
2. Monitor and prescribe next steps for students in Intensive Reading classes using the Literacy Data Dashboard on a weekly basis.
3. District administrator, school administrator, and content area specialist walkthroughs with teacher feedback - High Leverage Practices and Student Engagement.
4. Weekly instructional leadership team meetings to review classroom walkthrough, gradebook, and assessment trends. Outline next steps for teacher feedback and support.

Person responsible for monitoring outcome

Wilnitra Dixon

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 OneClay Vision for Instruction classroom walkthrough rubrics will be used to provide teachers with feedback to include actionable steps for improvement in the areas of establishing learning targets with success criteria, checking for understanding based on learning targets, and using data to monitor student learning of benchmarks. Each administrator will complete classroom walkthroughs using the quarterly focus and meet to discuss identified trends on a weekly basis. Next steps for teacher feedback will be based on student response to teacher instruction and will be shared directly with teachers using the walkthrough form.

Rationale:

The objective is to complete learning walks in all classrooms to provide teachers with actionable next steps based on district expectations outlined in the One Clay Vision for Instruction. Alignment with learning targets and success criteria for benchmark goals for the department Professional Learning Community will be the focus. During District ATSI walks, classroom walkthroughs by administrators and curriculum specialists, the school based leadership team will review walkthrough data in comparison with student grades, common assessment score trends, and F.A.S.T. Progress Monitoring data. School administrators, district administrators, and content area specialists will use classroom walkthrough data/findings of student learning environments in content areas to provide feedback and next steps with the incorporation of High Leverage Strategies and High Participation Techniques to increase student engagement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Professional Learning Community weekly meetings and quarterly data reviews.

Person Monitoring:

Joshua Freeman

By When/Frequency:

Quarterly

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

1. Classroom walkthroughs using the quarterly focus by school administrators. 2. Classroom walkthroughs by district content area specialists. 3. Content area department/PLC collaborative planning and data review sessions with content area teachers, ESE collaborative teachers, and department administrators.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

Oakleaf Junior High uses Positive Behavioral Interventions & Supports (PBIS) to promote positive student behavior.

The objective is to establishing an effective school-wide discipline plan with clear, defined expectations to ensure consistency with enforcement along with the ability to develop and emphasize proactive strategies along a continuum of positive behavior supports. An emphasis will be placed on utilizing an instructional and inclusionary approach to discipline, as opposed to reinforcing exclusionary disciplinary practices.

Oakleaf Junior High has established H.I.V.E. (Honor, Integrity, Value, and Excellence) as a guide for all staff to outline and students to follow daily. Establishing and maintaining consistent school-wide expectations with classrooms in alignment will improve student achievement. The objective is to provide structure and consistency in addition to opportunities for student reflection about behaviors. Students will complete lessons and receive support/mentorship throughout the school year with the Buzz Web Crew initiative.

The overall goal is to keep students within active learning environments to maximize learning.

Measurable Outcome

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

The PBIS Team will collaborate monthly to review the following data and goals:

- Decrease student discipline referrals by 10% each quarter in comparison to the previous school year.
- Increase positive student recognition by 20% in comparison to the previous 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.

1. Track student discipline referrals with Synergy Reports. Analyze to identify trends among grades, content areas, locations on campus, and staff.
2. Maintain inventory and track the amount of HIVE coins cashed in for incentives through the HIVE Mart on a Monthly basis.
3. Continue to share quarterly student discipline data with the entire staff during whole group PLC time at the end of each quarter. Staff members have the opportunity to ask questions for clarification and provide the leadership team with feedback on current processes in place to assist with improvement based on trends in student behavior data.

Person responsible for monitoring outcome

Florence Lafontant

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:

Positive Behavioral Interventions & Supports (PBIS) are implemented with a matrix of school-wide expectations for students to follow. Students will learn school-wide expectations and have the opportunity to earn rewards to reinforce positive behavior and community within the student community of Oakleaf Junior High School.

Rationale:

The objective of the PBIS model and expectations outlined for students and staff is to promote positive interactions that will create and maintain a positive, safe learning environment for everyone at Oakleaf Junior High School.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:**Action Step #1**

The Oakleaf Junior High PBIS Matrix for H.I.V.E (Honor, Integrity, Value, and Excellence) will be used to outline school-wide expectations for students at the H.I.V.E (Oakleaf Junior High School).

Person Monitoring:

Florence Lafontant

By When/Frequency:

Weekly

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

1. Teach school-wide expectations to students during grade level assemblies in August and January. 2. Outline the behavior expectation matrix for students to understand what Honor, Integrity, Value, and Excellence looks like in classrooms. 3. H.I.V.E expectations specific for the cafeteria, restroom/locker room, classrooms, and hallways are posted in visible locations throughout the school. Each classroom has a H.I.V.E Classroom Expectations poster to ensure consistency throughout all classrooms on campus. 4. HIVE coins will be used as tokens for students to receive to reinforce positive behavior by staff members. Students may purchase items from the HIVE Mart during lunch with the coins earned. The HIVE Mart will be stocked with items of student choice determined by surveys conducted at the start of the school year. 5. The HIVE Matrix behavior expectations will be used as a reference for staff to nominate a student of the week. Students recognized will receive a certificate and token for modeling positive behaviors that align with the H.I.V.E. expectations. 6. Staff members will use the H.I.V.E. matrix to nominate an instructional staff and support staff member of the week. Staff members will receive a certificate and token of appreciation. 7. Summer Buzz/Web half day camp for students new to Oakleaf Junior High provides interactive activities for students to meet new peers and build community with established eighth grade student mentors. Student and teacher mentors from the Buzz/Web camp will check in with students throughout the school year with activities arranged by staff leaders.

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.

The process used to review the use of resources to meet the needs of Students with Disabilities (SWD) includes:

- Tracking student counts within the program and ESE teachers allocated to serve classrooms.
- ATSI classroom walkthroughs with district and school leadership. Debriefs with teams to share feedback and next steps for equitable student learning through academic engagement and high leverage practices within the classroom.
- Monitor to identify trends in student learning with ongoing state assessments, student grades, attendance, and discipline.

Specifics to Address the Need

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

Resources

- OneClay Vision for Instruction Quarterly Focus Rubrics
- Student Data Dashboards
- Corrective Reading Program
- ESOL curriculum and individualized scheduling for students
- Support Facilitators
- District Content Area Specialists
- ESE Support/Staffing Specialist
- ESOL Support Facilitator

Data

- Intensive Reading Data Dashboards
- ELL Assessments
- F.A.S.T. Progress monitoring data
- Gradebook reports of SWD at interim and end of each quarter

Plan

- ATSI school and district planned meetings
- ATSI school walkthroughs
- Weekly instructional leadership and PLC meetings
- Monthly district principal meetings to review instructional practices, data, and trends to address.
- Monthly School Based Leadership Team/Literacy Team Meetings

- Monthly MTSS Team Meetings
- Professional Learning Community meetings (weekly)

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

Clay County Schools

ORANGE PARK ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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

Our mission is to work collaboratively with all of our community resources and stakeholders. We will increase achievement among our students with opportunities surrounding learning that are relevant, rigorous, and will transcend beyond the boundaries of our school walls. Our working and learning environment will be built upon positivity, respect, integrity, determination, and engagement. With all of the above, Orange Park Elementary will maximize student potential and also promote individual responsibility.

Provide the school's vision statement

Orange Park Elementary exists to prepare lifelong learners for success in a global and competitive workplace and in acquiring all applicable life skills. We will provide an experience that is motivating, challenging, and rewarding for all children.

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

Tyler Wood

Position Title

Principal

Job Duties and Responsibilities

The School Principal is responsible to the Superintendent of Schools. Our duties include but are not limited to compliance with established rules, and laws in the daily operation of the school. Develop and foster good public relations, partnerships with all stakeholders, & communications with parents, students and teachers. We coordinate and monitor curricular programs to maximize student learning, efficient utilization of school facilities to insure proper security, and monitor the timely submission of required school records. We provide leadership and direction with respect to professional development through activities that encourage instructional growth, manage business operations, and

provide a safe learning environment for all. We are also responsible for implementing programs designed to meet the needs of special student populations, proper receipt and accounting practices, and purchase of all instructional materials used by instructional employees.

Leadership Team Member #2

Employee's Name

Tracy Pfuntner

Position Title

Teacher, K-12

Job Duties and Responsibilities

Mrs. Pfuntner is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for leading her department and setting a strong example of highly effective instruction for those she leads. Currently, Mrs. Pfuntner works with our kindergarten students at OPE.

Leadership Team Member #3

Employee's Name

Kaitlyn Dunn

Position Title

Teacher, K-12

Job Duties and Responsibilities

Mrs. Dunn is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for leading her department and setting a strong example of highly effective instruction for those she leads. Currently, Mrs. Dunn works with our second grade students at OPE.

Leadership Team Member #4

Employee's Name

Amanda Pounds

Position Title

Teacher, K-12

Job Duties and Responsibilities

Mrs. Pounds is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for leading her department and setting a strong example of highly effective instruction for those she leads. Currently, Mrs. Pounds works with our third grade students at OPE.

Leadership Team Member #5**Employee's Name**

Robin Doty

Position Title

Teacher, K-12

Job Duties and Responsibilities

Mrs. Doty is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for leading her department and setting a strong example of highly effective instruction for those she leads. Currently, Mrs. Doty works with our fourth grade students at OPE.

Leadership Team Member #6**Employee's Name**

Molly Geeser

Position Title

Teacher, K-12

Job Duties and Responsibilities

Mrs. Geeser is responsible for establishing a classroom climate conducive to learning, demonstrating

an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for leading her department and setting a strong example of highly effective instruction for those she leads. Currently, Mrs. Geeser works with our fifth grade students at OPE.

Leadership Team Member #7

Employee's Name

Chris Harris

Position Title

Teacher, K-12

Job Duties and Responsibilities

Mr. Harris is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for leading her department and setting a strong example of highly effective instruction for those she leads. Currently, Mr. Harris works with our sixth grade students at OPE.

Leadership Team Member #8

Employee's Name

Shelby Denney

Position Title

Art, K-12

Job Duties and Responsibilities

Mrs. Denney is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for leading her department and setting a strong example of highly effective instruction for those she leads.

Currently, Mrs. Denney works with all students at OPE.

Leadership Team Member #9

Employee's Name

Laurie Tucker

Position Title

School Counselor

Job Duties and Responsibilities

Mrs. Tucker is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for leading her department and setting a strong example of highly effective instruction for those she leads. Currently, Mrs. Tucker works with our all students at OPE.

Leadership Team Member #10

Employee's Name

Suzanne Herndon

Position Title

Assistant Principal

Job Duties and Responsibilities

Dr. Herndon serves OPE as the assistant principal and often works in the same capacity as the principal. She currently supervises the primary grade levels, works with and monitors the MTSS process, oversees all that involves ESE, and other administrative duties assigned.

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.

Stakeholders including parents and businesses that surround our school community are an integral piece to our success. As such, we have and will continue to engage those partners throughout the process. The SAC committee is comprised of a parent, teacher, support employee, principal and business partner. Parents received a survey soliciting involvement and, once all voluntary applications were submitted, parents of OPE voted on who would represent the parent candidate on our SAC committee. Same process is employed for both the support and instructional positions. This year, our community member served their second year which will require a replacement. All other members will be serving in their second year.

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))

All goals developed will be connected to our assessment data and be driven by the progress monitoring that occurs quarterly at OPE. There will be intentionality regarding implementation and revision both with our SAC committee and the teachers on our campus. We believe these goals will drive the work we do each day. Those who have the biggest gap with respect to progress and achievement will of course be a primary focus both in Tier 1 with formative assessment and in tier2/ tier3. Additionally, because OPE has been widely successful with our previous goal related to intervention and extension, work in the latter will continue to evolve to ensure all in proficiency continue to show growth.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	28.5%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	32.5%
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) 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: A

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	6	6	5	4	6	5	4	0	0	36
One or more suspensions	2	1	0	1	3	1	5	0	0	13
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	2	5	1	1	1	1	2	0	0	13
Level 1 on statewide Math assessment	1	1	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	0	0	0	3						3
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	0	0					0

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	0	0	0	0	0	1			1

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	5	1	0	0	1	0			7
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-6.0531, 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 *	90	62	57	79	59	53	79	63	56
ELA Grade 3 Achievement **	94	65	58	90	61	53			
ELA Learning Gains	83	62	60				56		
ELA Learning Gains Lowest 25%	74	60	57				44		
Math Achievement *	95	67	62	82	64	59	87	51	50
Math Learning Gains	93	68	62				81		
Math Learning Gains Lowest 25%	92	59	52				68		
Science Achievement *	97	61	57	90	65	54	84	69	59
Social Studies Achievement *								70	64
Graduation Rate								64	50
Middle School Acceleration								61	52
College and Career Readiness									80
ELP Progress	55	61		55	59				

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (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	90%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	718
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
90%	85%	71%	88%		89%	85%

* 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	92%	No		
Black/African American Students	89%	No		
Hispanic Students	88%	No		
Multiracial Students	92%	No		
White Students	89%	No		
Economically Disadvantaged Students	86%	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	70%	No		
Black/African	62%	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%
American Students				
Hispanic Students	77%	No		
Multiracial Students	82%	No		
White Students	87%	No		
Economically Disadvantaged Students	77%	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				
Native American Students				

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%
Asian Students				
Black/African American Students	63%	No		
Hispanic Students	78%	No		
Multiracial Students	72%	No		
Pacific Islander Students				
White Students	73%	No		
Economically Disadvantaged Students	70%	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	90%	94%	83%	74%	95%	93%	92%	97%					
Students With Disabilities	89%	90%	89%	86%	91%	97%	100%	92%					
Black/African American Students	92%		90%		83%	90%							
Hispanic Students	89%		90%	73%	92%	90%		92%					
Multiracial Students	88%		88%		92%	100%							
White Students	90%	92%	80%	67%	97%	93%	94%	98%					
Economically Disadvantaged Students	83%	88%	75%	67%	93%	94%	95%	95%					

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	79%	90%			82%			90%					
Students With Disabilities	60%	88%			66%			64%					
Black/African American Students	54%				69%								
Hispanic Students	71%				82%								
Multiracial Students	82%				82%								
White Students	81%	90%			84%			93%					
Economically Disadvantaged Students	70%	85%			77%			75%					

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	79%		56%	44%	87%	81%	68%	84%					
Students With Disabilities	52%		28%	19%	71%	52%	41%						
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	60%		36%		73%	82%							
Hispanic Students	81%		66%		83%	83%							
Multiracial Students	80%		58%		73%	75%							
Pacific Islander Students													
White Students	79%		54%	53%	90%	80%	71%	86%					
Economically Disadvantaged Students	74%		58%		81%	71%	54%	80%					

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	94%	63%	31%	55%	39%
Ela	4	88%	56%	32%	53%	35%
Ela	5	88%	54%	34%	55%	33%
Ela	6	88%	65%	23%	54%	34%
Math	3	99%	66%	33%	60%	39%
Math	4	99%	62%	37%	58%	41%
Math	5	94%	56%	38%	56%	38%
Math	6	88%	74%	14%	56%	32%
Science	5	97%	58%	39%	53%	44%

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?

When considering our 2022-2023 School Improvement Plan (SIP) and the data analysis that took place, evident was our opportunity in improving performance in both the math and ELA content areas at large (two cohorts in particular: current 5th & 6th graders), extending students who have shown proficiency or mastery on ELA/math benchmarks, and in creating a space that our students with a disability (SWD) can thrive, make gains, and stay or move to proficiency. Embedded in the SIP were goals dedicated to lifting instruction through use of extension strategies that push students and provide those who haven't mastered benchmarks with interventions targeting specific gaps identified through the screening process and formative assessments.

As a result, our overall ELA achievement in grades 3rd through 6th improved to 90% (79% in 22-23) and our overall math achievement in grades 3rd through 6th improved to 95% (82% in 22-23). In 21-22, SWD performance was at 44% proficiency with gains in proficiency made in the 22-23 school year to 70%. If calculations are correct, that 70% proficiency rate among SWD is now at 81%.

Important here is the improvement in students who showed proficiency at the upper ranges of the scale score the year prior and though those data component aren't specifically represented here, they should be noted given the goals we established moving into 2023-2024. There are no comparative scores for 3rd grade students for the year prior but, in 2023-2024, 71% and 80% of students performed at a Level 4 or 5 in ELA and math respectively. In 4th, 73% (68% year prior) and 89% (74% year prior) of students performed at a level 4 or 5 in ELA and math respectively. In 5th, 65% (44% year prior) and 66% (59% year prior) of students performed at a level 4 or 5 in ELA and math respectively. And, in 6th, 61% (44% year prior) and 74% (34% year prior) of students performed at a level 4 or 5 in ELA and math respectively. The year prior results represent the level of performance for the same group of students in the grade level preceding their current. Additionally, our 5th grade science students have seen growth over the last few years improving from 82% and 92% with an overall proficiency rate of 97% for the 2023-2024 school year. The overall scale score for her students was 226 which means her students at large averaged a L5 for the entire grade level group.

Overall (3rd through 6th), in 2022-2023, 46 students performed at a L1 (8) or L2 (38) in ELA and 37

students performed at a L1 (11) or L2 (26) in math. 53% performed at a L4 or L5 in ELA and 56% performed at a L4 or L5 in math.

In 2023-2024, 27 students performed at a L1 (5) or L2 (22) in ELA and 13 students performed at a L1 (0) or L2 (13) in math. 69% of students performed at a L4 or L5 in ELA (16% increase) and 77% of students performed at a L4 or L5 in math (21% increase).

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 performing component for the 2021-2022 school year was proficiency among our lower quartile with respect to gains in ELA (44%) and math (68%). There were no gains calculated for the 2022-2023 school year. Regardless, we knew that gains would ultimately be factored into these calculations and that moving students was a paramount priority at all levels of proficiency. Additionally, and historically speaking, our ELA (3rd through 6th) (79% in 2021-2022 to 79% in 2022-2023) and math (87% in 2021-2022 to 82% in 2022-2023) scores were lower than typically experienced in past years. Diving deeper, the struggle and larger focus with respect to ELA and math was paid to our 2023-2024 5th and 6th grade cohorts and 4th grade at large which is evident in our SIP goals for the 2023-2024 school year. Having identified some areas of struggle in the placement of teachers, deployment of instructional practice, and the new curriculum, our plan moving forward was to pay particular attention to rigor in the form of extension. Our teachers are highly skilled, mindful of opportunities for growth, and are dedicated to the improvement of their students and their own professional practice. Working with curriculum specialists at the county level, each other in content area PLCs, and in developing strong tier 1 instructional practices, our teachers were able to move our students forward at high levels of academic performance.

Greatest Decline

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

From 2021-2022 to 2022-2023, the greatest decline (though arguably minimal) was in math achievement in the overall (3rd through 6th) proficiency rate of our students dropping from 87% to 82%. Disaggregating that data by grade level, the dramatic drop occurred in our 4th and 5th grade cohorts from the 2022-2023 school year. As such, those two cohorts were identified as an area of focus in our 2023-2024 SIP for both subject areas. The contribution to that decline in 4th grade was arguably caused by both teachers placed at that grade level in 2021-2023 and the new standards/curriculum introduced the year prior. As stated in the SIP plan last year, the 5th grade teacher in that math position is exceptional. The factor that contributed to the struggle in 2022 was certainly connected to the revision of standards and new curriculum with respect to Eureka. To substantiate

this claim, the 2022-2023 4th grade cohort moving into 5th grade math for 2023-2024 saw a 24% gain in proficiency (70% to 94%) with the same teacher for the 2024 school year.

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.

There are no negative gaps regarding any particular grade level (or overall proficiency) when compared to district or state averages in either the 21-22 and 22-23 or 22-23 and 23-24 comparisons. All areas, 5th grade science included, showed a significant positive improvement when comparing OPE proficiency rates to both the district and state averages.

EWS Areas of Concern

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

Though comparing our attendance issues to other schools wouldn't raise any significant red flags, this is still an area of focus moving forward. With respect to our PBIS initiatives, the efficacy of our instructional staff, and strong structures regarding management, engagement, and high expectations, there are no major concerns. That said, school improvement isn't limited to major concerns. Even those small struggles should be identified so that all students, regardless of circumstance, can thrive and improve. As such, attendance will be a priority for improvement in the 2024-2025 school year.

Highest Priorities

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

The 2023-2024 school year saw major progress in overall proficiency (3rd through 6th) for ELA, math, and 5th grade science with higher outcomes than expected in gains for all areas. Aforementioned was the need to continually focus on extending our students and moving all to higher levels of proficiency. Our work in PBIS will continually be a priority as will the progress of PLCs that present teachers with the time they need to learn and grow. Additionally, as mentioned above, work dedicated to attendance will be a paramount focus for the 37 students who were absent 10% or more of the school year. Finally, there is some room for improvement in the primary grade levels - in particular, our upcoming 1st and 2nd grade cohorts. First graders in the 2023-2024 school year performed well but did struggle when comparing data points to those from years prior. Given the opportunity presented, focus should be paid to those students moving into 1st grade and those entering second grade. Central to our work will be a dedication to improving the academic outcomes for those students which will be notated in our SIP areas of focus.

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.

After analyzing our assessment data in ELA as compared to years past and determining that our 3rd through 6th grade students at large are making remarkable progress, we've shifted our focus to the primary grade levels for the 2024-2025 school year with respect to ELA. Early literacy is a pivotal piece of our student's academic success. The jump from "learning to read" and "reading to learn" comes quickly and, through the process of acquiring strong language skills, developing phonological awareness, and ultimately strengthening comprehension, we will more likely see academic progress in students as they matriculate to those grade levels with state assessments attached. This year, 66% of our 1st grade students performed at proficiency on the third installation of the STAR Reading assessment causing some opportunity for growth as they move to second grade. Additionally, 74% (41/55) of our Kindergarten students (15 took STAR Reading) showed proficiency which, for the purpose of prolonged school improvement, places those two groups at the forefront of our focus. The discrepancy here is that STAR Literacy and STAR Reading are not completely comparable. Regardless, both groups will be included in this area of focus even though the measurable outcome will be solely dedicated to our current 2nd graders (1st grade in 2023-2024).

Measurable Outcome

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

The percentage of 2024-2025 2nd grade students with respect to proficiency will increase from 66% to 76% by the end of the 2024-2025 school year as measured by the STAR Reading Assessment.

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.

Progress will be monitored through the Renaissance platform and STAR Reading progress monitoring assessments to include intentional data analysis by way of the Lexia Core 5 program and Acadience Screener given three times throughout the year. The Lexia program will be used for

ongoing analysis and the development of small groups that target deficiencies in benchmark mastery. Progress and data analysis will also occur through PLCs and county led ELA collaboratives.

Person responsible for monitoring outcome

Dr. Suzanne Herndon (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:

The 2nd grade teachers will employ a grade level approach to interventions and extension through use of STAR Reading and the Acadience Screener assessment data. They will determine grade level small groups and, each day during the intervention block, all 2nd grade students will travel to their small group (SIPPS, novel study, etc.) and receive the interventions or extensions as determined by need. Groups will be established and ongoingly modified as their mastery evolves.

Rationale:

Our 2nd grade team works well collaboratively and leverages their own strengths to benefit all in the 2nd grade cohort. In this way, each student can receive what they need regarding instruction, remediation, intervention and extension.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Literacy Leadership Team

Person Monitoring:

Dr. Suzanne Herndon

By When/Frequency:

Monthly

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

Dr. Suzanne Herndon currently collaborates with teachers monthly on the Literacy Leadership team and will do so for the 2024-2025 school year. During this time, they will disaggregate and analyze student Lexia data to identify students in need of interventions and extension K-6. 2nd grade Lexia performance will be a priority during this time and, to ensure fidelity, we will include a 2nd grade teacher on the leadership team for planning purposes.

Action Step #2

PLCs

Person Monitoring:

By When/Frequency:

Dr. Suzanne Herndon

Bi-Weekly/Quarterly

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

Through use of PLCs, Dr. Herndon will work closely with and assist the 2nd grade team bi-weekly and quarterly as they analyze the data for student placement in small groups. Emphasis will be placed on her support and collaboration during the PLC/team meeting specifically designated for the analysis of student STAR data and placement each quarter.

Area of Focus #2

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

Instructional Practice specifically relating to Differentiation, 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 last two years, math instruction has been an area of focus given the new standards and curriculum that was introduced. In 2023, our 4th and 5th grade students declined in math proficiency which caused concern and required a shift in attention that ultimately lifted our students' mastery of standards in both cohorts. This coupled with our focus on extension produced major gains across all grade levels and in those two groups specifically. With our 5th grade cohort (previously 4th and now 6th), proficiency increased from 75% to 94% with 66% of those students performing at a L4 or higher (59% the year prior). Our 6th grade cohort (previously 5th and now 7th) proficiency increased from 70% to 88% with 74% of those students performing at a L4 or higher (40% the year prior). The same trend exists among all other grade levels who currently take a state assessment assigned to school grades. Overall, 95% of our 3rd through 6th grade students were proficient in math (L3 or higher) for the 2023-2024 school year with 77% of those tested performing at a level 4 or 5.

As such, high expectations with respect to mathematical instruction is evident and, given the results, the need to extend and push our students will be a priority for the 2024-2025 school year. It is imperative that our work allows us to maintain the high levels of performance and move students from their current level of proficiency to the next.

Measurable Outcome

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

The percentage of students in 3rd through 6th grade with respect to higher levels of math performance (L4 and L5) will increase from 74% to 77% by the end of the 2024-2025 school year as measured by the F.A.S.T. Assessment tool.

Monitoring

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

Math progress will be analyzed through F.A.S.T. Assessment data and include monitoring through iReady, Aleks, teacher made formative assessments, and end of unit tests. Designated PLC times will be scheduled for the disaggregation of data and teachers will be provided time to plan for extension and interventions. Additionally, time spent with curriculum specialists will be scheduled through our Flex PLCs that will include an open lab concept for the 2024-2025 school year and provide a collaborative approach to ensure all teachers have the resources they need to make the most beneficial instructional decisions with respect to differentiation.

Person responsible for monitoring outcome

Tyler Wood

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 assessments and programs used to monitor progress will be paramount in planning for high levels of learning and in maintaining proficiency as students progress throughout the year. The implementation of small group instruction that is differentiated to meet the needs of students in a particular module will drive the work and the differentiation employed will evolve as students master or struggle with benchmarks in a given unit. Additionally, work in collaborative groups with an emphasis on classroom and small group discussions relevant to their mathematical thinking, exchange of ideas, and their work in representing mathematical concepts will be observable. Currently, 13 students lack proficiency across the 4th through 6th grade cohorts and the differentiation of instructional groups will also include interventions where necessary.

Rationale:

Work in differentiation began in 2022-2023 with a focus on interventions and extension as a baseline for making instructional decisions that benefit our students and their mastery of benchmarks. As we've seen gains in proficiency and higher levels of performance in math particularly, it is evident that this work should be deeper and more substantive so that students will make gains and move from one level of proficiency to another.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

PLCs

Person Monitoring:

Dr. Suzanne Herndon/Tyler Wood

By When/Frequency:

Monthly

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

Days scheduled for data analysis in PLCs as well as collaborative time scheduled with curriculum specialists at the county to both inform teachers about high-leverage differentiation practices and aide them in leveraging data to develop those strategies will be an integral action step to achieve success.

Action Step #2

Classroom Visits and Feedback

Person Monitoring:

Tyler Wood

By When/Frequency:

Weekly

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

Classroom visits will take place weekly and feedback focused on the goals herein will be ongoing throughout the year. Administrative and specialist feedback will provide instructional staff a forum for two-way communication, allow teachers an opportunity to improve their already high levels of practice, and allow administration a chance to improve our own professional efficacy.

Area of Focus #3

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

Instructional Practice specifically relating to Collaborative Planning, Professional Learning Communities

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.

OPE is in our third year with respect to PLC connected work. All 8 teacher leaders attended the three day OneClay Leadership Academy in the summer of 2024 and worked to develop a culminating plan for PLCs with a focus on their own efficacy and growth in learning. Our teachers work tirelessly to ensure student success and their time in PLCs this past year intertwined with elements from our OneClay Vision for Instruction provided the platform necessary for classroom growth. Additionally, our work in "core learning" which can be found in every weekly newsletter has provided a secondary mechanism of growth on an individual and autonomous basis. We've been particularly attentive to the four primary questions posed (What do we want our students to know and be able to do?, How will we know if they have learned it?, What will we do if they are not learning it?, and What will we do when they have learned it?) and to the connection of those questions to learning targets, success criteria, and formative assessments or checks for understanding (CFUs). We spent time working to

identify and establish essential standards in both ELA and math, connect that work with the development of common assessments in each classroom, and in the analysis of data regarding those benchmarks. That work will continue and we will build in efforts related to differentiation/extension.

The struggle we've come to face is time - time to dive deeper into other processes, meet with specialists, substantively collaborate or collectively work with those who can offer specific expertise in areas that impact the classroom setting. This year, OPE welcomes two new pathways for professional growth. Moving forward, flex PLCs will offer multiple opportunities for learning in the way of "Open Lab" PLCs (similar to a conference style concept) whereby all instructional employees will have an active choice in attending open labs pertinent to their work in that week or month (e.g. MTSS, ESE/IEPs, Lexia, Technology in the Classroom, Canva, DBQs, etc.). The second opportunity comes in the form of a rotating schedule for the 2024-2025 school year. Each day, the schedule will rotate allowing a grade level per day to have an hour of common planning. For example, on a Day 3, all 3rd grade students will begin their day in resource from 7:50am to 8:50am. On days that OPE students participate in our run/walk initiative, resource teachers will also be afforded an opportunity to work together and collaborate for an hour of time. Our hope is that teachers will find more moments in which their collaborative efforts produce more meaningful results.

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.

90% of teachers will participate in planned PLCs (including those that are considered "Flex") in all grade levels with a focus on extending those in our 3rd through 6th grade math groups so that high levels of proficiency can increase from 74% to 77% by the end of 2024-2025 school year as measured by the F.A.S.T. Assessment.

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.

PLCs are monitored through an agenda and attendance protocol. At OPE, we follow the county schedule for PLCs wherein most months, we host a whole group PLC, have 2 content area PLCs, and one "Flex" PLC. After OneClay Leadership, we've determined that most whole group PLCs will be dedicated to professional development focused on instructional practices that make the most profound impact. With new technology on campus, a handful of those PLCs will be provided to our IAF to ensure all are able to leverage the resources we now have in the classroom setting.

Professional development regarding other school-wide initiatives will also be embedded and, finally, time dedicated to county priorities will be provided. All instructional staff will attend and attendance will be documented through a sign-in sheet provided. For "Flex" PLCs, given the new work

surrounding "open labs", attendance will be monitored through a sign-in sheet for each session.

Person responsible for monitoring outcome

Dr. Suzanne Herndon

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:

As we build on the last two years with respect to PLCs, we will continue to reinforce and define the work developed by county specialists. The "core learning" application will remain in the Eagle News Newsletter each week and our dedication to the practice of identifying essential standards by grade level, creating common assessments surrounding those benchmarks, and the disaggregation of that data (and other assessments) will carry on. In leveraging the prior knowledge and development of our staff, facilitating discussion and discourse directly connected to our primary goals, and reflecting both individually/whole group, our hope is that the academic performance of our students will continue to increase across all grade levels.

Rationale:

Given our PLC plan was primarily developed by the OLA teacher leaders, PLCs at large become an important part of the overall process. While we will continue the efforts we've identified previously, it is important we strengthen the foundational work and embed those newly identified goals regarding extension and enrichment. Though setting high expectations for learning is hardly new to OPE, assimilating the work mentioned above with our new initiatives and the defined objectives set forth by the district may prove to be somewhat difficult. The success our teachers and students have had over the last two years will require us to do so and we believe that the efforts in PLCs and collaborative planning times will help us accomplish this task.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Eagle News Newsletter - "Core Learning"

Person Monitoring:

Tyler Wood

By When/Frequency:

Weekly

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

Time seems to be the biggest request from our instructional staff each year. With district objectives, state requirements for training, school-wide goals and initiatives, planning, grading, connecting, etc.,

teachers lack the most essential element necessary for their own growth and learning - time. Two years ago, we made the active decision to move some of the PD typically assigned to whole group PLCs in a section we've labeled "Core Learning". Here we include a short 1 -2 paragraph explanation of the principled focus for that week or quarter. There may be an article, directive, or "assignment" attached to ensure that all who are engaging in the content conceptually understand and have healthy direction for deployment in their own classrooms. Occasionally, we do request that this work is brought to a whole group PLC as it is connected to the work during that time. Additionally, classroom visits and feedback typically targets these goals so that our teachers aren't overwhelmed with feedback and the entirety of our system is working toward the same goal.

Action Step #2

PLC Attendance and Agendas

Person Monitoring:

Tyler Wood/Dr. Suzanne Herndon

By When/Frequency:

Weekly/Quarterly

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

Grade level chairs are responsible for the agenda and attendance. Each weekly PLC, particularly those assigned to content, Dr. Herndon sends the agenda to department leads and, in turn, department leads fill out the agenda and share with administration. This is also how attendance is tracked during content PLCs. Dr. Herndon is responsible for PLC points and will monitor the attendance by quarter. All instructional staff are expected to work in content area PLCs, participate in whole group PLCs, and attend at least one "Flex" PLC Open Lab in the coming year.

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.

At OPE, our attendance rate is 96%; however, like most schools, we do struggle with attendance in a pocket of our students. Last year, 37 of our students K-6 fell below the 10% threshold with 17 students causing some major concerns as it pertains to attendance. Additionally, 60% of our students taking the Clay County School District Climate and Culture Survey agreed or somewhat agreed that they liked coming to school everyday as compared to 70% the year prior. Though we do not know how many of those at risk with respect to attendance disagreed with the question associated, the trend is alarming and could be connected at multiple levels. Of the 37 students identified in EWS, 17 are students (not the same 17 with major challenges mentioned above) in our primary grade levels causing some concern as they move forward in their educational journey. Attendance matters - a message we include in communications throughout the year. The finite and indisputable fact is if

they're not here, we can't teach them making attendance a primary area of focus for the 2024-2025 school year.

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.

Of the 37 students chronically absent, 60% of those students will attend OPE at a rate of 90% or higher as determined by Synergy in the 2024-2025 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.

Monitoring will occur at multiple levels and include a myriad of staff members to ensure the goal is met. Initial monitoring will be conducted in the classroom. Teachers will be responsible for communicating the importance of attendance and, upon the 3rd consecutive absence, the teacher will discuss the challenge, determine whether a concern exists, monitor the attendance if no concern exists, and make a referral to the school counselor if it does. If a student continues to be truant, the teacher will make a referral to our Student Success Team (School Counselor or Assistant Principal) and, at that time, a certified letter will be sent with a date and time for a Student Success Team meeting. The team will meet with the parent to discuss the issue and the importance of attendance, the challenges, and discuss ways in which they and the school can support steady and punctual attendance for the student who is chronically absent. The Assistant Principal will continue to monitor and, if necessary, will make a request to the District Level Attendance Team. For the 2024-2025 school year, the Assistant Principal will also focus on those 37 students who were identified in our EWS. A letter generated by the county will be sent home to those students during the summer informing parents of the issue the year prior and providing some guided support to ensure students are on campus in the upcoming year.

Person responsible for monitoring outcome

Tyler Wood/Dr. Suzanne Herndon

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:

Attendance is and will continue to be paramount for student success. Proactively, communication regarding the importance of attendance will also be key moving forward. We will set expectations through various platforms to include the Eagle News Newsletter, classroom newsletters, the commitments found in our Parent/Student Handbook and in various grade level meetings. Our PBIS

Team has also identified attendance as a primary goal - one we've decided will also be shared with parents through the same platforms. Data (which has never really been shared) will be a part of those communications to monitor progress and connect our stakeholders to the goals we've set. At OLA and during our Tier 1 Booster training for PBIS, we discussed ways in which we could positively reinforce appropriate behaviors, academic success, club participation, and attendance. With the help of our PFA, we've already begun developing the Legacy Letter program in which students earn an artifact (OPE Varsity Letter) and pins each year. Additionally, we've started work dedicated to a school-wide recognition program that will reward students for their commitment to our school-wide expectations. Naturally, if they're not here, they cannot earn the recognition so our hope is that this initiative coupled with the Legacy Letter program will spark motivation and strengthen the connection our students have to OPE.

Rationale:

Instructional time is and will continue to be a factor for learning. Without our students in the seats, learning is more difficult to achieve.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

PBIS (Goal-Setting and Data-Sharing)

Person Monitoring:

Tyler Wood

By When/Frequency:

Monthly

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

During our PBIS Booster, our team discussed multiple data points to include the relative struggle we have in a pocket of students with attendance. Ironically, sharing that data with just the few made more of an impact than anticipated. As a result, we decided that part of our efforts would be dedicated to including all stakeholders in the goal-setting process and in data-sharing. Moving forward, every two weeks, parents and staff will be provided an update regarding our attendance goals. We believe this will be a pivotal piece of the proverbial puzzle in solving the challenge.

Action Step #2

Attendance Protocol (Student Success Team)

Person Monitoring:

Dr. Suzanne Herndon

By When/Frequency:

Monthly

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

Described above in the monitoring section is the attendance protocol for our Student Success Team. Moving forward, Dr. Herndon will be tasked with monitoring student attendance (with a focus paid to those below the 10% threshold), sending home letters, and meeting with parents to ensure all students showing signs of attendance concerns are properly supported and are attending school regularly.

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

Clay County Schools

ORANGE PARK HIGH SCHOOL

students
school improvement
leadership
teaching
success
learning
relationships
instruction
growth
vision
collaboration
strategic planning
supportive environment
resources
areas of focus
achievement
ambitious
analysis
college and career
Florida
mission
family and community involvement
needs assessment
striving



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

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

Welcome to Orange Park High School where our mission is to work collaboratively with all stakeholders to provide a public education experience that is innovative, engaging, and empowering for all students. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure an educational environment built upon honesty, integrity and respect. Through these ideals, we will maximize student potential and promote individual responsibility

Provide the school's vision statement

Preparing life-long learners for success in a global and competitive workplace and acquiring applicable life skills is the purpose for the Clay County School District. To support the District's purpose, Orange Park High School serves all students with diligence to provide the academic, workforce and life skills needed for success. Providing a safe working and learning environment is a priority and a key to the success of OPHS. Continual professional development for teachers, support staff, and administrators provides assurance that the students of Orange Park High School will get the best education possible.

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

Ivin Gunder

Position Title

Principal

Job Duties and Responsibilities

Responsibilities and duties of this position include: Ensure compliance with established rules and

laws in the daily operation of the school. Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing, and communications with parents, students, and teachers. Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement the Sunshine State Standards. Coordinate school advisory council activities and implement a school improvement plan. Coordinate efficient utilization of school facilities and ensure proper security, maintenance, and cleanliness of the campus. Be responsible for the timely and accurate submission of all required school records/ reports and the precise information entered into the district database. Provide leadership by participating in professional development activities and encouraging instructional support and administrative staff development, including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data. Be responsible for effective business management operations, a school budget, and efficient cost accounting. Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County Public Schools Code of Student Conduct. Be responsible for faithfully and effectively implementing school/district personnel procedures, including interviewing, hiring, evaluating school staff, and coordinating the Teacher Induction Program and administering master contracts. Coordinate supervision of extra-curricular activities and duty assignments. Provide a safe learning environment through preparation and implementation of emergency evacuation plans, fire drills, etc. Be responsible for implementing programs designed to meet the needs of special student populations (Ex. ESE, Title I, Dropout Prevention, etc.). Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards. Be responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory. Provide for the purchase of appropriate textbooks, equipment, and other instructional materials necessary to meet the needs of the students. Serve on district-wide committees when requested. Be responsible for the development and implementation of a school technology plan. Be accountable for the performance of all personnel employed by the School Board and assigned to the school site. Provide for the development of an individual Teacher Training Plan for each teacher assigned to school. Provide leadership for the implementation of the Florida Code of Ethics and Principles of Professional Conduct. Provide leadership in the performance of the Sunshine State Standards, Florida Standards Assessments, End-of-Course exams, and other tests designed and adopted to measure student achievement. Communicate effectively, both orally and in writing, with parents, staff, students, and the community. Maintain visibility and accessibility on the school campus. Serve as coach/mentor to Assistant Principals, new Principals, or others preparing for School Principal certification. Provide leadership for all stakeholders in developing school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum. Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position.

Leadership Team Member #2

Employee's Name

Bryan Boyer

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal/vice is directly responsible to the school principal. They serve in a staff relationship with other assistant administrators in the school. Assume all administrative duties in the absence of the principal. Assist in fulfilling any responsibilities outlined in the principal's job description and delegated by the principal.

Leadership Team Member #3

Employee's Name

Paul Boysen

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal/vice is directly responsible to the school principal. They serve in a staff relationship with other assistant administrators in the school. Assume all administrative duties in the absence of the principal. Assist in fulfilling any responsibilities outlined in the principal's job description and delegated by the principal.

Leadership Team Member #4

Employee's Name

Caitlyn Hayes

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal/vice is directly responsible to the school principal. They serve in a staff relationship with other assistant administrators in the school. Assume all administrative duties in the absence of the principal. Assist in fulfilling any responsibilities outlined in the principal's job description and delegated by the principal.

Leadership Team Member #5

Employee's Name

Laura Mayberry

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal/vice is directly responsible to the school principal. They serve in a staff relationship with other assistant administrators in the school. Assume all administrative duties in the absence of the principal. Assist in fulfilling any responsibilities outlined in the principal's job description and delegated by the principal.

Leadership Team Member #6

Employee's Name

Rebecca James

Position Title

Dean of School Culture

Job Duties and Responsibilities

The Dean of School Culture is directly responsible to the school principal. He/She will serve in a staff relationship with other assistant administrators in the school. The primary function is to bridge the student-faculty relationship through research-based techniques and strategies. The Dean of School Culture will act as the proxy for the school principal in disciplinary matters.

Leadership Team Member #7

Employee's Name

Aleatha Martin

Position Title

Title I Lead

Job Duties and Responsibilities

No Answer Entered

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.

Our school meets with our School Advisory Committee. As a team, with stakeholder input, our school improvement plan was presented, discussed and approved. Our committee consists of instructional and support employees, parents, students, and community members.

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 school improvement plan will be monitored by administration. Weekly meetings are held by our team to discuss student progress and teacher support and development. We will continually analyze State assessment data quarterly to monitor student progress and address ways in which we will revise the plan if needed.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH PK, 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	61.2%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	98.0%
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: B 2022-23: B* 2021-22: B 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

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
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

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
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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 *	59	64	55	48	57	50	48	56	51
ELA Grade 3 Achievement **									
ELA Learning Gains	58	62	57				49		
ELA Learning Gains Lowest 25%	57	62	55				36		
Math Achievement *	53	61	45	36	50	38	39	35	38
Math Learning Gains	53	60	47				56		
Math Learning Gains Lowest 25%	53	61	49				51		
Science Achievement *	75	80	68	66	74	64	59	43	40
Social Studies Achievement *	79	83	71	75	80	66	74	48	48
Graduation Rate	91	94	90	90	95	89	95	75	61
Middle School Acceleration								39	44
College and Career Readiness	51	60	67	49	63	65	61	78	67
ELP Progress	56	51	49	36	52	45	28		

*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 (FPP) 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	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	674
Total Components for the FPPI	11
Percent Tested	97%
Graduation Rate	91%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
61%	56%	54%	51%		53%	55%

* 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	46%	No		
English Language Learners	56%	No		
Asian Students	73%	No		
Black/African American Students	55%	No		
Hispanic Students	64%	No		
Multiracial Students	59%	No		
White Students	65%	No		
Economically Disadvantaged Students	57%	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	38%	Yes	3	
English Language Learners	36%	Yes	1	
Asian Students	83%	No		
Black/African American Students	48%	No		
Hispanic Students	56%	No		
Multiracial Students	59%	No		
White Students	66%	No		
Economically Disadvantaged Students	52%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	38%	Yes	2	
English Language Learners	44%	No		
Native American Students				
Asian Students	77%	No		
Black/African American Students	48%	No		
Hispanic Students	53%	No		
Multiracial Students	54%	No		
Pacific Islander Students				
White Students	61%	No		
Economically Disadvantaged Students	52%	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	59%		58%	57%	53%	53%	53%	75%	79%		91%	51%	56%
Students With Disabilities	34%		45%	42%	38%	48%	35%	56%	54%		86%	22%	
English Language Learners	37%		55%	53%	45%	55%	62%	58%	71%		88%	43%	45%
Asian Students	63%		58%		36%			92%	100%		100%	64%	
Black/African American Students	55%		57%	59%	46%	51%	57%	60%	70%		88%	37%	24%
Hispanic Students	57%		57%	47%	57%	58%	63%	77%	80%		93%	57%	54%
Multiracial Students	54%		59%	40%	47%	58%	50%	74%	77%		94%	38%	
White Students	64%		60%	65%	59%	49%	38%	83%	83%		90%	60%	
Economically Disadvantaged Students	54%		57%	56%	50%	52%	54%	71%	76%		90%	26%	42%

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	48%				36%			66%	75%		90%	49%	36%
Students With Disabilities	23%				17%			43%	52%		90%	4%	
English Language Learners	34%				28%			37%	40%		65%	15%	30%
Asian Students	78%							82%	100%		94%	60%	
Black/African American Students	32%				27%			54%	65%		88%	31%	36%
Hispanic Students	46%				37%			67%	80%		90%	46%	24%
Multiracial Students	51%				33%			56%	70%		88%	57%	
White Students	56%				41%			73%	78%		91%	59%	
Economically Disadvantaged Students	44%				34%			61%	72%		86%	38%	30%

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	48%		49%	36%	39%	56%	51%	59%	74%		95%	61%	28%
Students With Disabilities	19%		29%	21%	20%	41%	42%	34%	49%		93%	36%	
English Language Learners	26%		44%	39%	31%	61%	56%	21%	35%		100%	44%	28%
Native American Students													
Asian Students	90%		70%						70%				
Black/African American Students	34%		39%	34%	30%	52%	53%	49%	71%		96%	48%	25%
Hispanic Students	52%		55%	52%	35%	53%	40%	59%	65%		94%	48%	27%
Multiracial Students	38%		43%	25%	33%	52%		56%	71%		93%	76%	
Pacific Islander Students													
White Students	52%		51%	31%	48%	60%	62%	61%	82%		96%	67%	
Economically Disadvantaged Students	42%		46%	33%	30%	50%	52%	56%	69%		95%	58%	36%

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

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

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	57%	62%	-5%	53%	4%
Ela	9	58%	61%	-3%	53%	5%
Biology		72%	77%	-5%	67%	5%
Algebra		37%	61%	-24%	50%	-13%
Geometry		61%	68%	-7%	52%	9%
History		77%	81%	-4%	67%	10%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		20%	16%	4%	16%	4%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		23%	24%	-1%	17%	6%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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 was 9th and 10th grade ELA. Both grade levels saw an increase in the number of proficient students. Our overall proficiency increased by twelve points. New actions taken this year included collaborative planning amongst 9th and 10th grade ELA teachers to include data meetings and targeted instruction and tutoring opportunities for students. We also saw an increase in our SWD student population and their proficiency in both ELA and Math increasing from 38% proficient to 51%. This can be attributed to our change in our ESE model moving from Inclusion classes to a Support Facilitation model.

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 data component that showed the lowest performance was Algebra 1. Overall proficiency only reached 36%. While this is two percentage points higher than last years data, this is still an area of concern. Collaborative planning was a weak area in math and will be our focus for the following year.

Greatest Decline

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

We saw a decline in the performance of our ELL student population in both Math and ELA. We had an increase to our ELL student group. Our focus for the following year is to provide additional student and teacher supports to better reach this subgroup.

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.

Overall Social Studies and Science are performing aligned with the state average. We are two percentage points behind in both Math and ELA compared to the state. In combination with our increase ELL student population, weak collaborative planning and data driven instruction, we saw this

gap in the area of math.

EWS Areas of Concern

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

1. Increase ELA proficiency
2. Increase Algebra 1 proficiency
3. Increase overall ELL proficiency
4. Increase student attendance

Highest Priorities

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

1. Increase ELA proficiency
2. Increase Algebra 1 proficiency
3. Increase overall ELL proficiency
4. Increase student attendance

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Based on F.A.S.T. data, our area of focus will be ELA. Through intentional planning, collaboration, and targeted instruction, we will increase 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.

By using the strategies and action plan described below, we will increase our overall ELA proficiency from 59% to 65.00% by the end of the 2024-2025 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.

We will use data from our Synergy Baseline, PM3, as well as grade data chats students will have with their teachers.

Person responsible for monitoring outcome

Ivin Gunder

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:

Individual & Small Group Instruction Explicit Direct Instruction Additional academic programs offered outside of school hours

Rationale:

Provide focused, intensive small-group interventions for English learners determined at risk for

reading problems. Although the amount of time in small-group instruction and the intensity of this instruction should reflect the degree of risk, determined by reading assessment data and other indicators, the interventions should include the five core reading elements (phonological awareness, phonics, reading fluency, vocabulary, and comprehension). Explicit, direct instruction should be the primary means of instructional delivery.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Direct support through professional development: Small group instruction, explicit instruction, planning.

Person Monitoring:

Ivin Gunder & Title I Lead

By When/Frequency:

Quarterly

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

All ELA teachers will receive direct support through professional development in small group instruction. Teachers will participate in collaborative lesson planning with Professional Learning Communities.

Action Step #2

Targeted Data Planning

Person Monitoring:

Ivin Gunder & Title I Lead

By When/Frequency:

Quarterly

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

Teachers will utilize and analyze data to monitor progress and create targeted small groups. Teachers will conduct data meetings to address struggling standards/skills after F.A.S.T data.

Action Step #3

Instructional Coach Support

Person Monitoring:

Ivin Gunder & Title I Lead

By When/Frequency:

Monthly

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

Instructional coach will focus on improving instructional planning, delivery, data analysis, and student outcomes through targeted teacher supports.

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.

Based on EOC data, our area of focus will be Math. Through intentional planning, collaboration, and targeted instruction, we will increase 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.

By using the strategies and action plan described below, we will increase our overall proficiency from 36.00% to 50.00% by the end of the 2024-2025 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.

Student progress will be conducted through Synergy, Progress Monitoring testing -B.E.S.T. Testing at each progress monitoring cycle.

Person responsible for monitoring outcome

Laura Mayberry

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:

Provide focused, intensive small-group interventions for English learners determined to be at risk for reading problems that effects their Math skills and subject area vocabulary. Provide Additional Programs Outside of the Regular School Day

Rationale:

Provide explicit and systematic intervention instruction to struggling students should receive explicit instruction to ensure that they have the foundational skills and conceptual knowledge necessary for understanding grade level content.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Direct support through professional development in small group instruction, explicit instruction, and planning.

Person Monitoring:

Laura Mayberry & Title I Lead

By When/Frequency:

Quarterly

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

All Math teachers will receive direct support through professional development in small group instruction.

Action Step #2

Collaborative Planning

Person Monitoring:

Laura Mayberry & Title I Lead

By When/Frequency:

Quarterly

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

Teachers will participate in collaborative lesson planning with Professional Learning Communities.

Action Step #3

Targeted Data Planning

Person Monitoring:

Laura Mayberry & Title I Lead

By When/Frequency:

Quarterly

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

Teachers will utilize and analyze data to monitor progress and create targeted small groups to close learning gaps. Teachers will conduct data meetings to address struggling standards/skills after Quarterly PM Synergy testing.

Area of Focus #3

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

ESSA Subgroups specifically relating to English Language Learners (ELL)**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.

Based on school wide data, our area of focus is to increase overall proficiency of our English Language Learner student group.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

By using the strategies and action plan described below, we will increase ELL learners overall proficiency from 56% to 60% by the end of the 2024-2025 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.

This area will be monitored through ESOL assistants, ESOL counselor, and intensive reading teachers.

Person responsible for monitoring outcome

Paul Boysen

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:

ESOL assistants may work with small groups of students within general education classrooms or at times in the ESOL classroom. ELL Learners will utilize new district initiatives through an English Language Development support in conjunction with Corrective Reading Curriculum provided by the district to support language acquisition and reading skills. The ESOL assistants work in conjunction with school administrators, general education teachers, related service providers, and other support personnel to communicate and address the unique needs of our ELL students.

Rationale:

Provide explicit and systematic intervention instruction to struggling students should receive explicit instruction to ensure that they have the foundational skills and conceptual knowledge necessary for understanding grade level content.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Targeted Small Groups

Person Monitoring:

Paul Boysen & Title I Lead

By When/Frequency:

Quarterly

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

Teachers will utilize and analyze data to monitor progress and create targeted small groups to close learning gaps. Support student achievement through parent conferences to discuss data and collaborate to create solutions for student success.

Action Step #2

ESOL Assistant Supports

Person Monitoring:

Paul Boysen & Title I Lead

By When/Frequency:

Quarterly

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

All teachers will receive support through ESOL assistants to support student needs. ESOL assistants will monitor English Language acquisition progress by collaborating with Corrective reading teachers, newly added English Language development teacher, and content area teachers.

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.

Based on Synergy data, our area of focus will be Attendance.

Measurable Outcome

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

By using the strategies and action plan described below, we will increase student attendance from 80% to 89% by the end of the 2024-2025 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.

Progress will be monitored through PBIS program, student success meetings, attendance team meetings, and grade level administrators.

Person responsible for monitoring outcome

Caitlyn Hayes

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:

Establish Positive Connections (PBIS) Foster Student Expectation of Success (POV) Schools and Families Have Meaningful Two-Way Communication (PFE) Active Classroom (High Student Engagement) (POV)

Rationale:

Creating highly engaging classrooms will foster student learning and achievement. Students will be engaged in learning with a technologically rich classroom. Fostering strong communication with families so that we can best support students academic achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:**Action Step #1**

Two Way Communication

Person Monitoring:

Caitlyn Hayes & Title I Lead

By When/Frequency:

Quarterly

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

Establish two way communication via Synergy, Weekly Robo Calls, and Weekly Newsletters from the Principal. Quarterly SAC Committee newsletter to share campus wide updates and school events.

Action Step #2

Success Team Meetings

Person Monitoring:

Caitlyn Hayes & Title I Lead

By When/Frequency:

Quarterly

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

Share District wide Attendance policies with families frequently through email and letters home. All teachers will enforce the policy following the 3 day- 5 day- 10 day protocol. Students identified with attendance concerns will be added to our Success Team Meetings.

Action Step #3

PBIS Supports

Person Monitoring:

Caitlyn Hayes & Title I Lead

By When/Frequency:

Weekly

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

Weekly highlight of our Rising Raiders through PBIS. Promote and share via social media pages. Continued work with PBIS team promoting school wide expectations.

Action Step #4

Increase Technology

Person Monitoring:

Administration

By When/Frequency:

Weekly

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

Teachers will create an engaging classroom with the use of updated technology. Administrative classroom walkthroughs to monitor student engagement.

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

Clay County Schools

ORANGE PARK JUNIOR HIGH SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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 and primary purpose of Orange Park Junior High School, along with parents and community members, is to make student learning our chief priority in a safe and physically comfortable environment where students are valued individuals with unique physical, social, emotional and intellectual needs.

Provide the school's vision statement

We believe that teachers, parents, and the community share the responsibility for the support of the school's mission. We believe that all students can learn. We believe that students learn in different ways. We believe a student's self-esteem is enhanced by positive relationships. We believe students learn best when they are actively in the learning process.

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

Tania Auguste

Position Title

Principal

Job Duties and Responsibilities

Ensure compliance with established rules, and laws in the daily operation of the school. Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing and communications with parents, students, and teachers. Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement the Sunshine State Standards. Coordinate school advisory council activities and

implement a school improvement plan. Coordinate efficient utilization of school facilities and ensure proper security, maintenance, and cleanliness of the campus. Be responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database. Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data. Be responsible for effective business management operations, the development of a school budget and efficient cost accounting. Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County Public Schools Code of Student Conduct. Be responsible for effectively implementing school/district personnel procedures including interviewing, hiring, evaluating school staff and coordinating the Teacher Induction Program, and administering master contracts. Coordinate supervision of extra-curricular activities and duty assignments. Provide a safe learning environment through preparation and implementation of emergency evacuation plans, fire drills, etc.. Be responsible for implementing programs designed to meet the needs of special student populations (Ex. ESE, Title I, Dropout Prevention, etc.). Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards. Be responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory. Provide for the purchase of appropriate textbooks, equipment and other instructional materials necessary to meet the needs of the students. Serve on district-wide committees when requested. Be responsible for the development and implementation of a school technology plan. Be responsible for the performance of all personnel employed by the School Board and assigned to the school site. Provide for the development of an individual Teacher Training Plan for each teacher assigned to school. Provide leadership for the implementation of the Florida Code of Ethics and Principles of Professional Conduct. Provide leadership in the implementation of the Sunshine State Standards, Florida Standards Assessments, End-of-Course exams, and other tests designed and adopted to measure student achievement. Communicate effectively, both orally and in writing, with parents, staff, students, and community. Maintain visibility and accessibility on the school campus. Serve as coach/mentor to Assistant Principals, new Principals or others who are preparing for School Principal certification. Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum. Perform other duties as assigned by the

Superintendent consistent with the goals and objectives of the position.

Leadership Team Member #2

Employee's Name

Kristen Fite

Position Title

Instructional Interventionist

Job Duties and Responsibilities

The Instructional Interventionist will focus primarily on the ELA/Reading Department to improve instructional planning, delivery, data analysis, and student outcomes. Research has shown that the top four factors that impact student achievement are: classroom management, teaching for learning, home and parent involvement, and believing that all students can learn (Hattie, 2010). The instructional coaches' work will strengthen each of these factors and is expected to translate into increase academic success.

Leadership Team Member #3

Employee's Name

Ansley Smith

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal/vice is directly responsible to the school principal. He/she serves in a staff relationship with other assistant administrators in the school. Assume all administrative duties in the absence of the principal. Assist in fulfilling any duties outlined on the principal's job description and delegated by the principal.

Leadership Team Member #4

Employee's Name

Arthur Allison

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal/vice is directly responsible to the school principal. He/

she serves in a staff relationship with other assistant administrators in the school. Assume all administrative duties in the absence of the principal. Assist in fulfilling any duties outlined on the principal's job description and delegated by the principal.

Leadership Team Member #5

Employee's Name

Shalonda Ravenell

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal/vice is directly responsible to the school principal. He/she serves in a staff relationship with other assistant administrators in the school. Assume all administrative duties in the absence of the principal. Assist in fulfilling any duties outlined on the principal's job description and delegated by the principal.

Leadership Team Member #6

Employee's Name

Tyler Sason

Position Title

Dean

Job Duties and Responsibilities

The Dean of Discipline and School Culture will bridge the student-faculty relationship through research-based techniques and strategies. The Dean will also assist leadership in the development and implementation of strategies designed to promote a positive learning environment. In addition, The Dean will foster positive public relations, effective conferencing and communication with parents, students, and teachers.

Leadership Team Member #7

Employee's Name

Hilary Shaw

Position Title

Guidance Counselor

Job Duties and Responsibilities

Plan and develop the school counseling program of the school. Provide the opportunity for individual and group counseling to all students. Provide leadership and consultation in the school's program of pupil appraisal.

Provide assistance to students and parents in educational and occupational planning for the student. Coordinate and initiate referrals of students to other specialists in student services and to public and private agencies in the community. May serve as a consultant for ESE screenings, staffing, and follow-up procedures. Provide placement services to students by assisting them in making appropriate choices of school subjects/courses of study, and in making transitions from one school level to another, one school to another, and from school to employment. Consult with parents and act as a resource person on the growth and development of their children. Work closely with members of the administrative/teaching staff to the end that all school resources are directed toward meeting individual students' needs. Assist in disseminating research findings to school staff members. Interpret counseling and guidance services of the school to school staff members, parents, and community. May plan with Occupational Specialists to implement their program. (Secondary Only) Perform other such duties as requested by the Principal.

Leadership Team Member #8**Employee's Name**

Lauren Barbaro

Position Title

Guidance Counselor

Job Duties and Responsibilities

Plan and develop the school counseling program of the school. Provide the opportunity for individual and group counseling to all students. Provide leadership and consultation in the school's program of pupil appraisal.

Provide assistance to students and parents in educational and occupational planning for the student. Coordinate and initiate referrals of students to other specialists in student services and to public and private agencies in the community. May serve as a consultant for ESE screenings, staffing, and

follow-up procedures. Provide placement services to students by assisting them in making appropriate choices of school subjects/courses of study, and in making transitions from one school level to another, one school to another, and from school to employment. Consult with parents and act as a resource person on the growth and development of their children. Work closely with members of the administrative/teaching staff to the end that all school resources are directed toward meeting individual students' needs. Assist in disseminating research findings to school staff members. Interpret counseling and guidance services of the school to school staff members, parents, and community. May plan with Occupational Specialists to implement their program. (Secondary Only) Perform other such duties as requested by the Principal.

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.

The process for involving all stakeholders in regard to the School Improvement Plan, Orange Park Junior High hosts a School Advisory Council meeting inviting community members, parents/guardians, and teachers to the school to discuss the contents of the Title I Plan that would then be added to the School Improvement Plan. OPJ allows for open dialogue that allows for questions, comments, and concerns to be addressed and change (if needed) the School Improvement Plan. OPJ also has a leadership team that will meet and discuss the components of the School Improvement Plan, as well as items made through the School Advisory Council, and adjust as needed. Once all stakeholders has been heard, the School Improvement Plan is finalized.

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))

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

During the school's monthly whole group PLC's, they will share the school progress and challenges and discuss ways to improve in the classroom. The administrators will do learning walks weekly to give the teacher's feedback on ways to improve and praise their great strides. Teacher's will do a pre and post test on materials learned. Teacher's are responsible for knowing what level their students are on and keeping up quarterly with their progress. The School Improvement plan will be updated quarterly during SAC meetings and discussed monthly during PBIS meetings to ensure continuous improvement.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 7-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	66.3%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
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: C 2022-23: C* 2021-22: C 2020-21: 2019-20: B

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								128	120	248
One or more suspensions								137	124	261
Course failure in English Language Arts (ELA)								23	18	41
Course failure in Math								66	29	95
Level 1 on statewide ELA assessment								115	87	202
Level 1 on statewide Math assessment								92	73	165
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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								126	105	231

Current Year 2024-25

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year								2		2
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								118	134	252	
One or more suspensions								133	120	253	
Course failure in ELA								19	25	44	
Course failure in Math								26	8	34	
Level 1 on statewide ELA assessment								112	11	123	
Level 1 on statewide Math assessment								83	9	92	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										123	

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								134	152	286	

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 *	52	61	53	44	54	49	48	56	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	54	57	56				43		
ELA Learning Gains Lowest 25%	42	47	50				32		
Math Achievement *	55	72	60	54	69	56	47	33	36
Math Learning Gains	54	60	62				43		
Math Learning Gains Lowest 25%	56	57	60				39		
Science Achievement *	33	64	51	47	62	49	45	64	53
Social Studies Achievement *	71	83	70	66	81	68	66	59	58
Graduation Rate								63	49
Middle School Acceleration	46	61	74	54	63	73	55	46	49
College and Career Readiness								81	70
ELP Progress	51	56	49	46	44	40	40	67	76

*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	529
Total Components for the FPPI	10
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
53%	53%	46%	43%		55%	54%

* 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	35%	Yes	5	
English Language Learners	51%	No		
Asian Students	82%	No		
Black/African American Students	47%	No		
Hispanic Students	57%	No		
Multiracial Students	44%	No		
White Students	54%	No		
Economically Disadvantaged Students	49%	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	38%	Yes	4	
English Language Learners	46%	No		
Asian Students	76%	No		
Black/African American Students	46%	No		
Hispanic Students	47%	No		
Multiracial Students	53%	No		
White Students	59%	No		
Economically Disadvantaged Students	49%	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	32%	Yes	3	
English Language Learners	35%	Yes	3	
Native American Students				
Asian Students	66%	No		
Black/African American Students	40%	Yes	1	
Hispanic Students	44%	No		
Multiracial Students	49%	No		
Pacific Islander Students				
White Students	52%	No		
Economically Disadvantaged Students	43%	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	52%		54%	42%	55%	54%	56%	33%	71%	46%			51%
Students With Disabilities	26%		35%	31%	34%	48%	53%	13%	44%	27%			
English Language Learners	38%		54%	50%	48%	64%	68%	19%	54%				66%
Asian Students	86%		85%		93%	62%							
Black/African American Students	43%		50%	40%	45%	49%	48%	24%	63%	43%			64%
Hispanic Students	53%		56%	51%	60%	60%	64%	31%	72%	49%			74%
Multiracial Students	52%		49%	19%	44%	53%	61%	32%	66%	22%			
White Students	58%		54%	40%	60%	53%	58%	39%	75%	51%			
Economically Disadvantaged Students	46%		52%	42%	51%	50%	51%	28%	65%	42%			63%

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	44%				54%			47%	66%	54%			46%
Students With Disabilities	23%				33%			30%	45%	60%			
English Language Learners	18%				33%			53%	71%				53%
Asian Students	81%				71%								
Black/African American Students	34%				46%			34%	61%	53%			
Hispanic Students	43%				51%			46%	61%	42%			40%
Multiracial Students	38%				53%			52%	65%	57%			
White Students	50%				62%			55%	68%	58%			
Economically Disadvantaged Students	38%				49%			38%	59%	47%			64%

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	48%		43%	32%	47%	43%	39%	45%	66%	55%			40%
Students With Disabilities	26%		35%	35%	30%	37%	30%	26%	34%	33%			
English Language Learners	30%		37%	32%	36%	51%	36%	8%	45%				40%
Native American Students													
Asian Students	88%		69%		63%	56%				55%			
Black/African American Students	33%		40%	30%	36%	39%	34%	28%	59%	58%			
Hispanic Students	47%		37%	26%	45%	43%	39%	44%	63%	50%			
Multiracial Students	48%		47%	60%	48%	39%	30%	48%	75%				
Pacific Islander Students													
White Students	58%		45%	32%	57%	45%	50%	55%	73%	54%			
Economically Disadvantaged Students	40%		39%	32%	43%	40%	38%	41%	63%	53%			

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	7	51%	57%	-6%	50%	1%
Ela	8	49%	58%	-9%	51%	-2%
Math	7	39%	49%	-10%	47%	-8%
Math	8	53%	70%	-17%	54%	-1%
Science	8	31%	59%	-28%	45%	-14%
Civics		69%	81%	-12%	67%	2%
Algebra		84%	61%	23%	50%	34%
Geometry		92%	68%	24%	52%	40%
Biology		<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?

The data component that showed the most improvement would be English Language Arts. In the 22-23 school year, English Language Arts was 41% proficient. In the 23-24 school year, English Language Arts was 52% proficient. That is a 11% growth in student proficiency. In the area of English Language Arts, the teachers focused on the use of small group instruction and engagement strategies to target the Lower Quartile Students and benchmarks from data during the data discussion in the 4th quarter of the 23-24 school year.

Lowest Performance

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

According to OPJ's F.A.S.T data, Science performed the lowest with a decline of 16% from the 22-23 to 23-24 school year. A contributing factor in Science that led to the decline of proficiency from the 22-23 to the 23-24 school year was a result of our Pre-Aice 8th graders testing in 7th grade and therefore were not included in this year's testing data.

Greatest Decline

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

The data component that showed the greatest decline from the prior year would be Science. In the 22-23 school year, Science was 47% proficient. In the 23-24 school year, Science declined to 31% proficient. Based on the 23-24 school year data from the F.A.S.T assessment, a contributing factor in Science that led to the decline of proficiency from the 22-23 to the 23-24 school year was a result of our Pre-Aice 8th graders testing in 7th grade and therefore were not included in this year's testing data.

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 data component that had the greatest gap when compared to the state average would be Science. The state had an average of 45% proficiency in the 23-24 school year. Science was 31% proficient. This is a gap of 14% from the state average. Based on the 23-24 school year data from the F.A.S.T assessment, a contributing factor in Science that led to the decline of proficiency from the 22-23 to the 23-24 school year was a result of our Pre-Aice 8th graders testing in 7th grade and therefore were not included in this year's testing data.

EWS Areas of Concern

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

Reflecting on the EWS data, the potential areas of concern would be One or More Suspensions (which correlates with Absent 10% or more days) and Level 1 on statewide ELA Assessment. These two indicators are areas of concern due to ELA/Reading being a focus for growth for the **23-24** school year. With students either being suspended or absent 10% or more days possess a concern to their learning in ELA/Reading classes. When students are absent (due to illness or suspension), important and critical instructional time is being lost. Therefore, leading to students not learning grade level material and in return, receiving Level 1 on statewide ELA assessments.

Highest Priorities

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

School Improvement for the upcoming school year will focus on the following with a rank of 1 to 3, with 1 being highest priority. 1: ELA/Reading with a focus on **Morphology**, 2: Positive Behavior Systems of Support (PBIS) with a focus on Discipline and Positive School Culture, and 3: Mathematics with a focus on Algebraic Thinking.

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.

According to our school data review for the 2023-2024 F.A.S.T. data, ELA was 52 % proficient which was a 11% increase from the 2022-2023 FSA data. When analyzing the data, OPJH noticed that the greatest area for improvement was in Morphology which will support Vocabulary and Reading Across Genres.

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.

Based on F.A.S.T. data, OPJH has an opportunity for growth in ELA/Reading, specifically **Morphology**. By using the strategies and actions described below, OPJH will increase overall proficiency in **Morphology** (ELA/Reading) from 52% proficient to 54% proficient by the end of the 2024-2024 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.

This area of focus will be monitored through formative assessments analyzed in ELA/Reading data meetings, addressed and targeted plans during Professional Learning Communities, and Administrative walkthroughs with immediate feedback that include strengths and needs for improvement. Data sources that will be used to analyze student performance include SRA assessments (corrective reading), F.A.S.T. Benchmark Assessments (three times a year), and working closely with administration at quarterly data meetings to analyze data.

Person responsible for monitoring outcome

Tania Auguste (tania.auguste@myoneclay.net)

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:

To improve proficiency in ELA/Reading, OPJH will focus on the following evidence-based interventions: --small group instruction --direct-explicit instruction --explicit and systematic phonological awareness and phonemic awareness instruction

Rationale:

OPJH will utilize Small Group Instruction to target the Lower Quartile students and benchmarks that students have not mastered. Direct-Explicit Instruction and Explicit Comprehension Strategy Instruction will be the main focus in all of the ELA/Reading classrooms to allow for students to receive lessons that focus specifically on the B.E.S.T. standards. OPJH will also focus on Explicit and Systematic Phonological Awareness and Phonemic Awareness Instruction through the Reading classes to support intensive reading.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Increase Small Group instruction targeting strategies and skills related to Morphology. Provide Professional Development on Small Group Instruction. Use data to monitor progress and adjust small groups. Use engaging supplemental materials to support growth in Morphology.

Person Monitoring:

Tania Auguste (tania.auguste@myoneclay.net)

By When/Frequency:

Throughout the 24-25 School Year

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

Teachers will focus on modeling and explicitly teaching how to activate prior knowledge, question generation, identifying central idea, paraphrasing and summarizing. During Professional Learning Communities, teachers will address systematic, direct explicit instruction, explicit comprehension Strategy Instruction and identify research-based strategies to support their teaching.

Action Step #2

Analyze student data frequently to ensure teachers are providing targeted support to enrich understanding of benchmarks

Person Monitoring:

Kristen Fite (kristen.fite@myoneclay.net)

By When/Frequency:

Throughout the 24-25 School Year

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

Conduct quarterly data meetings to discuss F.A.S.T. data to identify progress or decline of the targeted skill/benchmark. Focus on the Lower Quartile students in regard to intensive support and enrichment in regard to the high performing students.

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.

According to our school data review for the 2023-2024 F.A.S.T. data, Math was 55 % proficient which was a 4% increase from the 2022-2023 FSA data. When analyzing the data, OPJH noticed that the greatest area for improvement was in Number Sense and Operations for 7th grade and Linear relationships for 8th grade.

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.

Based on F.A.S.T. data, OPJH has an opportunity for growth in Math, specifically in the categories- Number Sense & Operations (7th grade) and Linear Relationships (8th grade). By using the strategies and actions described below, OPJH will increase overall proficiency in Number Sense & Linear Relationships (Math) from 55% proficient to 57% proficient by the end of the 2024-2025 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.

This area of focus will be monitored through formative assessments analyzed in Mathematics data meetings, addressed and targeted plans during Professional Learning Communities, and Administrative walkthroughs with immediate feedback that include strengths and needs for improvement. Data sources that will be used to analyze student performance include ALEKS Benchmark assessments,

F.A.S.T. Benchmark Assessments (three times a year), and working closely with administration at quarterly data meetings to analyze data.

Person responsible for monitoring outcome

Ansley Smith (ansley.smith@myoneclay.net)

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:

To improve proficiency in Mathematics, OPJH will focus on the following evidence-based interventions: --small group instruction --teacher modeling --immediate feedback

Rationale:

OPJH will utilize Small Group Instruction to target the Lower Quartile students and standards that students have not mastered. Teacher Modeling will be the main focus in all of the Mathematic classrooms to allow for students to receive lessons that focus specifically on the math benchmarks. OPJH will also focus on providing teachers and students with immediate feedback from classroom walkthroughs, anecdotal notes during lessons, data meetings with students, parent/teacher conferences.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Quarterly data meetings

Person Monitoring:

Ansley Smith (ansley.smith@myoneclay.net)

By When/Frequency:

Throughout the 24-25 School year

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

Conduct quarterly data meetings to discuss F.A.S.T. data to identify progress or decline of the targeted skill/standard (Data Analysis). Focus on the Lower Quartile students in regard to intensive support and enrichment in regard to the high performing students.

Action Step #2

Small groups and progress monitoring

Person Monitoring:

Ansley Smith

By When/Frequency:

Throughout the 24-25 School year

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

Continue with Small Group instruction targeting strategies and skills related to Number Sense & Operations and Linear relationships. Provide Professional Development on Small Group Instruction. Use data to monitor progress and adjust small groups. Use engaging supplemental materials to support growth in Number Sense & Operations and Linear Relationships. "--Collaborative lesson planning through common planning opportunities; follow ups through Professional Learning Communities (PLC's) to focus on student performance and engagement activities --Utilize student data to monitor progress and create targeted small groups; student groups will adjust based on data --Conduct data meetings (quarterly or after data received from F.A.S.T) to address struggling standards/skills and determine action steps to assist those students

Action Step #3

Teacher Modeling

Person Monitoring:

Ansley Smith

By When/Frequency:

Throughout the 24-25 School Year

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

Teachers model expected academic work representing (1)Number Sense (2) Linear Relationships and assess knowledge through Formative and Summative assessments and online curriculum(Aleks) Utilize supplemental math materials and programs to increase (1) Number Sense (2) Linear Relationships through small group/whole group instruction Use visual models to represent strategies used to increase:(1) Number Sense (2) Linear Relationships

Action Step #4

Provide Additional Programs Outside of the Regular School Day

Person Monitoring:

Ansley Smith

By When/Frequency:

Throughout School Year/modified after PM 2

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

Target Lower Quartile students through before school, after school, and Saturday school tutoring (focus on (1) Number Sense (2) Linear Relationships other struggling standards/skills) Support student performance through Parent/Teacher conferences discussing data and determine solutions as a partnership to better serve all students.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

Focus Area:

Our primary focus will continue to be on reducing the number of referrals for 7th and 8th graders.

Rationale:

By addressing the specific social and emotional needs of middle schoolers, PBIS helps to reduce behavior issues and improve the school climate. This leads to higher attendance rates, better academic performance, and fewer disciplinary incidents, all of which contribute to a more positive and productive learning environment.

Identification of Need:

The need for PBIS was identified through a comprehensive review of prior year data, including:

- **Discipline Records:** High rates of disciplinary referrals, suspensions, and expulsions indicated a need for proactive behavior management strategies.
- **Academic Performance:** Correlations between behavior issues and low academic achievement highlighted the impact of behavior on learning outcomes.
- **Attendance Data:** Patterns of chronic absenteeism and truancy suggested a need for a more positive and engaging school environment.
- **Climate Surveys:** Feedback from students, parents, and staff revealed concerns about school climate and the need for more consistent and positive behavior expectations.
- **SAC Meetings:** Input from teachers, administrators, and community members underscored the importance of a structured and supportive approach to behavior management.

By implementing PBIS, we aim to create a more positive school environment that supports both the academic and social-emotional development of our students.

Measurable Outcome

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

Our ongoing objective is to further reduce the number of referrals. This year, we aim to achieve a 10% reduction, decreasing from 2,063 to 1,857.

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 dean will monitor discipline data and keep the administrative team updated regularly. The PBIS team will meet monthly to analyze data on tardies, attendance, and discipline, and will discuss these findings with the administration. This ongoing monitoring will enable the administrative team to communicate our goals to the staff and collaborate on strategies to achieve them.

Person responsible for monitoring outcome

Tyler Sason, Dean

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:

Our school will continue to implement our tardy system with a few changes. Parents will now receive an email every day their child is tardy and a phone call as specified in the discipline matrix.

Rationale:

The rationale behind the tardy system is to communicate with parents before students receive a referral.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Reducing Referrals/Academic Success

Person Monitoring:

Tyler Sason

By When/Frequency:

By May/ Monthly

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

Each month, our dean will monitor the discipline plan and document progress on our engagement plan. This information will be reviewed weekly at our administrative meetings and monthly at our PBIS meetings. We will use this data to collaborate with the staff to identify areas for improvement and develop strategies to enhance our school environment.

Action Step #2

Foster Positive Relationships (PBIS)

Person Monitoring:

Tyler Sason

By When/Frequency:

beginning and throughout school year

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

Teachers will participate in a book study with 'Flooded' to learn how to help students regulate emotions and provide a safe learning environment and create positive relationships. Share important information through Synergy, ROBO calls home (or individual calls), paper copies of information, parent/teacher conferences (discuss academic/behavioral concerns and growths), meetings with the Principal, information on school website and social media Provide agendas at meetings, designated and communicated time of meetings (school calendar) School Newsletter to share information Invite families (ELL) to meet with the Principal and discuss concerns or ask questions

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.

To disseminate information to all stakeholders in regard to the School Improvement Plan, Orange Park Junior High will use the digital School Newsletter, share on social media outlets that the plan is available for review in the front office of OPJ in the 24-25 Title I Binder, on our schools webpage at <https://opj.myoneclay.net/title-1>, and during the School Advisory Council meetings with stakeholders.

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))

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, Orange Park Junior High plans to build the culture of the school through Positive Behavioral Interventions and Supports (PBIS). With a focus on positive behavior, high expectations, clear communication, and a structure for addressing misbehavior, OPJ will be able to work closely with families and make sure they understand that there must be a partnership in order for students to succeed. OPJ will also focus on inviting families to campus throughout the year to participate in Parent and Family Engagement Events to learn how to support their students education. The Family Engagement Plan can be found on our schools webpage at <https://opj.myoneclay.net/title-1>.

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))

In order to strengthen the academic programs in Orange Park Junior High, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, OPJ plans to focus on growing our educators through Professional Development with the help of CCDS district support leaders. Our main goals this year is to increase proficiency in ELA/Reading and Mathematics. Utilizing district support leaders in those subjects will allow for teachers to gain more knowledge of their respective subjects, plan better, and understand more, especially during targeted Professional Learning Community meetings. OPJ also plans to provide students with more learning opportunities, such as tutoring services, to gain more knowledge and receive assistance when needed.

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))

Orange Park Junior High's School Improvement Plan is developed in coordination and integration with other Federal, State, and local services, to support all of the students at OPJ. The plan focuses on using resources that are specifically correlated to their needs therefore able to better support the students.

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.

In order to review the use of resources to meet the identified needs of students (Students w/ Disabilities), Orange Park Junior High's Leadership Team, SAC members, and Title I will closely analyze multiple sources of data to monitor progress of the aforementioned group. Data sources such as the F.A.S.T. Benchmark Assessments for Math and ELA/Reading, District and State mandated assessments Algebra, Geometry, Civics, and Science. In addition, students will be provided additional support via tutoring to bridge the instructional gap in an effort to increase and improve student achievement. What is more, we will utilize our Math Coach and Math instructional instructional as well as our Support Facilitators and ELA Instructional assistants to provide individualized targeted support for students throughout the course of the school year.

Specifics to Address the Need

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

Resource Allocation and Improvement Plan

Resource Allocation

After analyzing the data, the team identifies resources to supplement student learning in the classroom. These resources include:

- **Personnel:** Allocations for Reading/Math Coaches and Reading/Math Classroom Assistants.
- **Supplemental Materials:** Research-based materials not provided by the district to support our subject goals.
- **Professional Development:** Instructors and materials to facilitate ongoing growth for our teachers.

Implementation

We will continue to integrate our Math and Reading Coaches into the classroom to provide targeted support as well as our ELA & Math Classroom Assistants and Support Facilitators who circulate to all Math/ELA classrooms facilitating small group instruction. In addition, we will provide students with monthly Saturday School tutoring to help bridge learning gaps and increase & improve student achievement.

Performance Overview

Based on our scores from last year:

- **7th Grade ELA:** Achieved 51% proficiency.
- **8th Grade ELA:** Achieved 49% proficiency.
- **7th Grade Math:** Achieved 39% proficiency.
- **8th Grade Math:** Achieved 53% proficiency.

Our goal is to build on these improvements by leveraging the identified resources to further enhance student learning and academic performance

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

Clay County Schools

OAKLEAF VILLAGE ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

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

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant, and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

Oakleaf Village Elementary exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

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

Jason Martin

Position Title

Principal

Job Duties and Responsibilities

Ensure compliance with established rules, and laws in the daily operation of the school. Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing and communications with parents, students, and teachers. Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff

meetings as needed to meet student instructional needs; implement the Sunshine State Standards. Coordinate school advisory council activities and implement a school improvement plan. Coordinate efficient utilization of school facilities and insure proper security, maintenance and cleanliness of the campus. Be responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database. Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data. Be responsible for effective business management operations, the development of a school budget and efficient cost accounting. Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County Public Schools Code of Student Conduct. Be responsible for faithfully and effectively implementing school/district personnel procedures including: interviewing, hiring, evaluating school staff and coordinating the Teacher Induction Program, and administering master contracts. Coordinate supervision of extra-curricular activities and duty assignments.

Provide a safe learning environment through preparation and implementation of emergency evacuation plans, fire drills, etc.. Be responsible for implementing programs designed to meet the needs of special student populations (Ex. ESE, Title I, Dropout Prevention, etc.). Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards. Be responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory. Provide for the purchase of appropriate textbooks, equipment and other instructional materials necessary to meet the needs of the students. Serve on district wide committees when requested. Be responsible for the development and implementation of a school technology plan. Be responsible for the performance of all personnel employed by the School Board and assigned to the school site. Provide for the development of an individual Teacher Training Plan for each teacher assigned to school. Provide leadership for the implementation of the Florida Code of Ethics and Principles of Professional Conduct. Provide leadership in the implementation of the Sunshine State Standards, Florida Standards Assessments, End-of-course exams, and other tests designed and adopted to measure student achievement.

Communicate effectively, both orally and in writing, with parents, staff, students and community. Maintain visibility and accessibility on the school campus. Serve as coach/mentor to Assistant Principals, new Principals or others who are preparing for School Principal certification. Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum. Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position.

Leadership Team Member #2

Employee's Name

Shelley Lester

Position Title

Assistant Principal

Job Duties and Responsibilities

Manage school facility and staff to ensure student safety and grade appropriate level instruction takes place

Leadership Team Member #3

Employee's Name

Chernell Gilliam

Position Title

Assistant Principal

Job Duties and Responsibilities

Manage school facility and staff to ensure student safety and grade appropriate level instruction takes place

Leadership Team Member #4

Employee's Name

Danielle Mastandrea

Position Title

Teacher, K-12 (Kindergarten)

Job Duties and Responsibilities

Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes

place. Assist with collaborative groups to support OVE's Professional Learning Community.

Leadership Team Member #5

Employee's Name

Carri Guin

Position Title

Teacher, K-12 (First Grade)

Job Duties and Responsibilities

Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community.

Leadership Team Member #6

Employee's Name

Krista Groves

Position Title

Teacher, K-12 (Second Grade)

Job Duties and Responsibilities

Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community.

Leadership Team Member #7

Employee's Name

Penny Hammer

Position Title

Teacher, K-12 (Third Grade)

Job Duties and Responsibilities

Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community.

Leadership Team Member #8

Employee's Name

Marla Teal

Position Title

Teacher, K-12 (Fourth Grade)

Job Duties and Responsibilities

Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community.

Leadership Team Member #9

Employee's Name

Jessica Kittrell

Position Title

Teacher, K-12 (First Grade)

Job Duties and Responsibilities

Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community.

Leadership Team Member #10

Employee's Name

Maureen Devine

Position Title

Teacher, K-12 (Fifth Grade)

Job Duties and Responsibilities

Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community.

Leadership Team Member #11

Employee's Name

Krystal Mason

Position Title

Teacher, K-12 (Fifth Grade)

Job Duties and Responsibilities

Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community.

Leadership Team Member #12

Employee's Name

Sean McEachin

Position Title

Teacher, K-12 (Sixth Grade)

Job Duties and Responsibilities

Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community.

Leadership Team Member #13

Employee's Name

Pamela Lively

Position Title

Teacher, ESE (Kindergarten)

Job Duties and Responsibilities

Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community.

Leadership Team Member #14

Employee's Name

Kimberly Lundy

Position Title

School Counselor

Job Duties and Responsibilities

Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community.

Leadership Team Member #15

Employee's Name

Anthony Wallace

Position Title

School Counselor

Job Duties and Responsibilities

Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community.

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.

Administration, emerging leaders, and the school advisory council (including parents) were solicited advice on how they think the school should focus its improvement efforts.

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))

This plan will be monitored through weekly classroom walkthroughs. We will also convene as administration & grade level teams for quarterly data progression meetings to evaluate student growth

based on I-Ready, Acadience, & FAST assessment scores, teacher-developed common assessment scores, MTSS students' progress monitoring data, and teacher-provided samples of student work on grade-level standards. We will be conducting weekly gradual release administration-modeled PLCs focused on grade level-wide proficiency of essential ELA standards to ensure all staff are involved in the growth of students across the entire building.

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	68.5%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	56.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
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: B 2022-23: B* 2021-22: A 2020-21: 2019-20: A

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	27	27	22	27	39	19	23			184
One or more suspensions	10	5	13	6	10	13	16			73
Course failure in English Language Arts (ELA)	0	1	0	6	0	0	0			7
Course failure in Math	0	1	0	0	0	0	0			1
Level 1 on statewide ELA assessment	26	35	26	16	29	32	19			183
Level 1 on statewide Math assessment				17	36	38	10			101
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	0	0	0	2						2
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	0	0					0

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

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
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	1	28	27	21	26	22	18			143
One or more suspensions		5	1	6	15	5	12			44
Course failure in ELA		16	16	8	16	5	2			63
Course failure in Math		11	19	2	14	2				48
Level 1 on statewide ELA assessment					19	19	17			55
Level 1 on statewide Math assessment					22	21	25			68
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										42

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		5	15	11	13	14	20			78

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	4	4	5						15
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 *	62	62	57	60	59	53	65	63	56
ELA Grade 3 Achievement **	77	65	58	60	61	53			
ELA Learning Gains	59	62	60				63		
ELA Learning Gains Lowest 25%	53	60	57				53		
Math Achievement *	62	67	62	64	64	59	65	51	50
Math Learning Gains	64	68	62				67		
Math Learning Gains Lowest 25%	58	59	52				59		
Science Achievement *	56	61	57	60	65	54	67	69	59
Social Studies Achievement *								70	64
Graduation Rate								64	50
Middle School Acceleration								61	52
College and Career Readiness									80
ELP Progress	56	55	61	46	55	59	50		

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	555
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
62%	56%	61%	55%		61%	63%

* 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	48%	No		
English Language Learners	56%	No		
Asian Students	69%	No		
Black/African American Students	58%	No		
Hispanic Students	60%	No		
Multiracial Students	70%	No		
White Students	65%	No		
Economically Disadvantaged Students	57%	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	33%	Yes	1	
English Language Learners	46%	No		
Asian Students	71%	No		
Black/African American Students	54%	No		
Hispanic Students	56%	No		
Multiracial Students	61%	No		
White Students	69%	No		
Economically Disadvantaged Students	54%	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	45%	No		
English Language Learners	48%	No		
Native American Students				
Asian Students	74%	No		
Black/African American Students	52%	No		
Hispanic Students	66%	No		
Multiracial Students	68%	No		
Pacific Islander Students				
White Students	69%	No		
Economically Disadvantaged Students	61%	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	62%	77%	59%	53%	62%	64%	58%	56%					56%
Students With Disabilities	37%	62%	54%	50%	39%	52%	48%	40%					
English Language Learners	56%	53%	47%	33%	51%	71%	71%						64%
Asian Students	69%		75%		77%	56%							
Black/African American Students	55%	66%	53%	58%	55%	59%	61%	56%					
Hispanic Students	59%	70%	60%	37%	61%	71%	63%	56%					61%
Multiracial Students	72%	92%	69%		72%	72%		41%					
White Students	68%	89%	59%	63%	63%	64%	52%	63%					
Economically Disadvantaged Students	55%	73%	55%	52%	55%	62%	58%	53%					54%

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	60%	60%			64%			60%					46%
Students With Disabilities	31%	26%			41%			33%					
English Language Learners	45%	64%			38%			44%					37%
Asian Students	67%				75%								
Black/African American Students	53%	55%			56%			51%					
Hispanic Students	58%	65%			62%			53%					42%
Multiracial Students	62%				59%								
White Students	66%	58%			72%			80%					
Economically Disadvantaged Students	54%	53%			56%			53%					

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	65%		63%	53%	65%	67%	59%	67%					50%
Students With Disabilities	44%		50%	36%	44%	53%	39%	46%					
English Language Learners	35%		58%	47%	41%	58%	45%						50%
Native American Students													
Asian Students	68%		77%		74%	77%							
Black/African American Students	53%		55%	41%	53%	58%	51%	52%					
Hispanic Students	61%		70%	65%	67%	74%	71%	62%					55%
Multiracial Students	68%		72%		66%	64%							
Pacific Islander Students													
White Students	78%		62%	77%	74%	71%	46%	76%					
Economically Disadvantaged Students	58%		64%	55%	58%	62%	58%	74%					

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	73%	63%	10%	55%	18%
Ela	4	48%	56%	-8%	53%	-5%
Ela	5	58%	54%	4%	55%	3%
Ela	6	61%	65%	-4%	54%	7%
Math	3	68%	66%	2%	60%	8%
Math	4	49%	62%	-13%	58%	-9%
Math	5	51%	56%	-5%	56%	-5%
Math	6	70%	74%	-4%	56%	14%
Science	5	55%	58%	-3%	53%	2%

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 with the most improvement was third grade reading. The teachers on this grade level focused on standards based instruction and implemented an intervention/extension time that allowed gaps to be closed for students and enrichment for students who had shown mastery on standards. In addition, our Intervention Facilitator assisted in determining what intervention materials needed to be used with specific students.

Lowest Performance

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

Both 4th grade ELA and Math were the lowest performing component. There were a few new teachers on this grade level and they may not have understood the importance of data, and interventions. In addition, while not a huge contributing factor, nor an excuse, this group of students were kindergartners when the schools shut down for COVID-19. They have consistently underperformed on statewide assessments since they were in 1st grade.

Greatest Decline

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

The data component with the greatest decline was 4th grade mathematics. Again this decline could be impacted by the lack of foundational skills lost in kindergarten when students had to do online at home instruction. This decline could also be explained by the fact some of the teachers, who are new to the grade level, did not have a solid knowledge of the expected standards and the importance of using data to drive instruction. Some have had difficulty learning and implementing the new standards alongside the mastery of a new curriculum.

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 4th grade ELA Level 1 component had the greatest gap compared to the state average. Again,

there were a few new teachers on this grade level and they may not have understood the importance of data, and interventions. In addition, while not a huge contributing factor, nor an excuse, this group of students were kindergartners when the schools shut down for COVID-19. They have consistently underperformed on statewide assessments since they were in 1st grade.

EWS Areas of Concern

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

Attendance is a critical component to success in school. If students are not at school, they struggle to learn. The number of students who have been absent more than 10% of the school year would be our greatest priority.

In addition, supporting teachers with classroom management strategies and working to strengthen our Tier 1 instruction so that lessons are both engaging and challenging would rank at the top of our priority list this would help reduce the number of discipline referrals as well as contribute to the student achievement.

Highest Priorities

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

1. 4th Grade ELA
2. 4th Grade Math
3. Attendance
4. Student behavior

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.

In both grades 4 and 5 ELA SWD had less than 41% at a level 3 or higher. The students in grade 4 had the lowest percentage, with just 18% of the SWD demonstrating a level 3 or higher. These students who will for the 2024-2025 school year will be our focus group. In addition, we will focus on core instruction in grade 4. The current 3rd graders had 76% of the students demonstrating a Level 3 or higher. Focusing on the core instruction in 4th grade ELA will help ensure that this percentage stays the same or increases and we don't see a decrease in student achievement.

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.

OVE's goal is to increase proficiency in each of the tested grade levels (3rd, 4th, 5th, and 6th) by 2%. And a specific 4% improvement in the ESE population with a focus on 4th and 5th grade.

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 school-wide testing using the FAST testing progress monitoring, holding regular data-meetings, along with teacher learning walks focusing on specific grade levels and core instruction using the district developed Walk-through log. Administration will meet weekly to discuss noticings.

Person responsible for monitoring outcome

Jason Martin

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:

Teachers will utilize the core instructional materials provided by the district which include for 4th grade Spelling through Morphology as well as Tier 2 and Tier 3 interventions including Bridge the Gap, P.R.I.D.E. PAR (Primary Accelerated Review), P.R.I.D.E. Level 3,4, and 5; Spelling Mastery; Corrective Reading; Equipped for Reading Success; and Wilson Reading System via the MTSS process to review and remediate for students demonstrating deficiencies.

Rationale:

Collaborate with their peers during common planning to discuss problems of practice and solutions offered via the teacher toolbox. Professional Development Opportunities will be provided during PLC's. District Curriculum Specialists will be actively involved in Learning Walks and Professional Development opportunities.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Improving Core ELA instruction

Person Monitoring:

Jason Martin

By When/Frequency:

Learning Walkthroughs/ Weekly; Data Meetings/ quarterly

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

Teachers will collaborate with their peers during common planning to discuss problems of practice and solutions offered via teacher resources. Professional Development Opportunities will be provided during PLC's. District Curriculum Specialists will be actively involved in Learning Walks and Professional Development Opportunities for the Savvas curriculum.

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.

Instructional practices in math in grades 4 and 5 had the greatest gaps in achievement for our students compared to the state and district.

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.

OVE's goal is to increase proficiency in each of the tested grade levels (3rd, 4th, 5th, and 6th) by 2%. And a specific 4% improvement in the ESE population.

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 school-wide testing with FAST progress monitoring as well as the iReady testing platform incorporated with our curriculum.

Person responsible for monitoring outcome

Jason Martin

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:

Teachers will utilize the iReady toolbox and Tier 2 and Tier 3 interventions via the MTSS process to review and remediate for students demonstrating deficiencies.

Rationale:

Teachers will collaborate with their peers during common planning to discuss problems of practice and solutions offered via teacher resources. Professional Development Opportunities will be provided during PLC's. District Curriculum Specialists will be actively involved in Learning Walks and Professional Development opportunities for the Savvas curriculum.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Strengthening Core Instruction in Mathematics

Person Monitoring:

Jason Martin

By When/Frequency:

Learning Walks/Weekly; Data Meetings/Quarterly

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

step:

1. Common Planning 2. Provide iReady Toolbox 3. Professional Development Opportunities during PLC 4. Utilize District Curriculum Specialists

Area of Focus #3

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)**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.

In the 2023-2024 grade 4 students achieved at 48% proficiency in ELA which qualified our school for Raise status. Literacy is of course a core facet of education and access to educational materials. This grade level performing below 50% begged the question of how we can identify areas of need and target students to increase proficiency not only across this grade level but across the entire school. These 5th-grade students for the 2024-2025 school year will be one of two focus groups. In addition, we will focus on core instruction in grade 5. The current 3rd graders had 76% of the students demonstrating a Level 3 or higher. Focusing on the core instruction in 4th grade ELA will help ensure that this percentage stays the same or increases and we don't see a decrease in student achievement.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

While none of these grade bands fell below the demarcation line to qualify us as a Raise school, it is important to focus on improvement and achievement as a holistic approach to school preparedness and student achievement. We will refocus efforts in grades Kindergarten through 2nd grade through the implementation of Acadience screening and small group instruction centered around interventions utilizing both PRIDE reading groups, Story Champs, and FCRR interventions.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

These grade levels will have all students assessed with the Acadience Reading Screener to identify areas for targeted improvement within reading and ELA achievement. Small groups will utilize Pride, UFLI, and Corrective reading and decoding as evidence-based reading interventions specifically targeting student deficiencies, in order to raise achievement across the grade levels.

Grades K-2: Measurable Outcome(s)

OVE's goal is to increase proficiency in each of the grade levels including Kindergarten through 2nd grade by 2%.

Grades 3-5: Measurable Outcome(s)

OVE's goal is to increase proficiency in each of the tested grade levels (3rd, 4th, 5th) by 2%. And a specific 4% improvement in the 22-23 4th grade cohort (5th graders in 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.

This will be monitored through school-wide testing using the FAST testing progress monitoring, holding regular data-meetings, along with teacher learning walks focusing on specific grade levels and core instruction using the district developed Walk-through log. Administration will meet monthly to discuss next steps.

Person responsible for monitoring outcome

Jason Martin

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:

Teachers will utilize the core instructional materials provided by the district which include Spelling through Morphology as well as Tier 2 and Tier 3 interventions including Bridge the Gap, P.R.I.D.E. PAR (Primary Accelerated Review), P.R.I.D.E. Level 3, 4, and 5; Spelling Mastery; Corrective Reading; Equipped for Reading Success; and Wilson Reading System via the MTSS process to review and remediate for students demonstrating deficiencies. All students will additionally be provided the Acadience Reading Screener to identify areas which each student should have targeted intervention to raise their level of performance.

Rationale:

Collaborate with their peers during common planning to discuss problems of practice and solutions offered via the teacher toolbox. Professional Development Opportunities will be provided during PLC's. District Curriculum Specialists will be actively involved in Learning Walks and Professional Development opportunities. Utilization of evidence-based reading interventions such as the Acadience screener for identification and the above-mentioned reading interventions should allow for ELA achievement gains across grade bands.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

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

Action Step #1

Monitor Implementation of Acadience and Reading Interventions

Person Monitoring:

Jason Martin, Chernelle Gilliam, Shelley Lester,
Lisa Hurlock

By When/Frequency:

Learning Walkthroughs/ Weekly; Data Meetings/
quarterly

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

Teachers will administer the Acadience Screener to all students to determine areas for improvement within the area of ELA. Then during common planning, discuss problems of practice and solutions offered via teacher resources to fill the gaps identified by Acadience. Administration and the Intervention Team Facilitator will monitor reading intervention implementations and convene monthly to discuss progress and next steps.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

Student attendance, specifically focused on those students who have less than 90% attendance, is an area of focus. We have a very high percentage of students who have missed more than 10% of the school days.

Measurable Outcome

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

The aim is to increase overall school attendance by 5% in 2023-2024 school year when compared to the previous year but specifically decrease the percentage of students who have missed more than 10% of the school days.

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 school has an attendance team consisting of an administrator, attendance clerk, social worker, and guidance counselors who meet monthly to review attendance data. They send letters to parents, hold parent conferences to help increase attendance. Through these meetings students will be

identified who need additional support/incentives to attend school.

Person responsible for monitoring outcome

Jason Martin

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:

Safe schools, PBIS, and 7 mindsets.

Rationale:

Safe schools, PBIS, and 7 mindsets will be utilized to help encourage students in their own attendance monitoring as school-wide support.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Improve student attendance

Person Monitoring:

Jason Martin

By When/Frequency:

Monthly Attendance Meeting report

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

1. Teach monthly 7 mindsets lessons 2. Implement the PBIS attendance system school-wide 2. Review each month the attendance numbers reported- Develop incentive program to increase the attendance for those students with greater than 10% of school days missed.

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.

The resources for each subject area, grade level, and for specific subgroups are reviewed yearly. This is part of the ongoing process of curriculum review through a multi-tiered system that includes review on a district level, within the school on each grade level team, and by each teacher who is with individual students. For students in specific subgroups their individual teacher reviews data to determine what the student is in need of in order to close learning gaps and administers the appropriate instruction aimed to close said gaps. For students in our 23-24 4th grade cohort, we aim to increase their reading capabilities across the board and are targeting them with an intervention block.

Specifics to Address the Need

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

The 23-24 4th grade cohort is in need of reading intervention as a whole group. Students will have an intensive review of skills and abilities to identify which research based programs we need to implement in order to help students grow. These programs include Heggerty Bridge the Gap, Spelling through Morphographs, and Phonics to Reading. The cohort will have a goal of improving to 53% proficient on the following years PM3 assessment in ELA.

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

Clay County Schools

PACE CENTER FOR GIRLS CLAY



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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

Pace Center for Girls, Inc. (Pace) provides girls and young women an opportunity for a better future through education, counseling, training, and advocacy.

Provide the school's vision statement

Pace envisions a world where all girls and young women have POWER in a JUST and EQUITABLE society.

Pace's 9 Guiding Principles

1. Honor the Female Spirit
2. Invest in the Future
3. Value the Wisdom of Time
4. Act With Integrity and Positive Intent
5. Embrace Growth and Change
6. Focus on Strengths
7. Exhibit Courage
8. Seek Excellence
9. Create Partnerships

Pace values all girls and young women, believing each one deserves an opportunity to find her voice, achieve her potential and celebrate a life defined by responsibility, dignity, serenity, and grace.

It is the policy of PACE to serve girls ages 11-17 years old who are at risk of school failure and/or dropout and/or involvement in the Juvenile Justice system. To determine if Pace is the most appropriate placement, based on the girl's assessed needs, a designated staff member will administer a needs assessment which includes a suicide risk screening component to the girl during the Intake interview. Pace utilizes the Prevention Assessment Tool (PAT) as the needs assessment at intake. The PAT is an instrument designated and approved by the Department of Juvenile Justice.

Pace will make every attempt to provide services to at-risk girls. However, Pace may not be able to meet the needs of all girls referred effectively. In the event that Pace is not the most appropriate placement, a referral to a more suitable placement for the girl will be offered by designated Pace staff. Girls are accepted into the program regardless of race, color, religion, creed or sexual orientation.

The decision to attend Pace is voluntarily made by each individual girl and her parent/guardian. In some instances, Pace accepts court-ordered placements in accordance with local contracts and girls' needs. There is no charge for girls to attend Pace. When applicable, Pace may assist with necessary student expenses, including bus fare, school supplies, and personal needs.

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

Katelyn Stocks

Position Title

Academic Manager

Job Duties and Responsibilities

As Pace Clay's primary instructional leader, she supports classroom instruction and supervises teachers. She develops schedules for students and cohorts for effective placement of the girls in the classroom setting. She coordinates state testing and serves as a liaison for ESE, ESOL, and all educational services provided by CCSD. She collaborates with the Social Service's manager to effectively manage the day program.

Leadership Team Member #2

Employee's Name

Dr. Carla Gonzalez Reynolds

Position Title

Program Director

Job Duties and Responsibilities

The Program Director oversees the daily management of the program. The PD directly supervises the Academic and Social Services Managers and is responsible for academic and social services compliance with DJJ and Pace's National Office.

Leadership Team Member #3

Employee's Name

Sylvia Woodberry-Adkins

Position Title

Social Services Manager

Job Duties and Responsibilities

Manages the social service staff and collaborates with the Academic Manager to effectively manage the day program. Updates and submits Juvenile Justice Information Systems data and reporting.

Leadership Team Member #4

Employee's Name

Dr. Genelle Thomas

Position Title

Executive Director

Job Duties and Responsibilities

Works with CCDS for the development of our district contract. She is also responsible for the areas of financial resources development for the entire program. Supervises middle management.

Leadership Team Member #5

Employee's Name

Deborah Reynoso

Position Title

Buisness Manager

Job Duties and Responsibilities

She is responsible for financial management, contract management, facility, and vehicle management, staff training, and oversees most administrative tasks. She supervises the receptionist.

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.

We work with many stakeholders beyond staff, students, and board members. As a non-profit, we rely on volunteers and building community partnerships. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment is critical. Stakeholder groups more proximal to the school include teachers, students, families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

SIP Monitoring

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

The SIP will be monitored through our quarterly progress monitoring (i.e., STAR and FAST). The Academic Coordinator monitors this data and RTI data to affirm achievement for students performing below grade level. RTI is revised quarterly for maximum growth. The committee will also complete a mid-year review. Through this monitoring and review, the plan may be revised, if necessary, to ensure continuous improvement.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 6-12
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	49.0%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	88.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	CSI
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)	ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
DJJ ACCOUNTABILITY RATING HISTORY	2023-24: 2022-23:

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	8	11
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment								4	2	6
Level 1 on statewide Math assessment								6	6	12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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									19	19

Current Year 2024-25

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, 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)

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
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

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
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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 *	36	64	55	44	57	50	25	56	51
ELA Grade 3 Achievement **									
ELA Learning Gains	29	62	57						
ELA Learning Gains Lowest 25%		62	55						
Math Achievement *	7	61	45	21	50	38	0	35	38
Math Learning Gains	30	60	47						
Math Learning Gains Lowest 25%		61	49						
Science Achievement *	18	80	68	36	74	64	0	43	40
Social Studies Achievement *		83	71		80	66	15	48	48
Graduation Rate	36	94	90		95	89		75	61
Middle School Acceleration								39	44
College and Career Readiness	60		67		63	65		78	67
ELP Progress	51		49		52	45			

*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 (FPP) 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)	CSI
OVERALL FPPI – All Students	26%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	156
Total Components for the FPPI	6
Percent Tested	64%
Graduation Rate	36%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
26%	34%	10%	30%		26%	

* 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%

Economically Disadvantaged Students	23%	Yes	1	1
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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%

White Students	35%	Yes	1	
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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%

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	36%		29%		7%	30%		18%			36%		
Economically Disadvantaged Students	25%												

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	44%				21%			36%					
White Students	40%				30%								

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
All Students	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
	25%				0%			0%	15%				

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.

There is no assessment data available for this school.

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?

Our most improved scores came from our 10th grade ELA FAST Scores. Last year, our FAST PM3 ELA Scores had a 25% passing rate with only 2 out of 8 students receiving a 3 or above. This year, 8 out of 12 students passed the test which gave us an average of 67% passing. The Clay County average for scores 3 and above stood at 62% for the 2023-2024 school year. The state average for 10th grade was 53% which is below our average. One of the biggest areas we focused on during the school year was increased engagement in our intervention time and the purchase of a new intervention program, Reading Plus through Discovery Education.

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 performing data was in our math data. Last year, we had 37% of our students score a level 3 or above on our FAST PM3 Math Testing. Our goal was to increase to 47% utilizing a scheduled intervention time. We had 11% of our students pass this year. Our math teacher was new to the field and was developing her classroom management. This contributed to inconsistency that negatively affected the growth of our students. We started an incentive piece in January to help increase engagement. We noticed also that our intervention time model needed to be adjusted. We determined that the timing of intervention would be best served at a different part of the daily schedule. After making this change, we did see engagement increase more.

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 comes within our lowest performance. The 7th grade PM3 Math scores from the previous year was 14% where 1 out of 7 students received a passing score. This year, 0 out of 10 students received a passing score. Our math teacher was new to the field and was developing her classroom management. This contributed to inconsistency that negatively affected the growth of our students. We started an incentive piece in January to help increase engagement. We noticed also that our intervention time model needed to be adjusted. We determined that the timing of intervention

would be best served at a different part of the daily schedule. After making this change, we did see engagement increase more. The program that we utilized did not give staff the ability to target specific standards and benchmarks.

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.

Looking at the state data for Grade 7 FAST PM3 Math scores, we are vastly behind thus resulting in our greatest gap. The state average is 47% according to the Department of Education website. We averaged 0% of our 7th graders successfully passing the math test. We have noticed a trend within our intervention math program that didn't allow teachers the ability to target foundational standards and benchmarks. We have remedied this by purchasing a new program through Discovery Education called DreamBox math.

EWS Areas of Concern

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

N/A

Highest Priorities

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

1. Pre-Algebra Skills
2. ELA Scores
3. Attendance

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA, Intervention

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.

Even though we have an excellent passing average for 10th grade ELA scores in FAST PM3, we overall only had a passing rate of 31% in all grades. Students who struggle to comprehend and read have trouble in all educational classes. We want to increase fluency, comprehension, and vocabulary. Alongside this goal, we want to improve students' confidence in their reading abilities. Through this lens, we are developing a more confident approach when taking the FAST PM3 Tests in the Spring.

Measurable Outcome

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

By the end of May 2025, the percentage of girls scoring at or above the district and state level will increase from 31% to 40% using RTI, as measured by the FAST ELA.

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 STAR assessment will be administered every 12 weeks.

Person responsible for monitoring outcome

Katelyn Stocks

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:

Reading Plus will be used with intervention groups 2-3 times a week by tier for 20-30 minutes a session.

Rationale:

Reading Plus is proven to improve learning outcomes as required by federal mandates under the Every Student Succeeds Act (ESSA). Reading Plus' research portfolio of studies meets the highest levels of evidence needed under ESSA to evaluate instructional programs. As a result of those studies, Reading Plus has been shown to significantly improve reading achievement for diverse populations of students in grades 3-12. It has been validated across a wide range of districts and schools, approaches to intervention, and major student subpopulations. Reading Plus is committed to continuing the development of innovative intervention that is grounded in evidence and efficacy.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Teacher that will teach reading to the students, as an elective.

Rationale:

PACE has an ELA teacher, but would like to offer reading to students as an elective. Based on the reading levels of the students as well as reading data on state and local assessments, it is evident that support is needed in this area for the students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Description of Intervention #3:

Students will be assessed using the Corrective Reading Placement Test. Based on the results, students will be placed in groups according to their level and provided with Corrective Reading instruction.

Rationale:

Students at PACE have a low proficiency rate and lower reading gains than the state and district. Many struggle with reading decoding and comprehension. This program will support their needs and help support students in the reading area.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

Reading Plus

Person Monitoring:

Katelyn Stocks

By When/Frequency:

May 2025

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

step:

Reading Plus will be used with intervention groups 2-3 times a week by tier for 20-30 minutes a session. It will be reevaluated to show growth three times a year, August, December, and May.

Area of Focus #2

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

Instructional Practice specifically relating to Intervention, 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.

Our greatest decline and lowest performance falls under the umbrella of math. Math is a foundational subject that builds upon itself for greater difficulty as students promote grades. If any of those blocks are missing or incomplete, it creates an achievement gap that follows the learner. If by numbers, our 7th graders are performing low, when they start 8th grade pre-Algebra, they will already be at a deficit, which then becomes a 9th grade gap as well. We want to close the achievement gap to help promote greater understanding as students move through their schooling.

Measurable Outcome

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

By the end of May 2025, the percentage of girls scoring at or above the district and state level will increase from 9% to 20% using RTI, as measured by the FAST Math assessment.

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 STAR Assessment will be administered every 12 weeks.

Person responsible for monitoring outcome

Katelyn Stocks

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:

DreamBox Math

Rationale:

DreamBox Math is an adaptive, online program designed to complement classroom instruction. The program personalizes K-8 learning with a supplemental curriculum beyond instructional support software. Combining a motivating, game-like environment with a rigorous, standards-aligned curriculum, it responds to learners' actions and decisions by continuously adapting to support student competency with math concepts and promoting strategies for fluency and application. The impact of DreamBox Math has been examined in two randomized studies. The first study occurred in three high-poverty charter schools in the San Francisco Bay Area with over 500 K-1 students, 87% Hispanic, 81% ELL, over 4 months. Students who used DreamBox Learning gained significantly more than control students on the Measurement and Geometry subtest of the NWEA MAP (effect size = +0.16) and scored higher on the test overall (effect size = +0.11). The second study took place in 24 schools across North Carolina with over 10,000 students in grades K-2 and 4-5. On the Number Knowledge Test, K-2 students in schools using DreamBox significantly outperformed control students (effect size = +0.12), whereas results on the North Carolina End-of-Grade assessment were not meaningfully higher for 4th and 5th-grade students exposed to DreamBox (effect size = +0.03). Averaging across studies and measures, the effect size = +0.10. In addition to a "Strong" ESSA rating, DreamBox receives a badge for having two randomized studies with significant positive results.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

DreamBox Math

Person Monitoring:

Katelyn Stocks

By When/Frequency:

May 2025

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

DreamBox Math will be used with intervention groups 2-3 times a week by tier for 20-30 minutes a session. It will be reevaluated to show growth three times a year, August, December, and May.

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.

In the 2022 school year, our attendance rate was 72%. In the 2023 school year, our attendance rate stayed the same at 72%. This is still a commendable performance, but it is below the expected rate of 80%.

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.

Center-wide attendance will improve from 72% to at least 75% for the school year with an attendance plan in place.

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.

Daily attendance is taken, and attendance reports will be generated monthly in Impacts for review.

Person responsible for monitoring outcome

Sylvia Woodberry-Adkins

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:

Girls with 100% Monthly Perfect Attendance will be entered into a drawing for a gift card, recognized at Growth & Change ceremonies, and receive four dress-down passes for the following month. Girls with 80% and above attendance will be recognized at Growth & Change ceremonies and receive two dress-down passes for the following month. Girls who improve attendance by at least 10% in a month will receive one dress-down pass. Girls will three months of perfect attendance will be eligible to go to the salon with the ED. Girls with six months of perfect attendance will be eligible to go to lunch and the salon with a staff member of choice.

Rationale:

This strategy improved 2022's attendance by 11%.

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

Attendance Monitoring

Person Monitoring:

By When/Frequency:

Sylvia Woodberry-Adkins

Monthly

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

Daily attendance is taken, and attendance reports will be generated monthly in Impacts for review.

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.

Members of the SIP Committee will meet with district members over school improvement monthly to review SIP efforts and expenditures.

Specifics to Address the Need

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

At the beginning of the school year, members of the SIP Committee will meet with the district to determine what funding there is available and how we can utilize it. Members of the SIP Committee will meet with district members over school improvement monthly to review SIP efforts and expenditures. The members will also meet quarterly to look at the budget and how it is helping reach our goals.

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
Indirect Costs		7200/792	UNISIG	0.0	5,000.00
Areas of Focus	Instructional Practice - ELA - Intervention	5100/394	UNISIG	0.0	95,000.00
Plan Budget Total					100,000.00

Clay County Schools

ROBERT M. PATERSON ELEMENTARY



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

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

R.M. Paterson Elementary seeks to create a learning environment where faculty encourages high expectations and collaboratively works together to implement the Florida State Standards that will provide a quality education to all students. Our school promotes a safe, nurturing, and supportive environment that fosters high self esteem and encourages and motivates students to do their personal best. Furthermore, we strive to have parents, teachers, and community members to be actively involved in our student's learning.

Provide the school's vision statement

For teachers to continue to improve their knowledge and perfect their teaching skills through resources, workshops, and training opportunities provided by the school and district. For teachers to enhance their understanding of the new curriculum while implementing these best teaching practices in the classroom, directly impacting students to better prepare them for their continuous academic growth, college and careers in the future.

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

John O'Brian

Position Title

Principal

Job Duties and Responsibilities

I am responsible for creating and monitoring the Focus goals and implementing strategies to achieve these goals.

Leadership Team Member #2

Employee's Name

Lori Stokes

Position Title

Assistant Vice-Principal

Job Duties and Responsibilities

Mrs. Stokes is responsible for monitoring the data for our school, communicating that with all stakeholders, providing supports to teachers, and integrate PD to foster professional growth to enhance Focus results and meet goals.

Leadership Team Member #3

Employee's Name

Lina Myers

Position Title

6th Grade ELA and Team Leader

Job Duties and Responsibilities

Facilitating the meetings, meeting documentation, communication to members, and supporting Administration.

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.

We have monthly meetings with members of our PFA to discuss the school, community and overall progress of the school. We discuss opportunities, concerns, etc., to all aspects of our campus. Our goal is to ensure the school, students, staff, community, etc., have all the resources and opportunities to be a part of our campus through activities for students and parents, but also through expressing their voice and/or opinion.

SIP Monitoring

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

The SIP will be monitored and reviewed at each SAC meeting. During those meetings, the Principal will communicate the updated school information, data, etc., as it pertains to the progress of our SIP goals. During that time, options, implementations, and revisions, if necessary, will be tabled and future adjustments will be developed.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	29.7%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	30.5%
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: A

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	10	9	8	11	6	10	9			63
One or more suspensions	5	14	2	5	7	7	5			45
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0			0
Course failure in Math	0	0	0	0	0	0	1			1
Level 1 on statewide ELA assessment	1	6	7	3	4	2	0			23
Level 1 on statewide Math assessment	20	3	3	3	6	5	0			40
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	1	0	0	2						3
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	0	0	0						1

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	0	1	5	5	3			16

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	3	3	0	3	0	0	1			10
Students retained two or more times	0	0	0	0	0	0	1			1

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-6.0531, 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 *	85	62	57	75	59	53	75	63	56
ELA Grade 3 Achievement **	87	65	58	75	61	53			
ELA Learning Gains	76	62	60				66		
ELA Learning Gains Lowest 25%	70	60	57				53		
Math Achievement *	93	67	62	81	64	59	83	51	50
Math Learning Gains	89	68	62				79		
Math Learning Gains Lowest 25%	84	59	52				71		
Science Achievement *	92	61	57	81	65	54	73	69	59
Social Studies Achievement *								70	64
Graduation Rate								64	50
Middle School Acceleration								61	52
College and Career Readiness									80
ELP Progress	76	55	61	43	55	59	64		

*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	82%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	737
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
82%	77%	71%	63%		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	76%	No		
English Language Learners	76%	No		
Asian Students	100%	No		
Black/African American Students	83%	No		
Hispanic Students	78%	No		
Multiracial Students	58%	No		
White Students	87%	No		
Economically Disadvantaged Students	72%	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	55%	No		
English Language Learners	43%	No		
Asian Students	97%	No		
Black/African American Students	57%	No		
Hispanic Students	58%	No		
Multiracial Students	74%	No		
White Students	86%	No		
Economically Disadvantaged Students	66%	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	55%	No		
English Language Learners	53%	No		
Native American Students				
Asian Students	92%	No		
Black/African American Students	54%	No		
Hispanic Students	64%	No		
Multiracial Students	60%	No		
Pacific Islander Students				
White Students	76%	No		
Economically Disadvantaged Students	61%	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	85%	87%	76%	70%	93%	89%	84%	92%					76%
Students With Disabilities	69%	80%	69%	67%	83%	85%	71%	80%					
English Language Learners	64%		73%		82%	100%							61%
Asian Students	100%				100%								
Black/African American Students	81%		71%		94%	86%							
Hispanic Students	74%	75%	79%	65%	89%	93%	88%	64%					
Multiracial Students	54%				62%								
White Students	89%	89%	76%	75%	95%	89%	84%	95%					
Economically Disadvantaged Students	73%	65%	69%	59%	83%	84%	76%	86%					57%

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	75%	75%			81%			81%					43%
Students With Disabilities	51%	45%			64%			61%					
English Language Learners	24%	17%			42%			60%					71%
Asian Students	93%				100%								
Black/African American Students	54%	60%			56%								
Hispanic Students	54%	52%			64%			61%					
Multiracial Students	70%				78%								
White Students	82%	85%			88%			89%					
Economically Disadvantaged Students	63%	67%			67%			65%					70%

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	75%		66%	53%	83%	79%	71%	73%					64%
Students With Disabilities	50%		59%	50%	68%	66%	62%	31%					
English Language Learners	33%		52%	36%	46%	67%	71%						64%
Native American Students													
Asian Students	100%				83%								
Black/African American Students	47%		58%	44%	63%	63%	47%	53%					
Hispanic Students	61%		65%	44%	65%	77%	81%	57%					
Multiracial Students	50%		50%		69%	71%							
Pacific Islander Students													
White Students	82%		68%	62%	90%	82%	69%	81%					
Economically Disadvantaged Students	58%		57%	57%	68%	68%	64%	52%					

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	84%	63%	21%	55%	29%
Ela	4	85%	56%	29%	53%	32%
Ela	5	81%	54%	27%	55%	26%
Ela	6	90%	65%	25%	54%	36%
Math	3	91%	66%	25%	60%	31%
Math	4	91%	62%	29%	58%	33%
Math	5	88%	56%	32%	56%	32%
Math	6	98%	74%	24%	56%	42%
Science	5	91%	58%	33%	53%	38%
Algebra		<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?

The overall math proficiency showed the most improvement. It went from a 81% to a 92% which is an 11 point increase. The transition to a new elevated curriculum, strategically focusing on standards based core instruction and specific content based teachers was a critical factor. In addition, we had specialist that pushed into various classes to assist student in closing learning gaps, question exposure, assimilated testing conditions and enhanced higher level thinking.

Lowest Performance

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

We as a school improved in every category, but the lowest improvement was in our lower quartile students. Although, the implementation of more small groups, inclusion teacher push into classrooms to assist students in closing learning gaps made great improvements, this process will continue this upcoming school year.

Greatest Decline

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

We did not decline in any area. We had an average increase in eleven points in all categories.

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.

Our overall proficiency scores and increases in all of the "gains" categories came in the area of mathematics. The transition to a new elevated curriculum, strategically focusing on standards based core instruction and specific content based teachers was a critical factor. In addition, we had specialist that pushed into various classes to assist student in closing learning gaps, question exposure, assimilated testing conditions and enhanced higher level thinking.

EWS Areas of Concern

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

The objectives were based on the 2024 EWS data. After integrating various strategies, modeling, guidance lessons and classroom expectations regarding student interactions and discussions, we observed a great improvement in our overall attendance, but we noticed a cohort of students there absent at 10% of the school year for various reasons.

Highest Priorities

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

Maintaining our overall school data for student proficiency.

Continue to decrease student absences and support students who are attending school.

Increase our math data in our primary grades.

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.

5th grade ELA was 81%. This was an six point increase from the previous year's data. The new state assessment tool was integrated into our District this year and it was the first time that students were exposed to adaptive/fluctuating questions based on a student's response. Although, our students did well above the State of Florida and our District's average, this was our lowest grade's results in our school.

Measurable Outcome

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

If all the teachers are consistent in their classroom teaching standards based instruction, implementation of differentiated instruction during Tier 1 and Tier 2 (when applicable) instruction; THEN, PES should see data results of at least 80% or better proficiency level.

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.

I-Ready, Sava instructions, PLC's, small group instruction, DATA chats during PLC's and with Administration, formal and informal observations.

Person responsible for monitoring outcome

Lori Stokes

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:

NA

Rationale:

The implementation of the standard based and rigorous content will have a parallel and measurable evaluation tool to assist the teacher to ensure the students are demonstrating understanding and mastery.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Fifth Grade ELA Proficiency Goals and Outcomes

Person Monitoring:

Lori Stokes

By When/Frequency:

May 2025

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

Integrating small group instruction within the classroom with purpose using data to drive groups and content of focus. Professional Development with guest speakers and coaching from the district. Colleagues and coaches modeling lessons to maximize student understanding, PLC's and grade level collaboration and vertical team format.

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.

We evaluated our overall FAST Math scores and did relatively well. 5th grade Math was 88%. This was an eleven point increase from the previous year's data. The new state assessment tool was integrated into our District this year and it was the first time that students were exposed to adaptive/fluctuating questions based on a student's response. Although, our students did well above the State of Florida and our District's average, this was our lowest grade's results in our school.

Measurable Outcome

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

If all the teachers during their classroom instruction, teach standards based content, differentiate instruction, use formable and intentional small group instruction, THEN, PES should maintain an overall proficiency in mathematics for fifth grade to at least at least 85%.

Monitoring

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

PM data, objective content and standards, parallel evaluation tools that promote rigor, data chats, PLC's, grade level and vertical content discussion, formal and informal evaluation tools, walk throughs, discussing students' work and progress monitoring and discussions.

Person responsible for monitoring outcome

John O'Brian

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:

NA

Rationale:

Exposing all students to new grade level and rigorous content, continuing Eureka Squared, Adaptive testing format and exposure, and Reveal, should result in students' growth through exposure, scaffolding, and building on previous mathematical foundational skills. This process should establish an understanding of mathematical concepts and how they integrate into new concepts.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

5th Grade Math Proficiency and Maintaining Growth

Person Monitoring:

John O'Brian

By When/Frequency:

May 2025

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

Additional exposure to Eureka and Eureka Squared curriculum, Integrating small group instruction within the classroom with purpose using data to drive groups and content of focus. Professional

Development with guest speakers and coaching from the district. Colleagues and coaches modeling lessons to maximize student understanding, PLC's and grade level collaboration and vertical team format.

IV. Positive Culture and Environment

Area of Focus #1

Other

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 positive recognition from adults and the positive interaction among students. The building of a positive and respectful culture on an consistent basis is viable to establish a positive environment. The data was obtained from our 2024 school climate survey results. This area was deemed by students as 53% somewhat agree compared to 29% strongly agree.

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.

To improve and to establish self awareness from adults and positive peer relations. The objectives were based on the 2024 climate survey results. After integrating various strategies, modeling, guidance lessons and classroom expectations regarding student interactions and discussions, there should be a positive increase to have at least 55% feel this category will strongly agree that this is evident on campus on a consistent basis.

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.

PBIS team, Attendance team, Building Resilience curriculum, character education and Guidance lessons, quarterly attendance to monitor students' discipline data, using formal and informal observations, attendance, contacting parents, teacher input, SST meetings with all stakeholders and evaluating data to assist in providing resources and interventions to enhance students' understanding and their ability to integrate the positive behaviors and expected norms when interacting with adults and peers.

Person responsible for monitoring outcome

Lori Stokes

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:

NA

Rationale:

To enhance the social and emotional learning of all students at Paterson, and how their self-accountability at school directly impacts their personal success, peer relations, and academic growth.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

To continue to discuss with our instructional and support staff to ensure they are consistently modeling, promoting and teaching these expectations that will reflect on students' self awareness and positive peer relations.

Person Monitoring:

John O'Brian

By When/Frequency:

May 2025

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

Providing clear expectations for teachers through Inservice opportunities, coaching opportunities, peer modeling and conferencing to ensure their understanding of how establishing clear routines and expectations for students will enhance these expectations from their students. Providing students will modeling, classroom lessons, opportunities to practice and exposure through curriculum will provide a foundation and opportunity to grow for students when interacting positively with their peers.

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

Clay County Schools

PLANTATION OAKS ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

Plantation Oaks Elementary exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

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

Kim Marks

Position Title

Principal

Job Duties and Responsibilities

Ensure compliance with established rules, and laws in the daily operation of the school. Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing, and communications with parents, students, and teachers. Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement the Sunshine State Standards. Coordinate school advisory council

activities and implement a school improvement plan. Coordinate efficient utilization of school facilities and ensure proper security, maintenance, and cleanliness of the campus. Be responsible for the timely and accurate submission of all required school records/ reports and the accurate entry of information into the district database. Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data. Be responsible for effective business management operations, the development of a school budget and efficient cost accounting. Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County Public Schools Code of Student Conduct. Be responsible for faithfully and effectively implementing school/district personnel procedures including: interviewing, hiring, evaluating school staff, and coordinating the Teacher Induction Program, and administering master contracts. Coordinate supervision of extra-curricular activities and duty assignments. Provide a safe learning environment through preparation and implementation of emergency evacuation plans, fire drills, etc.. Be responsible for implementing programs designed to meet the needs of special student populations (Ex. ESE, Title I, Dropout Prevention, etc.). Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards. Be responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory. Provide for the purchase of appropriate textbooks, equipment, and other instructional materials necessary to meet the needs of the students. Serve on district-wide committees when requested. Be responsible for the development and implementation of a school technology plan. Be responsible for the performance of all personnel employed by the School Board and assigned to the school site. Provide for the development of an individual Teacher Training Plan for each teacher assigned to the school. Provide leadership for the implementation of the Florida Code of Ethics and Principles of Professional Conduct. Provide leadership in the implementation of the Sunshine State Standards, Florida Standards

Assessments, End-of-Course exams, and other tests designed and adopted to measure student achievement. Communicate effectively, both orally and in writing, with parents, staff, students, and the community. Maintain visibility and accessibility on the school campus. Serve as coach/mentor to Assistant Principals, new Principals or others who are preparing for School Principal certification. Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum. Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position.

Leadership Team Member #2

Employee's Name

Casey Suhr

Position Title

Teacher- K-12

Job Duties and Responsibilities

The teacher is responsible directly to the principal for the instruction, supervision, and evaluation of students. Establish a classroom climate conducive to learning classroom management. Demonstrate an interest in and a willingness to assist students inside and outside the classroom. Demonstrate personal enthusiasm and generate student enthusiasm. Become alert to the physical needs of the students. Demonstrate preparation. Demonstrate general knowledge of the subject area. Provide for students of varying ability through the use of a variety of activities, techniques, questions, materials, and student input (compensate for individual deprivations). Exhibit good judgment with regard to personal feelings of colleagues, parents, and students. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues. Evaluate student's progress and keep appropriate records. Perform other duties as requested by the Principal.

Leadership Team Member #3

Employee's Name

Kristen Mounts

Position Title

Teacher-K-12

Job Duties and Responsibilities

The teacher is responsible directly to the principal for the instruction, supervision, and evaluation of students. Establish a classroom climate conducive to learning classroom management. Demonstrate an interest in and a willingness to assist students inside and outside the classroom. Demonstrate personal enthusiasm and generate student enthusiasm. Become alert to the physical needs of the students. Demonstrate preparation. Demonstrate general knowledge of the subject area. Provide for students of varying ability through the use of a variety of activities, techniques, questions, materials, and student input (compensate for individual deprivations). Exhibit good judgment with regard to personal feelings of colleagues, parents, and students. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues. Evaluate student's progress and keep appropriate records. Perform other duties as requested by the Principal.

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.

All stakeholders are invited to attend and actively participate in our School Advisory Council. The School Advisory Council allows for a representative from each group of stakeholders to be represented during each meeting. There are representations of teacher, staff and parent/community members.

SIP Monitoring

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

The SIP will be reviewed throughout the school year with faculty and staff. The school's vision and mission supports the SIP. The SIP will help support the focus of the effective implementation and impact of increasing the academic achievement of students.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	76.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	56.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) 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: B

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	41	25	28	17	30	15	21			177
One or more suspensions	5	4	5	4	14	14	14			60
Course failure in English Language Arts (ELA)	2	2	0	1	0	0	0			5
Course failure in Math	3	2	1	1	0	0	1			8
Level 1 on statewide ELA assessment	0	0	0	11	32	13	11			67
Level 1 on statewide Math assessment	0	0	0	14	28	22	12			76
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	0	1	2	0						3
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	2	0	0					2

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	3	2	0	0	0	0	0			5

Current Year 2024-25

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year	1	6	2	6	1	0	0			16
Students retained two or more times	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-6.0531, 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 *	66	62	57	63	59	53	60	63	56
ELA Grade 3 Achievement **	73	65	58	65	61	53			
ELA Learning Gains	64	62	60				59		
ELA Learning Gains Lowest 25%	63	60	57				52		
Math Achievement *	68	67	62	64	64	59	65	51	50
Math Learning Gains	67	68	62				65		
Math Learning Gains Lowest 25%	52	59	52				62		
Science Achievement *	57	61	57	73	65	54	75	69	59
Social Studies Achievement *								70	64
Graduation Rate								64	50
Middle School Acceleration								61	52
College and Career Readiness									80
ELP Progress	53	55	61	59	55	59	54		

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	580
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
64%	63%	62%	58%		54%	59%

* 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	44%	No		
English Language Learners	53%	No		
Asian Students	83%	No		
Black/African American Students	57%	No		
Hispanic Students	61%	No		
Multiracial Students	65%	No		
White Students	74%	No		
Economically Disadvantaged Students	60%	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	42%	No		
English Language Learners	59%	No		
Asian Students	80%	No		
Black/African American Students	54%	No		
Hispanic Students	65%	No		
Multiracial Students	74%	No		
White Students	72%	No		
Economically Disadvantaged Students	56%	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	41%	No		
English Language Learners	62%	No		
Native American Students				
Asian Students	82%	No		
Black/African American Students	58%	No		
Hispanic Students	66%	No		
Multiracial Students	71%	No		
Pacific Islander Students				
White Students	57%	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	66%	73%	64%	63%	68%	67%	52%	57%					53%
Students With Disabilities	36%	50%	48%	62%	32%	52%	43%	29%					
English Language Learners	45%		58%	50%	60%	59%	27%						70%
Asian Students	86%		79%		86%	79%							
Black/African American Students	59%	67%	59%	64%	57%	63%	57%	32%					
Hispanic Students	64%	75%	60%	53%	74%	64%	20%	68%					67%
Multiracial Students	60%		58%		72%	65%		69%					
White Students	76%	82%	74%	75%	74%	73%	63%	71%					
Economically Disadvantaged Students	58%	68%	64%	59%	61%	61%	49%	53%					67%

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	63%	65%			64%			73%					59%
Students With Disabilities	39%	40%			39%			48%					
English Language Learners	60%	65%			62%								48%
Asian Students	81%	82%			78%								
Black/African American Students	54%	56%			51%			56%					
Hispanic Students	59%	60%			69%			92%					47%
Multiracial Students	67%				73%			81%					
White Students	74%	68%			73%			74%					
Economically Disadvantaged Students	56%	57%			55%			62%					50%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	60%		59%	52%	65%	65%	62%	75%					54%
Students With Disabilities	27%		38%	30%	40%	51%	50%	50%					40%
English Language Learners	50%		59%	55%	58%	66%	60%	90%					54%
Native American Students													
Asian Students	84%		61%		95%	89%							
Black/African American Students	51%		58%	55%	55%	60%	58%	67%					
Hispanic Students	61%		68%	61%	66%	70%	67%	81%					54%
Multiracial Students	63%		68%		75%	78%	70%	70%					
Pacific Islander Students													
White Students	65%		50%	25%	70%	58%	50%	79%					
Economically Disadvantaged Students	48%		58%	40%	59%	64%	63%	64%					52%

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	73%	63%	10%	55%	18%
Ela	4	62%	56%	6%	53%	9%
Ela	5	59%	54%	5%	55%	4%
Ela	6	66%	65%	1%	54%	12%
Math	3	65%	66%	-1%	60%	5%
Math	4	63%	62%	1%	58%	5%
Math	5	65%	56%	9%	56%	9%
Math	6	71%	74%	-3%	56%	15%
Science	5	53%	58%	-5%	53%	0%

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?

Administrator lead intensive PLCs in the area of district initiatives helped with a focus on student proficiency and reading in the content area. Additionally adding an additional ESE allocation allowed students in need of remediation and ESE services to have the aide that they needed in terms of math achievement and learning gains for those students most in need. The additional allocation provided for an ESE teacher per grade level and thus allowed those ESE teachers to focus in a greater capacity on the needs of the particular issues facing students learning on that grade level.

Lowest Performance

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

Proficiency in the area of both Math and ELA has the greatest need for improvement. As learning gains ranked highest across the board in a multitude of areas, general proficiency and achievement are our targets. While continuing the remediation practices for students in need of intervention, we want to raise the bar of expectations for proficiency numbers on the whole group moving forward. Proficiency in the area of 5th grade Science will also need improvement for the 2024-2025 school year.

Greatest Decline

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

Proficiency in the area of both Math and ELA has the greatest need for improvement. As learning gains ranked highest across the board in a multitude of areas, general proficiency and achievement are our targets. While continuing the remediation practices for students in need of intervention, we want to raise the bar of expectations for proficiency numbers on the whole group moving forward. Proficiency in the area of 5th grade Science will also need improvement for the 2024-2025 school year.

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.

Proficiency in the area of both Math and ELA proved to show a gap. Due to students lack of social exposure over the last couple of years, schools are needing to reinforce the social and organizational norms within the brick and mortar style learning. Having students back in the classroom receiving traditional in-person instruction, should continue to help raise the school's scores to at least the proficiency level from the 2023-2024 school grade calculations. Being intentional in teaching social and organizational norms school wide will be necessary to help with closing gaps.

EWS Areas of Concern

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

The number of referrable offenses will be reduced by 10% in the 2024-2025 school year when compared against the previous year. The number of absences will be reduced by 5% in the 2024-2025 school year when compared against the previous year.

Highest Priorities

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

Increasing gains in ELA, Math, and Science across the grade levels. Increasing student engagement is necessary in having a positive impact on testing gains. We are moving towards a new student information management system, that will incorporate data, testing, MTSS, among other things. This new system should allow us to easily monitor students, as well as, view them as a whole child/student in order to better meet their needs. Additionally, the new ELA curriculum, the BEST standards, and the Lexia program is going to help us accelerate our learning and achievement. We will also provide more support for our ELL students.

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.

A review of the state testing data shows room for improvement across the tested grade bands with regard to the school's ELA proficiency. Plantation Oaks Elementary's goal is to increase ELA proficiency in each of the tested grade levels (3rd, 4th, 5th, and 6th) by 3%. And a specific 5% improvement in the ESE population. This will be measured by the FAST assessment.

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.

Plantation Oaks Elementary's goal is to increase ELA proficiency in each of the tested grade levels (3rd, 4th, 5th, and 6th) by 3%. And a specific 5% improvement in the ESE population. This will be measured by the FAST assessment.

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 school-wide testing with both Lexia diagnostics, as well as, the Savvas testing platform incorporated with our curriculum. This will also be monitored using PM1 and PM 2 FAST testing.

Person responsible for monitoring outcome

Kim Marks

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:

Teachers will utilize Lexia and the new Savvas ELA curriculum, and Tier 2 and Tier 3 interventions via the MTSS process to review and remediate for students demonstrating deficiencies.

Rationale:

Collaborate with their peers during common planning to discuss problems of practice and solutions offered via the teacher toolbox. Professional Development Opportunities will be provided during PLC's. District Curriculum Specialists will be actively involved in Learning Walks and Professional Development Opportunities for the Savvas curriculum.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

1. Common Planning
2. Using Lexia program
3. Professional Development Opportunities during PLC
4. Utilize District Curriculum Specialists

Person Monitoring:

Kim Marks

By When/Frequency:

FAST PM#

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

1. Common Planning- intentional plannings with agendas showing what was discussed to push student achievement
2. Using Lexia program- this will be monitored by looking at the data provided in the program
3. Professional Development Opportunities during PLC- intentional Professional developments will be provided based on county initiatives
4. Utilize District Curriculum Specialists- open line of communication with curriculum specialists

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.

A review of the state testing data shows room for improvement across the tested grade bands with regard to the school's math 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.

Plantation Oaks Elementary's goal is to increase Math proficiency in each of the tested grade levels (3rd, 4th, 5th, and 6th) by 3%. A specific 5% improvement in the ESE population will be a focus. This will be measured by the FAST assessment.

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 school-wide testing with both Eureka Squared, as well as the Synergy testing platform incorporated with our curriculum. This will also be monitored by the PM1 and PM2 FAST assessment.

Person responsible for monitoring outcome

Kim Marks

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:

Teachers will utilize the iReady toolbox, the new Synergy testing platform, and Tier 2 and Tier 3 interventions via the MTSS process to review and remediate for students demonstrating deficiencies.

Rationale:

Collaborate with their peers during common planning to discuss problems of practice and solutions offered via the teacher toolbox. Professional Development Opportunities will be provided during PLC's. District Curriculum Specialists will be actively involved in Learning Walks and Professional Development Opportunities

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

1. Common Planning 2. Provide iReady Toolbox 3. Eureka 4. Professional Development Opportunities during PLC 5. Utilize District Curriculum Specialists

Person Monitoring:

Kim Marks

By When/Frequency:

After FAST PM3

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

1. Common Planning 2. Provide iReady Toolbox 3. Eureka Squared 4. Professional Development Opportunities during PLC 5. Utilize District Curriculum Specialists

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

Safeschoolsforall.com as well as data of the school's discipline and referral history shows the need for a reduction in school-wide incidents.

Measurable Outcome

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

The number of referrable offenses will be reduced by 10% in the 2024-2025 school year when compared against the previous 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 number of referrals reported will be reviewed throughout the year. The PBIS Team will look at this data monthly on the PBIS meeting dates.

Person responsible for monitoring outcome

Administration/PBIS 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:

Safe schools, PBIS, Soaring Hawk Tickets, and school positive behavior incentives.

Rationale:

Safe schools and PBIS will be utilized to help aid students in their own behavior monitoring as schoolwide supports. Schoolwide expectations will be displayed throughout the school as visual reminders for all stakeholders.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

PBIS

Person Monitoring:

Administration/PBIS Team

By When/Frequency:

Monthly

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

1. Implement the PBIS system school-wide 2. Review each month the number of incidents reported 3. Soaring Hawk Program 4.Engagement

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

Clay County Schools

RIDGEVIEW HIGH SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

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 Ridgeview High School is to develop lifelong learners who meet the global demands of 21st-century skills through a challenging educational program that embraces diversity and unity, instills integrity and character, and promotes Respect, Honor, and Scholarship.

Provide the school's vision statement

Preparing ALL Students for Success in A Global Economy.

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

Becky Murphy

Position Title

Principal

Job Duties and Responsibilities

Principal Becky Murphy serves as the facilitator of the school-based MTSS Leadership Team and provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, manages the school budget, manages school communications, conducts teacher evaluations and consistent classroom walkthrough leads planning for schoolwide systems of interventions and professional development. Shared decisionmaking is facilitated through the PLC process, teams of teachers work collaboratively in cycles of inquiry to ensure district learning. The principal ensures that all staff complies with the districtwide school site standards.

Leadership Team Member #2

Employee's Name

Bryson Barker

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principals will assist the Principal with duties as needed, including participating in data collection and analysis, delivering Tier 1 interventions and schoolwide discipline plans, and helping ensure adequate professional development to support MTSS implementation. Assistant Principals will also ensure that instruction is aligned with standards, grade-level appropriate, and rigorous through frequent classroom walkthroughs and timely feedback to teachers. RHS instructional leaders will also attend Professional Learning Communities, working collaboratively with teachers and monitoring designated departmental data to increase student achievement.

Leadership Team Member #3

Employee's Name

Jillian Stoltzfus

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principals will assist the Principal with duties as needed, including participating in data collection and analysis, delivering Tier 1 interventions and schoolwide discipline plans, and helping ensure adequate professional development to support MTSS implementation. Assistant Principals will also ensure that instruction is aligned with standards, grade-level appropriate, and rigorous through frequent classroom walkthroughs and timely feedback to teachers. RHS instructional leaders will also attend Professional Learning Communities, working collaboratively with teachers and monitoring designated departmental data to increase student achievement.

Leadership Team Member #4

Employee's Name

Kelly Williams

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principals will assist the Principal with duties as needed, including participating in data collection and analysis, delivering Tier 1 interventions and schoolwide discipline plans, and helping ensure adequate professional development to support MTSS implementation. Assistant Principals will also ensure that instruction is aligned with standards, grade-level appropriate, and rigorous through

frequent classroom walkthroughs and timely feedback to teachers. RHS instructional leaders will also attend Professional Learning Communities, working collaboratively with teachers and monitoring designated departmental data to increase student achievement.

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.

The school leadership team completed individual sections and goal areas in response to data and with input from department chairs. Teachers, students, and SAC members will provide input after returning to school. Based on input from each stakeholder group, SIP goals and action steps will be formed and adjusted.

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))

Progress Monitoring and state assessments will be analyzed to ensure progress toward SIP goals. SIP goal teams and the school leadership team will meet regularly to review and revise action steps to ensure progress toward identified goals.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH PK, 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	52.3%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	52.5%
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: B 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

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
	9	10	11	12	
Absent 10% or more school days	107	137	167	173	584
One or more suspensions	40	55	24	10	129
Course failure in English Language Arts (ELA)	44	38	39	3	124
Course failure in Math	17	6	23	8	54
Level 1 on statewide ELA assessment		50	1		51
Level 1 on statewide Algebra assessment	31				31

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
	9	10	11	12	
Students with two or more indicators	73	66	82	34	255

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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 *	64	64	55	53	57	50	55	56	51
ELA Grade 3 Achievement **									
ELA Learning Gains	62	62	57				51		
ELA Learning Gains Lowest 25%	58	62	55				35		
Math Achievement *	54	61	45	50	50	38	40	35	38
Math Learning Gains	58	60	47				42		
Math Learning Gains Lowest 25%	57	61	49				35		
Science Achievement *	78	80	68	76	74	64	78	43	40
Social Studies Achievement *	86	83	71	83	80	66	68	48	48
Graduation Rate	94	94	90	97	95	89	98	75	61
Middle School Acceleration								39	44
College and Career Readiness	53	60	67	59	63	65	55	78	67
ELP Progress	46	51	49	54	52	45	50		

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	63%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	693
Total Components for the FPPI	11
Percent Tested	98%
Graduation Rate	94%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
63%	68%	55%	55%		59%	59%

* 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	52%	No		
English Language Learners	46%	No		
Asian Students	86%	No		
Black/African American Students	64%	No		
Hispanic Students	55%	No		
Multiracial Students	69%	No		
White Students	71%	No		
Economically Disadvantaged Students	59%	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	55%	No		
English Language Learners	54%	No		
Asian Students	83%	No		
Black/African American Students	64%	No		
Hispanic Students	65%	No		
Multiracial Students	68%	No		
White Students	73%	No		
Economically Disadvantaged Students	62%	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	42%	No		
English Language Learners	57%	No		
Native American Students				
Asian Students	79%	No		
Black/African American Students	47%	No		
Hispanic Students	52%	No		
Multiracial Students	62%	No		
Pacific Islander Students				
White Students	59%	No		
Economically Disadvantaged Students	52%	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 L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	64%		62%	58%	54%	58%	57%	78%	86%		94%	53%	46%
Students With Disabilities	34%		48%	49%	31%	50%	53%	53%	83%		98%	19%	
English Language Learners	35%		38%	20%	38%	41%		60%	70%		95%	33%	29%
Asian Students	88%		69%		90%			100%			100%	70%	
Black/African American Students	58%		63%	49%	49%	59%	58%	74%	91%		97%	41%	
Hispanic Students	63%		49%	39%	45%	44%	33%	67%	81%		95%	60%	24%
Multiracial Students	65%		63%	64%	56%	61%		85%	86%		96%	41%	
White Students	65%		66%	74%	58%	63%	63%	82%	85%		92%	57%	
Economically Disadvantaged Students	61%		59%	52%	50%	57%	48%	76%	85%		91%	45%	26%

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	53%				50%			76%	83%		97%	59%	54%
Students With Disabilities	36%				44%			62%	71%		97%	21%	
English Language Learners	33%				25%				71%		92%	45%	56%
Asian Students	86%				70%			77%	100%				
Black/African American Students	41%				44%			78%	79%		97%	43%	
Hispanic Students	52%				36%			73%	83%		100%	51%	61%
Multiracial Students	51%				36%			69%	82%		95%	74%	
White Students	57%				59%			77%	84%		97%	63%	
Economically Disadvantaged Students	47%				46%			71%	79%		95%	48%	46%

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	55%		51%	35%	40%	42%	35%	78%	68%		98%	55%	50%
Students With Disabilities	34%		43%	27%	37%	42%	34%	59%	28%		94%	24%	
English Language Learners	38%		59%	60%	22%	60%		77%			100%	50%	50%
Native American Students													
Asian Students	76%		76%		50%			100%	82%		100%	71%	
Black/African American Students	45%		41%	22%	27%	38%	37%	68%	57%		100%	39%	
Hispanic Students	47%		46%	39%	31%	42%	38%	72%	59%		98%	53%	44%
Multiracial Students	62%		60%		38%	37%		81%	76%		95%	47%	
Pacific Islander Students													
White Students	58%		53%	39%	48%	44%	32%	81%	76%		98%	59%	
Economically Disadvantaged Students	49%		47%	30%	32%	37%	45%	72%	60%		98%	47%	55%

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

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

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	58%	62%	-4%	53%	5%
Ela	9	69%	61%	8%	53%	16%
Biology		76%	77%	-1%	67%	9%
Algebra		46%	61%	-15%	50%	-4%
Geometry		63%	68%	-5%	52%	11%
History		84%	81%	3%	67%	17%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		14%	16%	-2%	16%	-2%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		15%	24%	-9%	17%	-2%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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 was English Language Arts. We went from 53% in 2023 to 62% in 2024. We attribute this growth to focusing our teaching strategies on intentionally aligning closely with benchmark assessments. Our district ELA coach provided continuous support and guidance for teachers throughout the year. We also utilized inclusive scheduling practices with the support facilitation model to ensure students with diverse needs receive appropriate assistance within the general education classroom.

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 data component showing the lowest performance was College and Career Readiness. We went from 59% in 2023 to 54% in 2024. We have limited availability to certification programs, and scheduling conflicts make it difficult for students to participate in dual enrollment and accelerated courses.

Greatest Decline

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

The data component that showed the greatest decline from the prior year is College and Career Readiness. We went from 59% in 2023 to 54% in 2024. We have limited availability to certification programs, and scheduling conflicts make it difficult for students to participate in dual enrollment and accelerated courses.

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.

College and Career Readiness had the highest gap with Ridgeview at 59% and the state average at 65%. We have limited availability to certification programs, and scheduling conflicts make it difficult for students to participate in dual enrollment and accelerated courses.

EWS Areas of Concern

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

1. Attendance. Our focus will be on getting students to school and lowering chronic absenteeism rates.

Highest Priorities

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

1. Algebra. We plan to implement benchmark-aligned instruction to identify and address learning gaps.
2. Acceleration. Expand access to Honors, AP, Dual Enrollment, and CTE courses.
3. Teacher Retention. Pair new teachers with teacher mentors on campus and create a supportive and collaborative work environment.

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 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.

Our Algebra I proficiency was the lowest of all academic disciplines and the state average, at 46%. Math PLC groups will focus on intentional planning and benchmark-aligned instruction while also addressing foundational gaps. We will utilize continuous spiral reviews and maximize push-in services to support student learning.

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.

Ridgeview High School will increase our Algebra proficiency from 46% to 50%.

Monitoring

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

Progress monitoring will occur with the baseline, midyear, and end-of-year district assessments. The benefit will be to identify student proficiency levels, track progress, and adjust instruction accordingly. Additionally, we are using ALEKS math diagnostics, which provides an adaptive pathway to remediate foundational skills for Algebra, Geometry, and Math for College Liberal Arts students who need a concordant score. The benefits of using ALEKS include monitoring learning gains in real-time and the ability to target student remediation needs.

Person responsible for monitoring outcome

Jillian Stoltzfus

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:

We will have focused ESE support in our Algebra classes, where targeted interventions will be implemented to support student learning and address specific gaps. These interventions will be data-driven, differentiated, and aligned with instructional goals.

Rationale:

The co-teaching model and use of instructional aides ensure that all students, especially those with special needs, receive the support they need within the general education classroom. This integration promotes continuous support and minimizes disruptions to the learning process.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Coaching for Benchmark-Aligned Instruction and Spiraled Mastery

Person Monitoring:

Jillian Stoltzfus

By When/Frequency:

We will start this at the beginning of the school year and continue to monitor it throughout the school year.

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

Coach teachers on effectively using step-by-step processes for planning benchmark-aligned instruction, focusing on the essential question, "What do we expect our students to know?" Ensure teachers know how to use district-provided curriculum resources to prepare for benchmark-aligned instruction. Continue to use district-provided formative assessments to determine progress toward the stated outcomes and then plan for remediation. Throughout the year, spiraled algebra instruction will provide additional time for Algebra 1 concepts to be retaught and assessed to ensure mastery.

Action Step #2

Enhancing Algebra I Proficiency through Directed Professional Development and Individual Student Conferences.

Person Monitoring:

Jillian Stoltzfus & Algebra Teachers

By When/Frequency:

We will start this at the beginning of the school year and continue to monitor it throughout the school year.

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

Teachers will meet monthly for a directed PD day to utilize standards, test item specs, and district curriculum maps to plan instruction, remediation, and small group differentiation. These PD days will also focus on increasing our teachers' conceptual knowledge of Algebra. Conduct individual conferences with students at least once every 9-weeks to discuss deep content understanding in math and to set student learning goals.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The performance level of our lowest 25 percentile was 58%. While this did go up from previous years, we are still below the district in this area.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Ridgeview will increase the percentage of students making learning gains in reading from 58% to 65%, as measured by the Grade 9/10 ELA Florida Standards Assessment. We will also ensure the ELA curriculum is fully aligned with the Florida ELA BEST Standards. We will develop lesson plans that incorporate these standards into daily instruction, focusing on key competencies required for the assessment. We will clearly articulate learning targets for each lesson, ensuring students know the goals they are working towards.

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.

Progress monitoring will occur with the baseline, midyear, and end-of-year district assessments and Lexia. ELA and Reading PLCs will regularly analyze assessment data to identify trends, strengths, and areas for improvement. They will use the data to inform instructional decisions and to tailor interventions to meet student needs.

Person responsible for monitoring outcome

Becky Murphy

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:

Explicit Comprehension Strategy Instruction (Before, During, After): Activate Prior Knowledge
Question Generation Monitor Comprehension Identifying the Main Idea Paraphrasing Summarizing

B.E.S.T. ELA Standards - Reading Comprehension

Rationale:

These strategies will increase engagement, rigor, grade-level appropriate instruction, and academic ownership.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Benchmark-aligned, rigorous instruction

Person Monitoring:

Becky Murphy

By When/Frequency:

We will start at the beginning of the school year and continue to monitor throughout the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Ensure lessons and student learning activities suit the level of rigor in which students are expected to work. Teachers will use language from the standard and understand the level of rigor needed for mastery. Develop questions at the appropriate complexity level for common formative assessments and instruction and track the progress of students on those standards. Incorporate reading, writing, critical thinking, and collaboration in every lesson.

Action Step #2

Weekly Professional Learning Communities with Targeted Planning

Person Monitoring:

Becky Murphy

By When/Frequency:

We will start at the beginning of the school year and continue to monitor throughout the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Work together as a PLC team to be responsive to students' specific needs. This will allow them to adjust teaching methods and discuss interventions in the PLCs to lead students to success. Provide explicit vocabulary instruction Provide direct and explicit comprehension strategy instruction Provide opportunities for an extended discussion of text meaning and interpretation. All students participate in the thinking through no-opt-out CFUs and exit tickets.

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.

Ridgeview High School will focus on Early Warning Systems to identify students who exhibit behavior and/or academic performance that puts them at risk of dropping out of school.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of students who had 18 or more absences during last school year was 23%. We will work to reduce this by 5%.

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 have a dedicated attendance secretary responsible for running monthly attendance reports. This will help us closely monitor attendance patterns and promptly identify students with attendance issues.

We will regularly track behavior and course performance data. This comprehensive approach will allow us to identify at-risk students who may not only have attendance problems but also exhibit behavioral issues or poor academic performance.

By regularly tracking attendance, behavior, and course performance data, we can identify at-risk students early and provide them with the necessary support before issues escalate. Early intervention is crucial for preventing prolonged absences and disengagement from school.

Person responsible for monitoring outcome

Attendance Secretary, School Counselors, and Administration 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 regular success team meetings with parents and students, during which we will focus on providing tailored support to help students attend school regularly and address any underlying issues affecting their performance. We will offer a range of interventions and support services, such as tutoring, counseling, and academic assistance. We will also provide resources to help students

develop problem-solving skills, improve study habits, and manage stress effectively. We will also explore alternative education options for students who may not thrive in a traditional high school environment. This could include vocational training programs, online learning, or flexible scheduling to accommodate their specific needs.

Rationale:

We will develop and implement targeted interventions for identified students during the Success Team Meetings. The effectiveness of these interventions will be continuously monitored, and necessary adjustments will be made to improve outcomes. By building a supportive and inclusive school environment is crucial for reaching these students. By offering tailored support, personalized attention, and fostering a sense of belonging, we can greatly increase their chances of attending school regularly and achieving success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Monthly Student Success Team Meetings

Person Monitoring:

Administration Team

By When/Frequency:

We will start this at the beginning of the school year and continue to monitor throughout the year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Our attendance administrator will meet monthly with the social worker to identify students. From there they will set up meetings with an attendance team consisting of the grade-level administrator, school counselor, social worker, parent, and student.

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

Clay County Schools

RIDEOUT ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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

Our mission is to increase the academic performance of all students. RideOut Elementary, working in conjunction with all stakeholders, will provide a public education experience that is motivating, challenging and rewarding for all children. Based on the premise that all students can learn, our teachers will provide opportunities for each child to experience maximized academic success within a safe and inviting environment.

Provide the school's vision statement

RideOut Elementary School exists to prepare life-long learners for personal success in a global and technologically advanced society.

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

Trisha Stewart

Position Title

Principal

Job Duties and Responsibilities

The principal will be responsible for providing leadership in the development, revision and implementation of the school improvement plan.

Leadership Team Member #2

Employee's Name

Bree Hellwig

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal will be responsible for providing leadership in the development or revision and implementation of the school improvement plan.

Leadership Team Member #3

Employee's Name

Ann Freeze

Position Title

Kindergarten Teacher- Leadership Team

Job Duties and Responsibilities

The school leadership team will analyze data to identify barriers and implement improvement steps that will increase student achievement.

Leadership Team Member #4

Employee's Name

Jana Jourdan

Position Title

First Grade- Leadership Team

Job Duties and Responsibilities

The school leadership team will analyze data to identify barriers and implement improvement steps that will increase student achievement.

Leadership Team Member #5

Employee's Name

Denise Erwin

Position Title

Second Grade- Leadership Team

Job Duties and Responsibilities

The school leadership team will analyze data to identify barriers and implement improvement steps that will increase student achievement.

Leadership Team Member #6

Employee's Name

Erin Brown

Position Title

Third Grade- Leadership Team

Job Duties and Responsibilities

The school leadership team will analyze data to identify barriers and implement improvement steps that will increase student achievement.

Leadership Team Member #7

Employee's Name

Dyan Replogle

Position Title

Fourth Grade- Leadership Team

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #8

Employee's Name

Anna Pasternak

Position Title

Fifth Grade- Leadership Team

Job Duties and Responsibilities

The school leadership team will analyze data to identify barriers and implement improvement steps that will increase student achievement.

Leadership Team Member #9

Employee's Name

Lynda Selby

Position Title

Sixth Grade- Leadership Team

Job Duties and Responsibilities

The school leadership team will analyze data to identify barriers and implement improvement steps that will increase student achievement.

Leadership Team Member #10

Employee's Name

Sarah Rountree

Position Title

Psychologist

Job Duties and Responsibilities

The school leadership team will analyze data to identify barriers and implement improvement steps that will increase student achievement.

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.

Our school based leadership team members have met to discuss data from the previous school year. We have determined next steps in order to support student growth and the necessary means to close academic growth and the necessary means to close academic gaps with individual students, subgroups as well as grade levels. Parents will be involved in the process, when our data and proposed plan is shared during our first SAC meeting. We will share the data from the previous year and all baseline data we have prior to the meeting,. It is important to gain parent input and support in the learning process. As we discuss the data, we will discuss resources and support we can provide to parents so they can be true partners in their child(rens) education. We will discuss barriers that we can avoid working towards proficiency of each student.

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 school leadership team along with our literacy leadership team, will meet to discuss the SIP monthly and our progress towards the goals set within the plan. As there is a need to adjust based on progress or lack of progress we will work as a team to develop adjustments to meet the needs of all students being served at RideOut Elementary.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	37.4%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	50.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: A* 2021-22: A 2020-21: 2019-20: A

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	24	11	26	19	16	10	15	0	0	121
One or more suspensions	2	1	1	5	6	6	6	0	0	27
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	13	22	25	7	0	0	67
Level 1 on statewide Math assessment	0	0	0	17	16	29	4	0	0	66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	6	10	11	13						40
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	0	3	17	16					39

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	1	3	3	2	2	2	0	0	15

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	3	5	3	3	0	0	0			14
Students retained two or more times	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	16	10	18	12	11	11	21			99
One or more suspensions	2		1		2	1	7			13
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment	1	2		6	10	18	16			53
Level 1 on statewide Math assessment					14	18	15			47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, 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							5			5

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	4	2		3						9
Students retained two or more times						1				1

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 *	61	62	57	56	59	53	65	63	56
ELA Grade 3 Achievement **	69	65	58	76	61	53			
ELA Learning Gains	58	62	60				60		
ELA Learning Gains Lowest 25%	57	60	57				44		
Math Achievement *	62	67	62	64	64	59	72	51	50
Math Learning Gains	59	68	62				68		
Math Learning Gains Lowest 25%	39	59	52				59		
Science Achievement *	49	61	57	65	65	54	64	69	59
Social Studies Achievement *								70	64
Graduation Rate								64	50
Middle School Acceleration								61	52
College and Career Readiness									80
ELP Progress	59	55	61		55	59			

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	512
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
57%	65%	62%	69%		66%	58%

* 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	59%	No		
Black/African American Students	46%	No		
Hispanic Students	63%	No		
Multiracial Students	54%	No		
White Students	58%	No		
Economically Disadvantaged Students	49%	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	51%	No		
Black/African American Students	22%	Yes	2	1
Hispanic Students	65%	No		
Multiracial Students	61%	No		
White Students	71%	No		
Economically Disadvantaged Students	57%	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				

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%
Native American Students				
Asian Students				
Black/African American Students	33%	Yes	1	
Hispanic Students	73%	No		
Multiracial Students	75%	No		
Pacific Islander Students				
White Students	62%	No		
Economically Disadvantaged Students	55%	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	61%	69%	58%	57%	62%	59%	39%	49%					59%
Students With Disabilities	35%	45%	44%	59%	41%	50%	48%	34%					
English Language Learners	50%				70%								58%
Black/African American Students	47%		41%	20%	50%	63%	54%						
Hispanic Students	66%	61%	65%	90%	55%	57%		50%					
Multiracial Students	48%		63%		45%	58%							
White Students	64%	75%	58%	58%	68%	59%	31%	48%					
Economically Disadvantaged Students	54%	57%	53%	49%	53%	50%	36%	43%					

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	56%	76%			64%			65%					
Students With Disabilities	50%	67%			42%			44%					
Black/African American Students	29%				14%								
Hispanic Students	63%				66%								
Multiracial Students	54%				68%								
White Students	58%	80%			66%			78%					
Economically Disadvantaged Students	50%	68%			54%			56%					

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	65%		60%	44%	72%	68%	59%	64%					
Students With Disabilities	47%		45%	43%	45%	42%	43%	45%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	21%		40%		29%	40%							
Hispanic Students	76%		65%		82%	70%							
Multiracial Students	68%		65%		82%	83%							
Pacific Islander Students													
White Students	65%		59%	52%	70%	66%	61%	58%					
Economically Disadvantaged Students	55%		55%	50%	59%	63%	52%	48%					

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	65%	63%	2%	55%	10%
Ela	4	53%	56%	-3%	53%	0%
Ela	5	48%	54%	-6%	55%	-7%
Ela	6	70%	65%	5%	54%	16%
Math	3	57%	66%	-9%	60%	-3%
Math	4	60%	62%	-2%	58%	2%
Math	5	44%	56%	-12%	56%	-12%
Math	6	78%	74%	4%	56%	22%
Science	5	49%	58%	-9%	53%	-4%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Based on our 6th grade 23-24 SY FAST data showed an increase from 48% ELA Proficiency to 72% Proficiency level. Overall increase was based on the use of Tier 3 academic supports for students who previously scored Level 1 the prior year. We will continue to make this an area of focus and we plan to deepen our intervention supports to support students who fall below proficient status and not just level 1.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on our 23-24 SY FAST data our 5th grade ELA Proficiency level was the lowest with 48% proficiency. The contributing factors for this decrease was the increase in students throughout the school year, being rezoned. We also can attribute a decrease to increased discipline. This grade level performed at 56% proficiency last year, but with the rezoning of our school it is difficult to have a true comparison.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The area that had the greatest decline from the 22-23 SY to the 23-24 school year was 5th grade Math Proficiency. This dropped from 64% proficient to 48% proficient. The drastic decline in our 5th grade math proficiency played a strong role in the decrease in our overall math proficiency.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Based on FAST data, the greatest gap area is in 5th grade ELA, our 5th grade students were 48% proficient and the state average was 55 % . The contributing factors was the high need for intervention groups, supporting level 1 and level 2 student needs. Support for groups was limited and class size numbers increased significantly throughout the school year.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Based on listed early warning signs, a potential area of concern is student attendance and discipline. The rates increased in the 23-24 school year with the increase of student population. But, we have a systematic approach to improve attendance and discipline.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Focused and systemic implementation of ELA intervention supports in all grade levels, to increase ELA proficiency.

We are going to focus on increased vocabulary across all subjects, in order to increase Math, ELA and Science Proficiency.

Data analysis of learning gains of each student/ subgroup across all grade levels.

Targeted planned approach to improve student attendance across grade levels.

Improvement and reconfiguration of our school based PBIS plan.

Focus on supporting 5th grade ELA, supporting closing academic gaps to increase gains and proficiency.

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 required by RAISE (specific questions)

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.

Focused and systemic approach to the development of intentional intervention groups to support growth towards proficiency for all students in grades K-6. A deeper focus will be placed on 6th grade students to increase proficiency as this grade level group of students has decreased proficiency levels over the past 2 years.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Our K-2 students will be provided with strategic intervention groups after PM 1 is completed for STAR assessment as well as Acadience testing.

Intervention data will be discussed in biweekly data meetings. This data collection will be shared with our school based literacy leadership team to develop a plan for next steps to best meet all students ELA proficiency levels.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Our 3-6 grade students will be provided with strategic intervention groups after PM 1 is completed for FAST assessment as well as Acadience testing.

Intervention data will be discussed in biweekly data meetings. This data collection will be shared with our school based literacy leadership team to develop a plan for next steps to best meet all students ELA proficiency levels. Students who have substantial reading deficiency and students who have multiple early warning signs, will be analyzed and supported through data chats with their teachers as well as members of our Literacy Leadership team.

Grades K-2: Measurable Outcome(s)

Our Literacy Leadership team will be analyzing 24-25 PM1 STAR Baseline data along with PM3 from the previous year, teacher input as well as acadience will be factored in to intervention and support consideration per grade level. Students will be listed and monitored that fall within substantial reading deficiency standards. 10 % of our students will increase from PM 1 to PM2 and from PM2 to PM 3.

Grades 3-5: Measurable Outcome(s)

Our Literacy Leadership team will be analyzing 24-25 PM1 STAR Baseline data along with PM3 from the previous year, teacher input as well as acadience will be factored in to intervention and support consideration per grade level. Students will be listed and monitored that fall within substantial reading deficiency standards. 10 % of our students will increase to proficiency from PM1 to PM3.

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 progress will be monitored biweekly with data discussions around targeted interventions to improve ELA skills and proficiency levels. Teachers will be provided with instructional feedback and support to improve ELA instruction in order to increase proficiency levels. Students who fall within substantial reading deficiency will have monthly data chats with our literacy leadership teams. We will discuss academic factors as well as other early warning indicators. (behavior, attendance)

Person responsible for monitoring outcome

Trish Stewart along with Literacy Leadership team

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:**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

Increase STAR and FAST data points

Person Monitoring:

Trish Stewart

By When/Frequency:

Monthly Data Chats

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Identify areas of concern on PM1

Action Step #2

Progress monitor interventions

Person Monitoring:

Trish Stewart

By When/Frequency:

Monthly/ Progress Monitoring

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Place students with substantial reading deficiencies in intensive reading groups, document weekly progress data points. Monthly focus on students success and progress, while making adjustments to interventions to increase improvements.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Intervention

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 year 2 MTSS model school our literacy leadership team will be looking at data and determining academic and behavioral next steps for students who show early warning signs. The focus will need to be intentional based on testing data, teacher and other stakeholder feedback.

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 literacy Leadership team will develop a list of students per grade level to discuss data points on. Each student will increase academically based on the supports provided and documented. All student data will be shared with literacy leadership as well as grade level teams.

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.

In order to continue to increase students learning gains with the focus on supporting growth towards proficiency, our literacy leadership team will meet monthly to monitor data points. After each meeting we will evaluate intervention groups and make adjustments depending of need. 60% of our intervention/ intensive reading students will increase from PM1 to PM2 and from PM2 to PM3.

Person responsible for monitoring outcome

Trisha Stewart- Literacy Leadership team

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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

Identify students who have frequent behavioral concerns

Person Monitoring:

Discipline Committee- Stewart

By When/Frequency:

Montly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will meet monthly to discuss students behavior and closely monitor based on multiple EWS. If students have a large amount of absences, tardies, behavioral referral, struggling academically will become focus students that we discuss monthly.

Action Step #2

identify students will increased attendance concerns.

Person Monitoring:

Attendance Team- Stewart

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will meet monthly to discuss students attendance and monitor based on multiple EWS. If students attendance, tardies or leave earlies increase they will become a student of focus that we will monitor and discuss monthly.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

As a school we are going to focus on teaching and evaluating benchmark math standards to deepen

our students math skills. Foundational math skills need to be supported through small group/ intervention groups. Our 3-6 grade teachers will support students with small group review and skill development. There is a need for a systemic approach to support our BQ math students.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Although learning gains were not assessed and monitored from 22-23 SY to the 23-24 school year, our school saw 58% BQ learning gains in 21-22 and this is now at 39%. There is a need to focus on our BQ math students and develop a system to monitor and support foundational math supports. We are going to work as a leadership team to develop a scope and sequence for our targeted math intervention supports. We will increase our BQ learning gains to 55% in the 24-24 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.

Each grade level will monitor students gains through monitoring class assessments, state progress monitoring. After PM 1 each team will determine the need of each student. As data is collected, there will be a need to reassess interventions and supports in place to increase learning gains to allow each student to meet proficiency.

Person responsible for monitoring outcome

Trisha Stewart- School based leadership team

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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

Identify BQ students per grade level

Person Monitoring:

Intervention Team-Stewart

By When/Frequency:

Beginning of 1st nine weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

As an intervention team, through the leadership team we will identify all BQ students. These students will be shared with teachers and data will be monitored.

Action Step #2

Conference/ Data discussion

Person Monitoring:

Trish Stewart/ Bree Hellwig

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will be coached on how to monitor and discuss BQ student data. All data points will be monitored, identified and used to determine next steps for students. Teachers will share conferencing feedback with grade levels and this will be shared during literacy leadership meetings when discussing the needs of our students.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

RideOut Elementary will continue to focus on PBIS for the 24-25 school year. As we develop a deeper understanding on how to support whole child growth through positive behavior support, we are working to decrease discipline incidents and the needs for suspension off campus.

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.

As we deepen our focus on positive interventions and educating all of our students on our guideline to success and expectations. All of our students will understand that we R.A.C.E. to success at RideOut and we want to see Respectful roadrunners, Accountable roadrunners, Courteous roadrunners and Engaged roadrunners in all areas of our campus. We will decrease our discipline reports from 136 and decrease this below 100 for the 24-25 SY.

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 schools PBIS team will be 2 times a month to monitor data to improve practices to increase learning. The school based PBIS team will look at EWS that can impact student achievement, adjustments will be made according to the needs of subgroups, or all students. Data will be shared with teachers, students and parents on discipline numbers and we will celebrate our improvements.

Person responsible for monitoring outcome

Bree Hellwig- PBIS core team

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

All students will be taught guidelines to success

Person Monitoring:

Bree Hellwig-PBIS

By When/Frequency:

1st Week/ Reviewed Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All students will complete ROE 101 training, they will be taught RideOut Elementary schools guidelines to success. All students will be provided with examples of what this looks like in each location around campus.

Action Step #2

PBIS team will monitor behavioral data for effectiveness.

Person Monitoring:

Bree Hellwig-PBIS

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

PBIS core will meet to discuss student behavioral data, to determine what is working and what supports are needed with our discipline matrix plan. Adjustments will be made to support all students on campus as needed. If adjustments to the discipline matrix is needed all teachers will be provided with PD to update.

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

Clay County Schools

RIDGEVIEW ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

Ridgeview Elementary School exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

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

Stephanie Moran

Position Title

Guidance Counselor

Job Duties and Responsibilities

Addressing student emotional health, student well being and attendance issues. Promoting mental health within the school community. Collaborate with the leadership team to implement programs that support student well-being and create a positive school climate.

Leadership Team Member #2

Employee's Name

Courtney Schumacher

Position Title

Principal

Job Duties and Responsibilities

The Principal's duties include:

- Overseeing the daily operations of the school, including facilities management, scheduling, and ensuring a safe learning environment.
- Budget Management: Developing and managing the school budget, ensuring resources are allocated effectively.
- Ensuring that the curriculum meets educational standards and is effectively delivered.
- Supporting teachers in curriculum development and instructional strategies.
- Hiring, training, and evaluating teachers and staff. Providing professional development opportunities and support.
- Monitoring and promoting student academic performance. Implementing programs to improve student outcomes.
- Building strong relationships with parents and the community. Communicating regularly through meetings, newsletters, and other channels.
- Using data to inform decision-making and track progress toward school goals. Analyzing student performance data to identify areas for improvement. Developing and implementing emergency response plans. Conducting drills and ensuring the school is prepared for emergencies.

Leadership Team Member #3

Employee's Name

Judith McHugh-Clark

Position Title

Assistant Principal

Job Duties and Responsibilities

To support the principal in all administrative, educational, and community engagement duties, ensuring the effective operation of the school and the academic success and well-being of the students.

Leadership Team Member #4

Employee's Name

Kristen Makar

Position Title

ITF and MTSS

Job Duties and Responsibilities

Responsible for leading and managing the implementation of a multi-tiered system of supports, ensuring that all students receive the appropriate level of academic and behavioral interventions. data analysis, collaboration, and a commitment to continuous improvement.

Leadership Team Member #5

Employee's Name

Lacey Worsdell

Position Title

Title 1 Lead

Job Duties and Responsibilities

Ensure Title I programs are effectively designed, implemented, and evaluated to support the academic success of students. program coordination, student support, staff collaboration, family engagement, data management, and continuous improvement efforts.

Leadership Team Member #6

Employee's Name

Kelsie Austin

Position Title

Team Lead

Job Duties and Responsibilities

Ensure effective collaboration, decision-making, and implementation of initiatives that support the school's mission and goals.

Facilitates meetings and PLCs, ensuring all members have opportunities to contribute, discussions are productive, and decisions are made efficiently. Coordinate agendas, timelines, and action plans for the team.

Leadership Team Member #7

Employee's Name

Wendy Wade

Position Title

Team Lead

Job Duties and Responsibilities

Ensure effective collaboration, decision-making, and implementation of initiatives that support the school's mission and goals.

Facilitates meetings and PLCs, ensuring all members have opportunities to contribute, discussions are productive, and decisions are made efficiently. Coordinate agendas, timelines, and action plans for the team.

Leadership Team Member #8

Employee's Name

Edward Stevers

Position Title

Team Lead

Job Duties and Responsibilities

Ensure effective collaboration, decision-making, and implementation of initiatives that support the school's mission and goals.

Facilitates meetings and PLCs, ensuring all members have opportunities to contribute, discussions are productive, and decisions are made efficiently. Coordinate agendas, timelines, and action plans for the team.

Leadership Team Member #9

Employee's Name

Marlene Perea

Position Title

Team Lead

Job Duties and Responsibilities

Ensure effective collaboration, decision-making, and implementation of initiatives that support the school's mission and goals.

Facilitates meetings and PLCs, ensuring all members have opportunities to contribute, discussions are productive, and decisions are made efficiently. Coordinate agendas, timelines, and action plans for the team.

Leadership Team Member #10

Employee's Name

Lydia Santillan

Position Title

Team Lead

Job Duties and Responsibilities

Ensure effective collaboration, decision-making, and implementation of initiatives that support the school's mission and goals.

Facilitates meetings and PLCs, ensuring all members have opportunities to contribute, discussions are productive, and decisions are made efficiently. Coordinate agendas, timelines, and action plans for the team.

Leadership Team Member #11

Employee's Name

Emily Williams

Position Title

Team Lead

Job Duties and Responsibilities

Ensure effective collaboration, decision-making, and implementation of initiatives that support the school's mission and goals.

Facilitates meetings and PLCs, ensuring all members have opportunities to contribute, discussions are productive, and decisions are made efficiently. Coordinate agendas, timelines, and action plans for the team.

Leadership Team Member #12

Employee's Name

Jamie Tufano

Position Title

Team Lead

Job Duties and Responsibilities

Ensure effective collaboration, decision-making, and implementation of initiatives that support the school's mission and goals.

Facilitates meetings and PLCs, ensuring all members have opportunities to contribute, discussions are productive, and decisions are made efficiently. Coordinate agendas, timelines, and action plans for the team.

Leadership Team Member #13

Employee's Name

Miriam Bodie

Position Title

Team Lead

Job Duties and Responsibilities

Ensure effective collaboration, decision-making, and implementation of initiatives that support the school's mission and goals.

Facilitates meetings and PLCs, ensuring all members have opportunities to contribute, discussions are productive, and decisions are made efficiently. Coordinate agendas, timelines, and action plans for the team.

Leadership Team Member #14

Employee's Name

Melissa Doukmak

Position Title

Media Specialist

Job Duties and Responsibilities

- Ensure compliance with state law and district policy.
- Develop resources that support the academic goals of the school, ensuring that students have access to relevant and diverse materials.
- Develop resources that support the academic goals of the school, ensuring that students have access to relevant and diverse materials.
- Manage digital resources, provide technical support to staff and students, and promote digital citizenship and internet safety

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.

We use surveys and questionnaires to gather input from all stakeholders on key areas such as academic performance, school climate, resources, and community involvement. Quantitative data is collected and analyzed, including student performance metrics, attendance records, and behavioral reports. Data is shared with selected stakeholders to provide a comprehensive overview of the school's current status. A draft SIP will be shared with all stakeholders for review and feedback. Opportunities for stakeholders to suggest revisions and offer additional input will be provided.

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))

Monitoring the SIP plan will involve a structured approach that includes defining clear metrics, developing a monitoring plan, collecting and analyzing data, conducting regular progress reviews, making adjustments, communicating with stakeholders, conducting semi annual reviews, and providing ongoing professional development. This comprehensive approach ensures that the SIP is effectively implemented and continuously improved to achieve the desired outcomes.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	45.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: B* 2021-22: A 2020-21: 2019-20: A

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	15	18	13	15	14	14	18			107
One or more suspensions	2	5	11	7	5	5	15			50
Course failure in English Language Arts (ELA)	1	1			2	1	4			9
Course failure in Math		1	2		3		2			8
Level 1 on statewide ELA assessment				20	22	21	23			86
Level 1 on statewide Math assessment				20	29	8	11			68
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	3	7	25	12						47
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	5	2	7	14	20					48

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators		2	3	2	3	2	4			16

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	3	2	6	1	0	1			13
Students retained two or more times	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-6.0531, 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 *	55	62	57	52	59	53	60	63	56
ELA Grade 3 Achievement **	59	65	58	54	61	53			
ELA Learning Gains	54	62	60				56		
ELA Learning Gains Lowest 25%	53	60	57				54		
Math Achievement *	62	67	62	65	64	59	70	51	50
Math Learning Gains	64	68	62				76		
Math Learning Gains Lowest 25%	67	59	52				70		
Science Achievement *	71	61	57	61	65	54	81	69	59
Social Studies Achievement *								70	64
Graduation Rate								64	50
Middle School Acceleration								61	52
College and Career Readiness									80
ELP Progress	64	55	61	70	55	59	50		

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	485
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
61%	58%	65%	64%		65%	68%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	49%	No		
English Language Learners	64%	No		
Black/African American Students	61%	No		
Hispanic Students	58%	No		
Multiracial Students	50%	No		
White Students	62%	No		
Economically Disadvantaged Students	58%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	48%	No		
English Language Learners	70%	No		
Black/African American Students	56%	No		
Hispanic Students	63%	No		
Multiracial Students	56%	No		
White Students	59%	No		
Economically Disadvantaged Students	50%	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	56%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	62%	No		
Native American Students				
Asian Students				
Black/African American Students	61%	No		
Hispanic Students	68%	No		
Multiracial Students	56%	No		
Pacific Islander Students				
White Students	68%	No		
Economically Disadvantaged Students	65%	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	55%	59%	54%	53%	62%	64%	67%	71%					64%
Students With Disabilities	40%	17%	60%	47%	52%	61%	65%	50%					
English Language Learners	40%		55%		70%	91%							
Black/African American Students	53%	57%	48%		55%	82%		69%					
Hispanic Students	47%	38%	57%	67%	56%	65%	67%	67%					
Multiracial Students	41%		35%		64%	59%							
White Students	58%	67%	56%	49%	65%	59%	67%	75%					
Economically Disadvantaged Students	48%	54%	53%	53%	57%	64%	68%	66%					

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	52%	54%			65%			61%					70%
Students With Disabilities	40%	38%			53%			61%					
English Language Learners	50%				90%								
Black/African American Students	51%				60%								
Hispanic Students	55%	56%			72%			69%					
Multiracial Students	48%				63%								
White Students	53%	54%			66%			64%					
Economically Disadvantaged Students	45%	46%			58%			50%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	60%		56%	54%	70%	76%	70%	81%					50%
Students With Disabilities	39%		44%	37%	53%	72%	64%	84%					
English Language Learners	55%				82%								50%
Native American Students													
Asian Students													
Black/African American Students	53%		63%	50%	67%	64%	58%	71%					
Hispanic Students	52%		48%	64%	73%	85%	92%	64%					
Multiracial Students	56%		36%		73%	60%							
Pacific Islander Students													
White Students	64%		58%	52%	70%	77%	69%	88%					
Economically Disadvantaged Students	54%		55%	59%	65%	76%	70%	78%					

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	58%	63%	-5%	55%	3%
Ela	4	53%	56%	-3%	53%	0%
Ela	5	42%	54%	-12%	55%	-13%
Ela	6	55%	65%	-10%	54%	1%
Math	3	53%	66%	-13%	60%	-7%
Math	4	47%	62%	-15%	58%	-11%
Math	5	60%	56%	4%	56%	4%
Math	6	71%	74%	-3%	56%	15%
Science	5	66%	58%	8%	53%	13%

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?

Beginning the year with a strong focus on vocabulary professional development for our teachers and assistants was a successful strategy. By emphasizing how vocabulary strategies can be used across content areas, we ensured that these techniques were consistently implemented throughout the entire school year in classrooms, small groups, and tutoring sessions. As a result, we achieved a 31% proficiency growth from PM1 to PM3.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA continues to be the area needing most improvement. Our result showed no increase of our proficiency levels; remaining stagnant at 55%. Possible reasons include:

Teachers needing more professional learning in regards to ELA curriculum standards and assessment criteria, leading to gaps in student learning and performance.

The instructional strategies used in some ELA classes are not effectively engaging students or addressing their diverse learning needs. There may be a need for more differentiated instruction or innovative teaching methods.

Teachers require more targeted professional development focused specifically on ELA, including new pedagogical techniques, assessment strategies, and content knowledge.

The methods used, or not used, to assess ELA proficiency may not be providing an accurate picture of student abilities or areas for improvement. Reviewing and possibly revising these assessment practices could yield better insights.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data shows our most significant decline in grades 3 and 4 math proficiency. Specifically, proficiency dropped from 68% to 53% in grade 3, and from 59% to 47% in grade 4. Probable causes

include issues with teacher efficacy, failure to implement the district pacing guide, and not adhering to standard limits.

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 was observed in Grade 5 ELA, where proficiency at RVE was 42%, compared to the state average of 55%. This discrepancy was primarily due to one teacher's failure to teach to the standards, adhere to district pacing guides, and assign work at the appropriate level of rigor.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One area of concern is attendance in Kindergarten and Grade 1. In Kindergarten, eighteen students were absent for more than 10% of the school year. In Grade 1, twenty-three students were absent for more than 10% of the school year. Another concern is the twenty-five students in Grade 2 who have a substantial reading deficiency.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

At RVE, our priorities for the 2024-2025 school year are as follows:

1. Increasing proficiency in reading across genres and vocabulary.
2. Enhancing number sense and mathematical reasoning.
3. Promoting a positive culture and environment by reducing the number of school-wide discipline incidents by 25%.

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.

Our focus is Increasing proficiency in Reading Across Genres and Vocabulary. This area involves enhancing students' abilities to understand and interpret various types of texts, including fiction, non-fiction, poetry, and informational materials. It also includes expanding their vocabulary to improve comprehension and communication skills.

Successful implementation will enhance comprehension and critical thinking skills, build a strong foundation for learning in all subjects, as reading is integral to understanding content in science, social studies, and math, increase students' ability to engage with and analyze diverse texts, which is essential for academic success and lifelong learning, boost confidence and motivation in reading, leading to greater overall academic achievement.

Rationale: This focus was identified as a crucial need based on the prior year's data, which revealed significant gaps in reading proficiency across various grade levels. Analysis of standardized test scores, classroom assessments, and student work samples indicated that many students struggled with comprehending complex texts and had limited vocabulary knowledge. This was particularly evident in their performance in subjects that required strong reading skills. Addressing these deficiencies is essential to closing the achievement gap and ensuring all students have the literacy skills needed for future academic success.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We will increase Increasing proficiency in Reading Across Genres and Vocabulary from 76% to 80% across all grade levels.

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.

To achieve our goal of increasing proficiency in Reading Across Genres and Vocabulary from 76% to 80% across all grade levels, we will implement a comprehensive monitoring plan.

At the beginning of the school year, we will re-examine FAST data to identify students' current proficiency levels in Reading Across Genres and Vocabulary. We will utilize regular formative assessments to monitor student progress. These assessments will include reading comprehension tests, vocabulary quizzes, and genre-specific reading tasks. We will conduct benchmark assessments at the end of each quarter to evaluate student progress towards the proficiency goal. These assessments will provide detailed data on individual and grade-level performance. We will analyze assessment data regularly to identify trends, strengths, and areas for improvement. Use this data to inform instruction and provide targeted interventions where needed. We will facilitate regular meetings for teachers to discuss student progress, share effective strategies, and adjust instructional practices based on assessment data. We will maintain individual student progress charts to track growth over time. Share these charts with students and parents to foster a collaborative effort towards achieving the goal. We will provide ongoing professional development for teachers focused on best practices in teaching Reading Across Genres and Vocabulary.

The impact of ongoing monitoring on student achievement outcomes will be:

Targeted Instruction is possible as continuous assessment data will enable teachers to tailor instruction to meet the specific needs of each student, ensuring that all students receive the support they need to improve. Early identification of students who are struggling will allow for timely interventions, preventing students from falling behind and helping them stay on track to meet proficiency goals. Data-driven decision-making will ensure that instructional practices are effective and aligned with student needs, leading to more efficient and impactful teaching. Regular monitoring and data analysis will create a culture of accountability, where teachers and students are aware of progress and committed to achieving the set goals. Visible progress tracking will motivate students by showing their growth over time, fostering a sense of accomplishment and encouraging continued effort.

Person responsible for monitoring outcome

Courtney Schumacher

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:

Explicit and Systematic Phonological Awareness and Phonemic Awareness Instruction: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge. B.E.S.T. ELA Standards – Phonological Awareness

Rationale:

Phonological Awareness and Phonemic awareness instruction (Strong): The National Reading Panel found positive effects of phonemic awareness (PA) instruction on improving students' ability to apply phonemic awareness in their reading and spelling. Learning to manipulate phonemes in words helped the students learn to read. Explicit, systematic phonological awareness instruction: strong evidence
Systematic, direct-explicit instruction: strong evidence

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Year round tutoring for grades K-6

Person Monitoring:

Schumacher

By When/Frequency:

weekly beginning by the end of August 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

ELA teachers will tutor data based targeted students in small groups twice weekly. Formative and summative assessments will be monitored in monthly dat meetings with the principal.

Action Step #2

Analyzing student data and aligned supports that address identified gaps with approved resources in our CERP plan.

Person Monitoring:

Schumacher

By When/Frequency:

The end of August 2024 reviewed quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

By systematically analyzing student data and aligning supports, the school will be able to identify and address specific gaps in reading proficiency and vocabulary. The ongoing monitoring and adjustments based on data will ensure that interventions are effective, leading to improved student outcomes. Regular progress tracking will help to measure the impact of the action step, ensuring that the school is on track to achieve its goal of increasing reading proficiency from 76% to 80% across all grade levels.

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.

We will focus on enhancing Number Sense and Mathematical Reasoning. By the end of the 2024/2025 school year, our goal is to increase proficiency from 80% to 85%. While an 80% proficiency level is commendable, Number Sense and Mathematical Reasoning remains the lowest performing strand across all grade levels.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2024/2025 school year, our goal is to increase proficiency from 80% to 85% across all grade levels.

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.

To monitor the progress of enhancing Number Sense and Mathematical Reasoning, our school will implement the following measures:

1. **Regular Assessments:** Conduct bi-monthly assessments to track students' proficiency levels in Number Sense and Mathematical Reasoning. These assessments will help identify areas where students are struggling and need additional support.
2. **Data Analysis:** Analyze assessment data to identify trends and patterns in student performance. This will enable teachers to adjust their instructional strategies and provide targeted interventions.
3. **Progress Reports:** Provide detailed progress reports to students, parents, and teachers every quarter. These reports will include information on students' strengths and areas for improvement.
4. **Professional Development:** Offer ongoing professional development for teachers focused on best practices for teaching Number Sense and Mathematical Reasoning. This will ensure that teachers are equipped with effective strategies to support student learning.
5. **Student Support Programs:** Implement additional support programs, such as tutoring or math clubs, to provide extra help for students who are struggling with Number Sense and Mathematical Reasoning.
6. **Classroom Observations:** Conduct regular classroom observations to ensure that instructional practices align with the goal of improving proficiency in Number Sense and Mathematical Reasoning.
7. **Student Feedback:** Gather feedback from students on their learning experiences and any challenges they face with Number Sense and Mathematical Reasoning. This feedback will help inform instructional adjustments.

By consistently monitoring these areas, our school will be able to effectively track and support the

progress of enhancing Number Sense and Mathematical Reasoning proficiency.

Person responsible for monitoring outcome

Schumacher

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:

Interventions Being Implemented: Math Centers -rotating stations focused on different aspects of Number Sense and Mathematical Reasoning. Monitoring: Formative assessments and student performance data at each station. Small Group Instruction-targeted small group sessions focusing on specific skills and concepts where students need improvement. Monitoring: Pre- and post-assessments, and progress tracking. Real world Problems- Students engage in solving real-world problems that require applying mathematical reasoning. Monitoring: Project rubrics, peer reviews, and teacher assessments.

Rationale:

Number Talks Rationale: Develops mental math skills and fosters a deep understanding of number relationships. Math Centers Rationale: Provides hands-on, differentiated learning experiences. Small Group Instruction Rationale: Allows for personalized instruction and immediate feedback. Rationale: Encourages critical thinking and application of math skills in practical contexts.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

After School Tutoring

Person Monitoring:

Schumacher

By When/Frequency:

Tutoring weekly by the end of august

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Math Tutoring - Hiring teachers after school to tutor small groups of students to push both high and low students including bus transportation

Action Step #2

Professional Development

Person Monitoring:

Schumacher

By When/Frequency:

quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

PLCs and PD planned and facilitated by Title I coach and/or administration will address highly-effective small group strategies, including planning and execution.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)**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.

On this grade level, the two teachers had proficiency levels of 31% and 61%. This area involves enhancing students' abilities to understand and interpret various types of texts, including fiction, non-fiction, poetry, and informational materials. It also includes expanding their vocabulary to improve comprehension and communication skills.

Successful implementation will enhance comprehension and critical thinking skills, build a strong foundation for learning in all subjects, as reading is integral to understanding content in science, social studies, and math, increase students' ability to engage with and analyze diverse texts, which is essential for academic success and lifelong learning, boost confidence and motivation in reading, leading to greater overall academic achievement.

Rationale: This focus was identified as a crucial need based on the prior year's data, which revealed significant gaps in reading proficiency. Analysis of standardized test scores, classroom assessments, and student work samples indicated that many students struggled with comprehending complex texts and had limited vocabulary knowledge. This was particularly evident in their performance in subjects that required strong reading skills. Addressing these deficiencies is essential to closing the achievement gap and ensuring all students have the literacy skills needed for future academic success.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

With an overall ELA proficiency level of 45% in 2024 and 48% proficiency in 2023, the need for intervention is evident. Our focus is Increasing proficiency in Reading Across Genres and Vocabulary. This area involves enhancing students' abilities to understand and interpret various types of texts, including fiction, non-fiction, poetry, and informational materials. It also includes expanding their vocabulary to improve comprehension and communication skills.

Successful implementation will enhance comprehension and critical thinking skills, build a strong foundation for learning in all subjects, as reading is integral to understanding content in science, social studies, and math, increase students' ability to engage with and analyze diverse texts, which is essential for academic success and lifelong learning, boost confidence and motivation in reading, leading to greater overall academic achievement.

Rationale: This focus was identified as a crucial need based on the prior year's data, which revealed significant gaps in reading proficiency. Analysis of standardized test scores, classroom assessments, and student work samples indicated that many students struggled with comprehending complex texts and had limited vocabulary knowledge. This was particularly evident in their performance in subjects that required strong reading skills. Addressing these deficiencies is essential to closing the achievement gap and ensuring all students have the literacy skills needed for future academic success.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

To increase proficiency in 5th grade English Language Arts (ELA) from 48% to 60%, consider implementing the following instructional practices:

Regularly analyze standardized test scores and formative assessments to identify specific areas of weakness.

Personalized Learning Plans: Develop individualized learning plans targeting students' specific needs.

Group students by skill level for targeted instruction.

Use a mix of direct instruction, guided practice, and independent activities to cater to different learning styles.

Teach students to analyze texts in depth by looking at vocabulary, sentence structure, and overall meaning.

Use higher-order questioning to promote critical thinking and deeper understanding of texts.

Regularly teach new vocabulary in context and through word study activities.

Encourage students to practice reading passages multiple times to build fluency.

Use Lexia to provide interactive reading practice.

Ensure teachers have access to regular professional development on the latest ELA instructional strategies and best practices.

Facilitate teacher collaboration to share effective strategies and resources.

Grades K-2: Measurable Outcome(s)

n/a

Grades 3-5: Measurable Outcome(s)

In 5th grade, we will increase proficiency in the two lowest domains of Reading Across Genres and Vocabulary to increase overall proficiency from 45% to 60%.

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.

To achieve our goal of increasing proficiency in Grade Five ELA from 45% to 60% , we will implement a comprehensive monitoring plan.

At the beginning of the school year, we will re-examine FAST data to identify students' current proficiency levels. We will utilize regular formative assessments to monitor student progress. These assessments will include reading comprehension tests, vocabulary quizzes, and genre-specific reading tasks. We will conduct benchmark assessments at the end of each quarter to evaluate student progress towards the proficiency goal. These assessments will provide detailed data on individual and grade-level performance. We will analyze assessment data regularly to identify trends, strengths, and areas for improvement. Use this data to inform instruction and provide targeted interventions where needed. We will facilitate regular meetings for teachers to discuss student progress, share effective strategies, and adjust instructional practices based on assessment data. We will maintain individual student progress charts to track growth over time. Share these charts with students and parents to foster a collaborative effort towards achieving the goal. We will provide ongoing professional development for teachers focused on best practices.

The impact of ongoing monitoring on student achievement outcomes will be:

Targeted Instruction is possible as continuous assessment data will enable teachers to tailor instruction to meet the specific needs of each student, ensuring that all students receive the support they need to improve. Early identification of students who are struggling will allow for timely interventions, preventing students from falling behind and helping them stay on track to meet proficiency goals. Data-driven decision-making will ensure that instructional practices are effective and aligned with student needs, leading to more efficient and impactful teaching. Regular monitoring and data analysis will create a culture of accountability, where teachers and students are aware of progress and committed to achieving the set goals. Visible progress tracking will motivate students by showing their growth over time, fostering a sense of accomplishment and encouraging continued effort.

Person responsible for monitoring outcome

Schumacher

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:

To achieve the measurable outcomes in 5th grade ELA, several evidence-based interventions can be implemented. These interventions have been proven effective through research and can help increase proficiency rates from 45% to 60%. Below are some of the key practices and programs: Guided Reading in small group instruction tailored to the students' reading levels. Multi-tiered system of support that includes regular progress monitoring and tiered interventions. Teachers read aloud to students while engaging them in discussions about the text. Systematic and direct teaching of vocabulary words and strategies.

Rationale:

Guided Reading in small group instruction tailored to the students' reading levels. Studies show that guided reading improves comprehension and fluency by providing targeted instruction based on individual needs (Fountas & Pinnell, 2012). Multi-tiered system of support that includes regular progress monitoring and tiered interventions. RTI has been shown to effectively identify and support struggling readers, leading to improved reading skills (Vaughn & Fletcher, 2012). Teachers read aloud to students while engaging them in discussions about the text. Research indicates that interactive read-alouds enhance vocabulary, comprehension, and critical thinking skills (Beck & McKeown, 2001). Systematic and direct teaching of vocabulary words and strategies. Vocabulary instruction has been shown to significantly improve reading comprehension (Nagy & Townsend, 2012).

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate 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

Year round tutoring of 5th grade students who were not proficient in ELA in grade four.

Person Monitoring:

Schumacher

By When/Frequency:

By the end of August, weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

ELA teachers will tutor data based targeted students in small groups at least weekly. Formative and summative assessments will be monitored in monthly data meetings with the principal.

Action Step #2

Analyzing student data and aligned supports that address identified gaps with approved resources in our CERP plan.

Person Monitoring:

Schumacher

By When/Frequency:

End of August 2024 reviewed quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

By systematically analyzing student data and aligning supports, the school will be able to identify and address specific gaps in reading proficiency and vocabulary. The ongoing monitoring and adjustments based on data will ensure that interventions are effective, leading to improved student outcomes. Regular progress tracking will help to measure the impact of the action step, ensuring that the school is on track to achieve its goal of increasing reading proficiency from 45% to 60% in 5th grade.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

Ridgeview Elementary was identified as a school with a high rate of referrals and exclusionary discipline. By using the strategies and action plan described below, we will decrease the number of school wide discipline incidents by 25% from 318 to 238 by the end of the 2024-2025 school year. We will achieve this school-wide, across all grade levels by creating a structured, positive, and supportive environment, PBIS helps to reduce behavioral issues, increase instructional time, and foster a climate where students feel safe and motivated to learn. These factors collectively contribute to improved academic outcomes and overall student success.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We will decrease the number of school wide discipline incidents by 25% from 318 to 238 by the end of the 2024-2025 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.

-
- We will start by gathering baseline data on discipline incidents from last year, including types of incidents, locations, times, and student demographics involved.
 - With teachers, we will clearly define what constitutes a discipline referral incident.
 - We will designate a team (PBIS Team) responsible for analyzing discipline data on a regular basis. The team will analyze trends, locations where incidents frequently occur, and patterns

among students involved.

- The team will track the effectiveness of interventions implemented to reduce discipline incidents.
- The team will regularly keep the school community informed of progress towards reducing discipline incidents. This will be done through newsletters, and meetings with stakeholders.
- We will acknowledge and celebrate milestones achieved along the way. Recognizing improvements to motivate staff and students to continue working towards the goal.
- The PBIS team will meet monthly to monitor and inform

Person responsible for monitoring outcome

Courtney Schumacher

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 PBIS Team will implement the practice of Restorative Practice to focus on building relationships and addressing conflict and harm through dialogue, empathy, and mutual understanding rather than punitive measures. This approach aims to prevent and reduce discipline incidents by fostering a sense of belonging, accountability, and community within the school.

Rationale:

Research shows that restorative approaches reduce repeat offenses compared to traditional punitive measures. When students understand the impact of their actions and are encouraged to take responsibility, they are more likely to change their behavior positively.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Staff training and capacity building

Person Monitoring:

McHugh-Clark

By When/Frequency:

PLC monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The PBIS team will provide comprehensive training for staff, including teachers, administrators, counselors, and support staff, on the principles and practices of Restorative Practices. Training should include how to facilitate restorative circles, conduct restorative conferences, and integrate restorative language into everyday interactions.

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.

To ensure all stakeholders, including students, families, school staff, leadership, and local businesses and organizations, are informed and engaged with the School Improvement Plan, UniSIG budget, and School-Wide Plan, we will implement a comprehensive dissemination strategy. This plan includes multiple methods of communication and ensures information is accessible in a language parents can understand.

Methods of Dissemination

1. School Website

- Details: Post the SIP, UniSIG budget, and SWP on the school's website under a dedicated section for school improvement. This section will be easily accessible from the homepage.
- Languages: Ensure the content is available in English and other predominant languages spoken by our families.
- Updates: Regularly update this section with progress reports, meeting minutes, and other relevant documents.

2. School Newsletters

- Details: Include summaries and highlights of the SIP, UniSIG budget, and SWP in monthly newsletters sent to families and stakeholders.
- Languages: Provide newsletters in multiple languages as needed.
- Distribution: Distribute electronically via email and as printed copies available at the school office.

3. Parent-Teacher Associations (PTAs) and School Advisory Councils (SACs)

- Details: Present detailed information about the SIP, UniSIG budget, and SWP during PTA and SAC meetings. Encourage feedback and involvement from these groups.

- Minutes and Agendas: Share meeting minutes and agendas with broader school community through email and the school website.
4. Student Assemblies
- Details: Hold age-appropriate assemblies to inform students about the school's improvement goals and their role in achieving them. Reinforce key messages throughout the school year.
5. Social Media
- Details: Use the school's social media platforms (e.g., Facebook, Twitter, Instagram) to share updates and engage with the community. Post regular updates and reminders about where to find detailed information.
 - Visuals and Infographics: Utilize visuals and infographics to make information more accessible and engaging.

<https://rve.myoneclay.net/>

By implementing this comprehensive dissemination plan, we aim to keep all stakeholders informed and engaged with the School Improvement Plan, UniSIG budget, and School-Wide Plan, ensuring transparency and community involvement in our school's continuous improvement efforts.

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))

<https://rve.myoneclay.net/>

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))

To strengthening the Academic Program we will

- Ensure that all instruction aligns with state and national standards, providing a rigorous and comprehensive academic program.
- Offer ongoing professional development for teachers to deepen their understanding of the

curriculum and effective instructional strategies. Focus areas include differentiated instruction, data-driven instruction, and integrating technology.

- Implement regular assessments and use data to inform instruction, identify student needs, and tailor teaching strategies.

Intervention Programs

- Continue to implement a multi-tiered system of supports to identify and provide targeted interventions for students who are struggling academically.
- Offer before and after-school tutoring sessions led by qualified teachers and trained volunteers to provide additional academic support.
- Strengthen special education services to ensure students with disabilities receive the support and resources they need to succeed.

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))

N/A

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))

RVE has a dedicated school counselor who provides individual and group counseling sessions to support students' social, emotional, and academic development. The Counselor, in conjunction with parents, completes BRAVE referrals for students in need. We employ licensed mental health professionals, including psychologists and social workers, to provide comprehensive mental health services.

These professionals conduct mental health assessments, individual and group therapy, and provide support for students dealing with trauma, anxiety, depression, and other mental health issues. We collaborate with local mental health organizations to offer additional resources and referrals for students needing intensive support. ESE teachers and support staff work closely with students who have Individualized Education Programs (IEPs) and 504 Plans to ensure they receive appropriate accommodations and modifications.

They provide specialized instruction, speech and language therapy, occupational therapy, and physical therapy as needed. They ensure integration when appropriate. We have implemented character education programs that focus on core values such as respect, responsibility, and empathy. This includes classroom lessons and school-wide initiatives to reinforce positive behavior and social skills. By ensuring comprehensive counseling, school-based mental health services, specialized support services, mentoring programs, and other strategies, our school aims to support the holistic development of students, equipping them with the skills they need to succeed both academically and personally.

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))

At RVE, we are dedicated to ensuring our students are prepared for college and career success. To achieve this, we offer accelerated classes and Extended Studies (gifted) programs across all grade levels. Recognizing the importance of technological proficiency in today's world, we provide classes in coding and technology, and we proudly support a highly successful Robotics Club.

Additionally, RVE benefits from strong partnerships with Orange Park Junior High and Ridgeview High School, which allow us to create a seamless educational pathway for our students. Through these collaborations, we offer advanced learning opportunities and resources that further enrich our students' academic experiences and readiness for future challenges.

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)).

For the past six years, RVE has been dedicated to implementing and expanding our Positive Behavioral Interventions and Supports (PBIS) program. Each year, we strive to enhance the program, ensuring it effectively fosters a positive school culture. We offer weekly PRIDE lessons, where we intentionally teach and reinforce the behaviors and values we hold dear. Our PRIDE values are:

- Perseverance
- Respect
- Integrity
- Determination
- Empathy

The PBIS Team has created comprehensive resources, including signage, songs, videos, and lesson plans, to be used across all grade levels and school areas. These materials help ensure a consistent and engaging approach to promoting our PRIDE values. Our weekly PRIDE Academy also incorporates lessons from the 7 Mindsets program, further enriching our students' social-emotional learning and helping them develop a positive and growth-oriented mindset.

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)).

At RVE, we collaborate closely with the district to provide ongoing professional development (PD) and facilitate productive, focused Professional Learning Communities (PLCs). Our PLCs cater to a variety of learning opportunities, including grade-level teams, subject-specific vertical teams, and whole group sessions.

We also offer monthly PD sessions specifically designed for new teachers to support their growth and integration into our school community. Additionally, RVE encourages our academic support personnel to pursue microcredentials to expand their knowledge of the science of reading, further enhancing our instructional capabilities and student outcomes.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

Students entering Kindergarten at RVE are prescreened for school readiness in the weeks before the academic year begins. This screening process allows our team to accurately place students and identify the supports needed from the start.

At the beginning of the school year, our Speech Pathologists assess all Kindergarten students to identify any speech and language needs early on. To ensure a smooth transition, we implement a staggered start during the first week of school, allowing students to gradually acclimate to the school environment.

Additionally, an ESE (Exceptional Student Education) specialist is assigned to Kindergarten to provide support and assist in the early identification of any special needs. This comprehensive approach ensures that every student receives the appropriate resources and support from day one.

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

Clay County Schools

S BRYAN JENNINGS ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

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 faculty and staff of S. Bryan Jennings Elementary will collaboratively work with all stakeholders to establish an inclusive, equitable, and safe learning community to support high expectations and maximum achievement in all students by identifying and meeting the unique academic, social, and emotional needs of each individual student.

Provide the school's vision statement

S. Bryan Jennings Elementary School exists to prepare our scholars to be adult-life ready by forming lifelong learners for success in a competitive global market.

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

Mary E. Taylor

Position Title

Principal

Job Duties and Responsibilities

Mrs. Taylor is the instructional leader of the school. She leads the staff as they disaggregate all data sources to identify areas of strength and opportunities to grow. She is responsible for the implementation of all state, district, and school initiatives.

Leadership Team Member #2

Employee's Name

Debbie Chapman

Position Title

Assistant Principal

Job Duties and Responsibilities

Mrs. Chapman is a school administrator responsible for supporting the principal in the instructional leadership of our school, as well as to the overall well-being and safety of the scholars and staff.

Leadership Team Member #3

Employee's Name

Jordan Ruckersfeldt

Position Title

Title I Lead, Math Coach

Job Duties and Responsibilities

Mrs. Ruckersfeldt leads math interventions, assists with small group practices and data analyses for differentiation, and advances Eureka instruction and implementation of the B.E.S.T. standards. Additionally, she serves as the Title I Lead.

Leadership Team Member #4

Employee's Name

Nancy Glenski

Position Title

ITF, ELA Coach

Job Duties and Responsibilities

Mrs. Glenski is a Title I reading intervention teacher, as well as the Intervention Team Facilitator. She also leads our school's PBIS committee and serves as our school SAC Chair.

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.

A School Advisory Council comprised of administrators, teachers, support staff, parents, and community members review and provide input to the School Improvement Plan. Additionally, teachers are made aware of School Improvement Plan goals- which are developed in conjunction with our Title I plan in response to student achievement data- at the start of the new school year in order to provide feedback.

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))

Progress towards SIP goals is monitored through regular School Advisory Council meetings, as well as quarterly data meetings with teachers. During these meetings, student progress towards these goals are analyzed, the status of students who are in most need are discussed, and action steps and resources to close achievement gaps and reach our SIP goals are vetted. If a revision to the SIP is necessary, that revision will be presented to both the School Advisory Council and to teachers and staff for input before a change is made.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	73.0%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: B* 2021-22: B 2020-21: 2019-20: B

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	28	18	23	14	13	18	17			131
One or more suspensions	0	5	5	1	6	7	6			30
Course failure in English Language Arts (ELA)	0	3	0	6	0	1	6			16
Course failure in Math	0	3	0	7	0	6	0			16
Level 1 on statewide ELA assessment	7	23	34	10	13	18	17			122
Level 1 on statewide Math assessment	3	18	32	15	15	12	10			105
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	7	23	34	6						70
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	18	32	15	15					83

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	5	0	8	0	5	5			23

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year	1	3	6	4	0	0	1			15
Students retained two or more times	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	19	24	13	16	15	21	16			124
One or more suspensions	2	4	6	6	3	5	9			35
Course failure in ELA	1	1		4	1					7
Course failure in Math										0
Level 1 on statewide ELA assessment				19	18	21				58
Level 1 on statewide Math assessment				25	12	20	5			62
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)				4						55

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	1	2	3	6						12
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 *	58	62	57	52	59	53	51	63	56
ELA Grade 3 Achievement **	68	65	58	57	61	53			
ELA Learning Gains	65	62	60				64		
ELA Learning Gains Lowest 25%	80	60	57				60		
Math Achievement *	62	67	62	55	64	59	50	51	50
Math Learning Gains	78	68	62				68		
Math Learning Gains Lowest 25%	72	59	52				64		
Science Achievement *	70	61	57	62	65	54	57	69	59
Social Studies Achievement *								70	64
Graduation Rate								64	50
Middle School Acceleration								61	52
College and Career Readiness									80
ELP Progress	61	55	61	47	55	59			

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	67%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	607
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
67%	57%	59%	46%		57%	59%

* 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	60%	No		
English Language Learners	61%	No		
Black/African American Students	60%	No		
Hispanic Students	68%	No		
Multiracial Students	61%	No		
White Students	78%	No		
Economically Disadvantaged Students	67%	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	52%	No		
English Language Learners	47%	No		
Black/African American Students	50%	No		
Hispanic Students	54%	No		
Multiracial Students	45%	No		
White Students	64%	No		
Economically Disadvantaged Students	50%	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	45%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	36%	Yes	1	
Native American Students				
Asian Students				
Black/African American Students	54%	No		
Hispanic Students	56%	No		
Multiracial Students	63%	No		
Pacific Islander Students				
White Students	64%	No		
Economically Disadvantaged Students	54%	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	58%	68%	65%	80%	62%	78%	72%	70%					61%
Students With Disabilities	40%	36%	59%	73%	51%	69%	70%	82%					
English Language Learners	39%		69%	77%	54%	73%							54%
Black/African American Students	48%	48%	59%	74%	53%	80%	63%	65%					48%
Hispanic Students	60%	71%	63%	83%	66%	80%		67%					56%
Multiracial Students	50%		57%		69%	67%							
White Students	67%	81%	73%	91%	62%	79%	91%	80%					
Economically Disadvantaged Students	56%	71%	60%	79%	61%	77%	73%	72%					55%

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	52%	57%			55%			62%					47%
Students With Disabilities	42%	50%			46%			70%					
English Language Learners	31%				62%								
Black/African American Students	41%	47%			51%			60%					
Hispanic Students	53%	65%			57%			40%					
Multiracial Students	41%				48%								
White Students	64%	58%			58%			74%					
Economically Disadvantaged Students	47%	53%			49%			49%					

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	51%		64%	60%	50%	68%	64%	57%					
Students With Disabilities	35%		54%	50%	30%	54%	56%	38%					
English Language Learners	31%		50%		13%	50%							
Native American Students													
Asian Students													
Black/African American Students	42%		70%	73%	39%	65%	53%	33%					
Hispanic Students	49%		59%	40%	53%	67%	75%	46%					
Multiracial Students	54%		68%		54%	74%							
Pacific Islander Students													
White Students	59%		62%		55%	71%	60%	77%					
Economically Disadvantaged Students	44%		59%	63%	42%	64%	61%	46%					

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	63%	63%	0%	55%	8%
Ela	4	57%	56%	1%	53%	4%
Ela	5	40%	54%	-14%	55%	-15%
Ela	6	50%	65%	-15%	54%	-4%
Math	3	47%	66%	-19%	60%	-13%
Math	4	57%	62%	-5%	58%	-1%
Math	5	60%	56%	4%	56%	4%
Math	6	61%	74%	-13%	56%	5%
Science	5	63%	58%	5%	53%	10%

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?

Our highest area of improvement for 2023-2024 was in 5th grade math. 2023 data showed 5th grade math 40% proficient and 2024 showed a 20% increase with 60% proficiency for FAST 3. This was a result of multiple factors; the grade level collaborated with district and state specialists to increase high leverage practices in the classroom, math teachers were exposed to collaborative walkthroughs focused on high engagement strategies for math, and strategic daily small group instruction based on data analysis.

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 ELA proficiency is the data component that shows the lowest performance. Though there was growth, 55% to 58%, this was the component that showed the least growth from the previous year.

Contributing factors that kept the score from growing more, include an increased population of ELL learners who were non-English speaking which results in a significant learning gap. Students typically have limited access to books, are not frequently read to at home, have minimal background knowledge from exposure to events and experiences outside the home. This is due in large part to the lower socioeconomic demographics of our school population.

The need for additional personnel to help provide more targeted instruction to help close gaps is imperative to our learners. However, this past year, we saw a strain on teacher time and resources needed to meet individual student needs.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The component showing the greatest decline from 2022-2023 was 4th grade math. In 2023 4th grade math was at 60% and this year it was 57% with a 3% decrease in proficiency. This drop can be directly attributed to teacher turnover throughout the year. There were three teachers from August to

January at which point a consistent teacher finally entered the classroom and had significant ground to cover. This teacher coming in at the beginning of the third quarter was new to the grade level and standards taught. The lack of year long consistency proved to be a significant factor in hindering student proficiency levels.

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 data component that had the greatest gap when compared to the state average was fifth grade ELA. Our fifth grade ELA average was 40% proficient, and the state average was 55%. Out of the 68 students who were tested, 18 of those students were English Language Learners with very limited English language knowledge and have been in the country for less than two years. Additionally, 10 of these 68 fifth grade students are ESE students. 4 of the 10 ESE students were new to our school and showed significant gaps in foundational reading skills, which were addressed through intensive Tier 2 and Tier 3 instruction. Despite the intensive tiered instruction provided to the students they still had significant gaps in foundational reading skills at the end of the year. Historically, our ELA scores over the past few years have been below our district and state average. While great efforts are made each year to bolster the whole group and small group instruction and great gains are made, we typically fall short of proficiency. Foundational skills are not solidified; gaps in early years continue to grow as students progress through the grades; and proficiency levels continue to fall below expectations.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One area of concern is the number of students scoring a Level 1 on the FAST. Other concerns are the large number of students presenting substantial reading deficiencies and the volume of discipline referrals.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. ELA building foundational skills leading to solid reading comprehension
2. Math - mathematical problem solving and reasoning
3. PBIS - lessen the number of referrals to increase student engagement and help scholars with coping strategies/de-escalation

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 required by RAISE (specific questions)

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.

Historically, the students of SBJ have struggled with reading comprehension; more specifically, with vocabulary and reading grade level texts. Students begin the school year one to two grade levels below proficiency. Tremendous gains are made each year, but it is not enough to close these significant achievement gaps. While SBJ has increased its overall proficiency to 58% in 2024 from 55% in 2023, we are still far below our overall proficiency goal.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on 2024 PM 3 FAST data, Kindergarten was 39% below proficiency, 1st grade was 41% below proficiency, and 2nd grade was 52% below proficiency.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Based on 2024 PM 3 FAST data, third grade had 37% of students below proficiency and fourth grade had 43% below proficiency, and sixth grade had 50% of students below proficiency. Fifth grade had 60% of students performing below proficiency scoring a level 1 and level 2 in ELA.

Grades K-2: Measurable Outcome(s)

Based on 2024 PM 3 FAST data, less than 50% of students in K-2 were below proficiency. Our goal for 2024 will be to reduce this number by the end of the year and close foundational gaps so that only 20% of these students are below proficiency.

Grades 3-5: Measurable Outcome(s)

Based on 2024 PM 3 FAST data, the 5th grade student cohort was of particular concern with only 40% proficiency. Our goal for 2025 PM 3 is for 51% of 5th grade students to show proficiency, which will elevate 3-5 ELA proficiency to 69% proficiency.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This Area of Focus will be monitored for the desired outcome through progress monitoring assessments, Lexia Core5 and Lexia Power Up, Savvas assessments, and common formative assessments.

Person responsible for monitoring outcome

Mary Taylor and Debbie Chapman

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:

SBJ has chosen the following strategies to elevate ELA instruction: small group instruction, explicit vocabulary instruction, an evidence-based program that addresses the identified gaps aligned with the five components of reading (Lexia Core5 and Lexia Power Up), direct-explicit instruction, and progress monitoring.

Rationale:

Lexia Core5 is an evidence based program addressing identified gaps in student learning, aligned with the 5 components of reading. The program allows for data driven differentiation closing individual literacy learning gaps and providing explicit instructional opportunities to teachers with lesson components that can be administered in a small group setting. Embedded assessment provides ongoing, actionable data for teachers to prioritize and plan offline instruction. The rationale for the explicit teaching of comprehension skills and explicit vocabulary instruction is that these components can be improved by teaching students to use specific cognitive strategies or to reason strategically when they encounter barriers to understanding what they are reading. Providing focused, intensive, small group interventions for identified students at risk for reading deficiencies including the 5 core reading elements will close learning gaps and improve overall literacy. Progress monitoring will enable teachers to respond to and differentiate instruction based on student needs.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

All ELA teachers will implement daily small group instruction based on student data that will be documented and tracked.

Person Monitoring:

Debbie Chapman

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Observation cycles with teachers on campus to identify best practices. Administration and Title I ELA Coach will select the teachers exhibiting best practices focused on for the monthly look-for's to showcase as model classrooms for walkthroughs and also select 4 teachers that will benefit from observing best practices based upon the monthly walkthrough data

Action Step #2

Targeted, data indicated small group instruction

Person Monitoring:

Debbie Chapman

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Supplementing learning from the school day and providing targeted assistance to students whose needs extend beyond what they can receive in the classroom instruction must be focused and targeted. Closely aligning the content and pacing of instruction with student needs will result in better student performance. Determining the right level of difficulty and pace and the most appropriate skills to teach is critical to effectively individualizing instruction & Title I classroom assistants will assist with providing small group instruction cycles in classrooms.

Action Step #3

Intentional Vocabulary instruction

Person Monitoring:

Debbie Chapman

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All teachers will implement explicit vocabulary instruction to increase ELA proficiency through the following: direct instruction of vocabulary words for a specific text and instruction of high frequency vocabulary words that is useful in many contexts.

Action Step #4

Supplemental Lexia Instruction

Person Monitoring:

Debbie Chapman

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

ELA teachers will utilize Lexia Core 5 and Power Up.

Action Step #5

Reading comprehension strategies

Person Monitoring:

Debbie Chapman

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will provide direct and explicit instruction in ELA to improve students' reading comprehension. Comprehension strategies are routines and procedures that readers use to help

them make sense of texts. All teachers will focus on comprehension strategies such as, summarizing, asking and answering questions, paraphrasing, and finding the main idea.

Action Step #6

Data disaggregation

Person Monitoring:

Debbie Chapman

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data disaggregation and small group planning based on literacy data during planning and LLT meeting times.

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.

SBJ students begin the school year one to two grade levels below proficiency in mathematics, with the common trend being that students struggle to apply mathematical skills and concepts to novel situations. Our students have difficulty approaching navigating the problem solving process, which includes choosing appropriate strategies and methods. Tremendous gains are made each year, but it is not enough to close these significant achievement gaps. While SBJ has increased its overall proficiency to 61% in 2024 from 57% in 2023, we are still far below our overall proficiency goal.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By demonstrating their understanding of math concepts by explaining or describing problem solving processes and strategies, then SBJ students will improve their overall mathematical proficiency by 4% (from 61% to 65%).

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The area of focus will be monitored for desired outcomes through ongoing data analysis of performance monitoring assessments, iReady and ALEKS diagnostics, common formative assessments, and Eureka Squared assessments. This monitoring will indicate when shifts in instructional practice, small group instruction, and/or interventions and enrichment are needed.

Person responsible for monitoring outcome

Mary Taylor and Jordan Ruckersfeldt

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:

Evidence-based strategies that will be implemented include small group instruction, progress monitoring, teacher modeling, visual representations, and monitoring and reflecting on the problem solving process.

Rationale:

Exposing students to problems that are solved using multiple strategies enables students to become more efficient in selecting appropriate ways to solve math problems with greater ease and flexibility. Explaining relevant concepts and notation in the context of a problem-solving activity, prompting students to describe how worked examples are solved using mathematically valid explanations, and introducing algebraic notation systematically helps students develop new ways of reasoning, which will help them solve mathematical problems. Additionally, visual representations and teacher modeling allow students who have difficulty grasping the relationship between math representations and abstract symbols to understand this across math concepts and ideas.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Daily small group instruction based on student data that is differentiated.

Person Monitoring:

Mary Taylor

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Supplementing learning from the school day and providing targeted assistance to students whose needs extend beyond what they can receive in the classroom instruction must be focused and targeted. Closely aligning the content and pacing of instruction with student needs will result in better student performance. Determining the right level of difficulty and pace and the most appropriate skills to teach is critical to effectively individualizing instruction. To support small group instruction in classrooms, The Title I Intervention teacher leading data analysis and small group planning/ interventions for math as well as model classroom/coaching cycles of best practice replication. Additionally, Title I classroom assistants will assist with providing small group instruction cycles in classrooms .

Action Step #2

Observational cycles of best practices

Person Monitoring:

Mary Taylor

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Observation cycles with teachers on campus to identify best practices. Title I Math intervention teacher leading data analysis and small group planning/interventions for Math as well as model classroom/coaching cycles of best practice replication for teachers identified through classroom walkthrough data from administration.

Action Step #3

Progress monitoring and iReady data used to drive instructional decisions

Person Monitoring:

Jordan Ruckersfeldt

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Using chromebooks and headphones to support the technology based supplemental programs to our core instruction assist with quarterly progress monitoring.

Action Step #4

PD on best practices through vertical teams

Person Monitoring:

Jordan Ruckersfeldt

By When/Frequency:

quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional development for teachers and staff on problem solving, mathematical thinking and reasoning standards (MTRs), and discourse in the mathematics classroom to build teacher and student capacity for monitoring and reflecting on problem solving processes.

Action Step #5

Implementation of best practices

Person Monitoring:

Mary Taylor

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All teachers will implement modeling by having students use appropriate tools to create concrete visual representations as evident in lesson plans, classroom walkthroughs, and student work analysis in PLCs. Additional manipulatives and notebooks for interactive note taking during whole group and small group instruction will assist with students learning to master mathematical concepts with visual representations.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

Although SBJ implements a positive behavior system with high student and teacher buy in, the number of discipline referrals nearly doubled in 2023 to 138 referrals. When students are disengaged or unable to regulate their emotions referrals occur and this reduces their time in class for academics.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By using actions and strategies related to student engagement and the continued implementation of our PBIS program, we will decrease our overall number of referrals from 138 to 80 or less by the end of the 2024-2025 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.

This area of focus will be monitored through administration and PBIS committee reviews with a PBIS monthly newsletter to faculty and staff, and Synergy reports.

Person responsible for monitoring outcome

Nancy Gleneski and Mary Taylor

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:

Evidence-based interventions that will be implemented for this area of focus include engaging students in relevant learning, defining and teaching positive expectations, prompting and supervising skills, and creating and providing a continuum of response strategies.

Rationale:

We already have an established and successful PBIS program at our school. The rationale of the selection of these evidence-based strategies is that we want to expand upon our current success, and amplify those positive practices already in place. Furthermore, the selection of these strategies will assist our students in transferring the positive behavior skills and life skills instilled in them at school into other facets of their lives, which will contribute to them being successful beyond the classroom.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Supplemental and PBIS training reviews and implementation

Person Monitoring:

Nancy Glenski

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Actively engage students (provide high rates of varied opportunities to respond) in relevant learning and differentiate instruction to support all learners. 7 Mindsets program review with additional PBIS training.

Action Step #2

Explicit instruction of expectations and strategies.

Person Monitoring:

Nancy Glenski & Mary Taylor

By When/Frequency:

first quarter

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Co-develop, define, post, and explicitly teach a few (3-5) positive classroom expectations to enhance engagement. (PAWS-practice responsibility, act kind & respectful, work hard, & stay safe). book: Safe Circles from the 7 Mindsets store to be implemented after PD provided on specific life skill engagement strategies.

Action Step #3

Consistent communication & parent involvement

Person Monitoring:

Mary Taylor

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Weekly publications to parents through Smore and additional productions for students with Canva & SmartSuite.

Action Step #4

Positive messaging of PBIS expectations

Person Monitoring:

Mary Taylor

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Parent communication folders that are used to send home weekly communications, such as announcements, grades, conference requests, and data reports. Paper (pallet) for messaging of important events and provision of at-home resources. Poster maker paper, toner, and ink for consistent messaging and signage around campus displaying our PAWS expectations-especially the entry and exit of campus. Poster maker paper, toner, and ink or consistent messaging and signage around campus displaying our PAWS expectations-especially the entry and exit of campus.

Action Step #5

Intentional differentiation

Person Monitoring:

Nancy Glenski

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Continue implementation of PBIS with specific enhancements to further differentiation the needs of all our learners to include students with disabilities and English language learners.

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.

The school disseminates the school improvement plan during our initial School Advisory Council meeting of the new school year. The SAC revisits the SIP throughout the year to monitor progress towards goals. Additionally, the SIP is shared during the annual Title I parent meeting, which is held in conjunction with the school's Open House. The information in this meeting is shared digitally for families who cannot attend in person. A paper copy of the SIP can be found in the front office in the school's Title I binder. A digital copy of the SIP is available via the school's webpage, under the Title I Resources tab: <https://sbj.myoneclay.net/>.

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))

Much like the School Improvement Plan, the school's Family Engagement Plan is disseminated in a variety of methods to ensure everyone has access to it. The plan is shared and monitored throughout the year at School Advisory Council meetings; it is shared at the annual Title I parent meeting; and it is shared in the Title I binder in the front office. A digital copy of the Family Engagement Plan is available via the school's webpage, under the Title I Resources tab: <https://sbj.myoneclay.net/>.

Additionally, weekly communication is sent to all families through email containing a school newsletter with updates and current events as well as parent engagement/home learning supports and opportunities.

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))

The school plans to strengthen the academic program in the school through the achievement of the ELA, Math, and PBIS goals outlined in this School Improvement Plan. By incorporating a variety of action steps, teaching strategies, and professional development opportunities, our teachers will have a higher capacity for providing an enriched and accelerated curriculum. The three main components of this plan are strong Professional Learning Communities, the implementation of monthly teacher observation cycles, and the monthly meetings of our PBIS and Literacy Leadership committees. These components will ensure that teachers are implementing action steps with fidelity, and that student progress is being monitored carefully and responded to accordingly to ensure maximum growth.

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))

This plan was not developed in coordination or integration with other Federal, State, or local services.

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))

The school ensures counseling, school-based mental health services, and other supports through our behavior resource teacher and school social worker. School-based mentoring groups for 5th and 6th grade boys and girls, as well as the establishment of a school student council, also aim to improve students' skills outside the academic subject areas, such as conflict resolution, self respect, negotiating skills, forming healthy relationships, collaboration, and teamwork.

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))

This school year, SBJ will be hosting its second Career Night for students and families to bring awareness to and prepare students for postsecondary opportunities and the workforce. Sixth grade students are provided with opportunities throughout the school year to tour junior high campuses and learn about programs and academies that will prepare them for high school and beyond.

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)).

Classroom teachers, interventionists, ESE teachers, and other personnel work together as a problem-solving team through the MTSS process to prevent and address problems, both behaviorally and academically. The primary focus is providing strong Tier 1 instruction to minimize problems in the first place. When Tier 1 is not working, the problem solving team works to decide what interventions may be needed to close learning gaps and help students succeed. The school's PBIS team has also devised tiered levels of supports for student behavior that are used to prevent and address problem behavior. This team is comprised of classroom teachers, ESE teachers, paraprofessionals, and support staff to ensure that all student needs are met at each tier of support.

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)).

The focal point of SBJ's professional learning is elevated Professional Learning Community practices that are data-driven in order to improve instruction and close student achievement gaps centered around ELA and Math. This professional learning includes teachers, paraprofessionals, and other school personnel in order to ensure consistency and maximized student achievement. Assessment data will be discussed and responded to monthly via Literacy Leadership Committee meetings, quarterly grade level data meetings, and grade level and vertical PLCs. Professional learning is the cornerstone of planning for improvement this year, and is evident in the majority of the action steps indicated. A teacher mentorship program has been established to recruit and retain effective teachers.

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))

The school hosts a Kindergarten Roundup each spring to assist preschool children in the transition from early childhood education programs to local elementary programs.

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.

Data is deeply disaggregated on a monthly basis by sub groups and standards due to the rise of various sub group populations over the recent years, such as English Language Learners and students with identified learning disabilities. Title I funds are utilized to ensure we are allocating funded personnel to support intentional small group instruction that is data driven to close learning gaps in foundational skills and leverage learning outcomes. Based upon recent data discussions, an additional teaching assistant allocation was added for the year. Positions are frequently adjusted based upon student data and the needs indicated for support. The way funds, personnel, and resources are allocated are utilized is also discussed at School Advisory Council meetings with teachers, support, parents, and community members to glean useful insight from all stakeholders in the education process.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Common planning and PLCs allow for teachers to routinely monitor and plan for student instruction based upon data disaggregation. Title I ELA and Math coaches (in conjunction with administration) are able to assist with planning for interventions and model best practices. Collaborative walkthroughs are routinely scheduled for instructional personnel to view model practices for replication with assistance in planning for implementation and coaching cycles. Title I assistants are credentialed and utilized to assist in small group instruction to ensure all scholars receive the differentiation needed to close learning gaps.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

Yes

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

Clay County Schools

ST JOHNS CLASSICAL ACADEMY



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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 St. Johns Classical Academy is to develop graduates in mind and character through a classical, content-rich curriculum that emphasizes the principles of virtuous living, traditional learning, and civic responsibility. We are building intelligent, virtuous American citizens.

Provide the school's vision statement

The vision of St. Johns Classical Academy is to offer a unique option that provides students with an American Classical education. Scholars will receive a cohesive Classical education, which builds upon itself year after year, creating a successful foundation for learning. Scholars will be intentionally taught the benefits of a virtuous character and will be challenged through the lessons taught within the curriculum to develop and strengthen their character. Our teachers will provide the support and attention scholars require in order to meet the high expectations of a Classical education.

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

Johnson, Daniel

Position Title

Headmaster (Principal)

Job Duties and Responsibilities

The School Headmaster is tasked with overall school management to fulfill the mission, providing organizational and instructional leadership to assure positive scholar outcomes while maintaining the integrity of the approved charter and the safety of the school population.

- Ensures compliance with established procedures and rules in daily operation of school, maintaining standards of conduct set forth by the school, the county, and the state.
- Responsible for faculty/staff interviews, hiring, contracts, and evaluation.
- Ensures commitment to school's mission and implements the school improvement plan.

- Provides leadership in developing and fostering positive community relationships and effective communication with all stakeholders, including students, faculty/staff, the governing Board, the Lions Council, and parents/guardians.
- Ensures security, cleanliness, and maintenance of facilities and coordinates their utilization.
- Coordinates the supervision of duty assignments and extra-curricular activities.
- Responsible for timely reporting of school data and effective operation of the school, assisting in business management, budget development, and cost accounting
- Provides effective leadership in implementing ethics and conduct in Teacher Procedural Manual and in assisting in professional development planning and delivery.
- Ensures safety of school population by coordinating development and implementation of emergency plans and drills.
- Ensures implementation of policies and programs for school technology, special needs populations,
- Ensures proper purchasing and accounting/inventory of all school property.
- Provides leadership in implementation of state standards and best practices that lead to student success.

Leadership Team Member #2

Employee's Name

Casteel, Angie

Position Title

Assistant Principal (Upper School)

Job Duties and Responsibilities

The Principal of Upper School manages all aspects of student behavior/attendance and teacher coaching/training in grades 6-12 in order to uphold the school's mission and ensure fidelity to the Hillsdale curriculum.

Leadership Team Member #3

Employee's Name

Burris, Stephanie

Position Title

Assistant Principal (Grammar School)

Job Duties and Responsibilities

The Principal of Grammar School manages all aspects of student behavior/attendance and teacher coaching/training in grades K-5 in order to uphold the school's mission and ensure fidelity to the Hillsdale curriculum.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholder involvement is very important to the success of St. Johns Classical Academy. In its eighth year of operations, involvement from all stakeholders continues to increase. The school leadership team, comprised of school administrators, grammar school team leads, and upper school department chairs meets regularly to discuss near-term and long-term school improvement issues. On a regular basis, teachers, school staff, and parents participate in surveys with the purpose of school improvement. Lions Council, the school's parent-teacher association, helps determine parent satisfaction using data from the survey. Then, a the Headmaster holds a townhall meeting to brief the results of the survey and lead a question-and-answer segment. School administrators meet with Student Government to discuss student issues; there is also a general comment box in the cafeteria. Lions Council oversees the community partners program and helps gather input.

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 school improvement plan will be monitored through quarterly analysis of measurable goals in the areas of focus, including data from both state (PM1/PM2) and internal testing. Bi-weekly or monthly administrator classroom walkthroughs, which ensure fidelity to the chosen interventions, will provide individual feedback, especially regarding sub-groups that exhibit the greatest achievement gaps. We will continue analyzing and observing to target the highest priorities for increasing student achievement. All data, including that from staff/parent/student surveys, will inform revisions that ensure continuous improvement.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	23.9%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	5.2%
CHARTER SCHOOL	YES
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)* 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: A 2020-21: 2019-20: A

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	12	10	3	11	6	7	7	10	4	70
One or more suspensions	0	0	0	0	0	0	0	6	4	10
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	6	1	7
Course failure in Math	0	0	0	0	0	0	0	2	1	3
Level 1 on statewide ELA assessment	0	0	0	8	17	8	7	12	13	65
Level 1 on statewide Math assessment	0	0	0	7	10	11	6	8	2	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	0	0	0	8						8
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	7	10					17

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	0	0	4	6	4	2	4	2	22

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	1	0	0	0	0	0	0	0	3
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-6.0531, 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)

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
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

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
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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 *	61	54	58	62	52	53	72	54	55
ELA Grade 3 Achievement **	62	58	59	66	64	56			
ELA Learning Gains	53	51	59				59		
ELA Learning Gains Lowest 25%	54	49	54				51		
Math Achievement *	65	57	59	73	56	55	71	34	42
Math Learning Gains	55	57	61				61		
Math Learning Gains Lowest 25%	46	51	56				56		
Science Achievement *	54	53	54	69	61	52	65	55	54
Social Studies Achievement *	93	74	72	87	74	68	96	50	59
Graduation Rate	100	77	71	91	70	74		56	50
Middle School Acceleration	77	68	71	80	69	70	63	41	51
College and Career Readiness	35	43	54	52	38	53		68	70
ELP Progress	59	59	59		39	55		64	70

*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	63%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	755
Total Components for the FPPI	12
Percent Tested	99%
Graduation Rate	100%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
63%	73%	66%	63%		64%	45%

* 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	35%	Yes	1	
Asian Students	76%	No		
Black/African American Students	50%	No		
Hispanic Students	70%	No		
Multiracial Students	70%	No		
White Students	61%	No		
Economically Disadvantaged Students	44%	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	50%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Asian Students	73%	No		
Black/African American Students	66%	No		
Hispanic Students	76%	No		
Multiracial Students	77%	No		
White Students	73%	No		
Economically Disadvantaged Students	48%	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	54%	No		
English Language Learners				

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%
Native American Students				
Asian Students	75%	No		
Black/African American Students				
Hispanic Students	67%	No		
Multiracial Students	72%	No		
Pacific Islander Students				
White Students	66%	No		
Economically Disadvantaged Students				

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	61%	62%	53%	54%	65%	55%	46%	54%	93%	77%	100%	35%	
Students With Disabilities	27%	62%	32%	32%	31%	25%	14%	19%	77%				
Asian Students	77%		69%		92%	64%							
Black/African American Students	44%		50%		47%	57%							
Hispanic Students	64%		68%	79%	68%	60%	56%	70%	83%	80%			
Multiracial Students	81%		60%		88%	53%		70%					
White Students	59%	62%	50%	49%	63%	54%	45%	48%	94%	76%	100%	36%	
Economically Disadvantaged Students	38%		33%		56%	55%		40%					

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	62%	66%			73%			69%	87%	80%	91%	52%	
Students With Disabilities	35%	50%			53%			47%	67%				
Asian Students	62%				83%								
Black/African American Students	67%				64%								
Hispanic Students	68%				64%			71%	85%	90%			
Multiracial Students	63%				87%			80%					
White Students	60%	68%			74%			67%	89%	79%	94%	53%	
Economically Disadvantaged Students	36%				60%								

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	72%		59%	51%	71%	61%	56%	65%	96%	63%			
Students With Disabilities	53%		60%	54%	44%	56%	60%	50%					
English Language Learners													
Native American Students													
Asian Students	70%				80%								
Black/African American Students													
Hispanic Students	72%		66%	50%	69%	65%	52%	72%	92%				
Multiracial Students	67%		79%		80%	62%							
Pacific Islander Students													
White Students	72%		57%	54%	71%	59%	59%	64%	97%	59%			
Economically Disadvantaged Students													

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	10	74%	62%	12%	53%	21%
Ela	3	62%	63%	-1%	55%	7%
Ela	4	51%	56%	-5%	53%	-2%
Ela	5	46%	54%	-8%	55%	-9%
Ela	6	70%	65%	5%	54%	16%
Ela	7	66%	57%	9%	50%	16%
Ela	8	60%	58%	2%	51%	9%
Ela	9	62%	61%	1%	53%	9%
Math	3	53%	66%	-13%	60%	-7%
Math	4	69%	62%	7%	58%	11%
Math	5	49%	56%	-7%	56%	-7%
Math	6	64%	74%	-10%	56%	8%
Math	7	75%	49%	26%	47%	28%
Math	8	66%	70%	-4%	54%	12%
Science	5	45%	58%	-13%	53%	-8%
Science	8	55%	59%	-4%	45%	10%
Civics		93%	81%	12%	67%	26%
Biology		62%	77%	-15%	67%	-5%
Algebra		63%	61%	2%	50%	13%
Geometry		80%	68%	12%	52%	28%
History		90%	81%	9%	67%	23%

2023-24 FALL

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra						<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?

Only 2 subgroups showed improvement in math. One factor that contributes to this is strong instruction; instructors for these classes are some of our most effective teachers, who successfully employ Socratic questioning techniques that force students to explain their reasoning. Another is effective implementation and monitoring of IXL to support classroom learning.

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 students with disabilities subgroup showed the lowest performance in all areas. Low scores are partly the result of a significant increase in enrollment. Over the past two years, we completed the first two stages of a three-stage plan to increase overall enrollment, and we were not adequately prepared for the significant increase in the needs of our SWD subgroup population. The drop in test scores follows the enrollment increases. In addition, standards were shifted from one grade level to another over the same time, which caused some gaps in both our literacy and math curriculums that admin and teachers have been working to address.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math scores in grades 3, 5, 6, and Alg 1 showed the lowest performance and the greatest drop from the previous year. The number of level 2 scores in these grade levels was higher than the number level 3 scores, which we have not seen in the past. We predict that low scores are partly the result of deficient teacher/student training in the adaptive testing model as well as insufficient attention to gaps in our curriculum. Though teachers began working to address these gaps in January of 2024, the adjustments were neither timely nor sufficient.

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.

Both our civics scores in 8th and our math scores in 7th were 28 points higher than the state. We attribute this to strong teaching in those grade levels as these are two of our most effective teachers, having received and implemented many hours of training from Hillsdale College in Best Practices. These teachers are diligent and highly mission-aligned; they are adept at teaching our curriculum while implementing state standards.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

A main concern is the number of level 1 scores in ELA grades 4, 7, 8 and Math grades 4-5. Though these numbers are significantly lower than they were the previous year, they are still unacceptably high. Another concern is the increased number of students absent 10% or more school days.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Aligning our curriculum to the BEST standards to fill gaps in our charter curriculum and monitoring individual classrooms to assure fidelity to the grade-level plan for covering those standards.
2. Monitoring and improving the overall performance of student sub-groups, especially students with learning disabilities.
3. Improving reading readiness in grades 3-8.
4. Decreasing number of level two scores in grades 3-5 and Biology.
5. Improving the training/monitoring of teachers new to teaching or new to our curriculum.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our area of focus is anchoring our one-to-one and small-group interventions in evidence-based literacy (Literacy Essentials) and numeracy (Singapore Math, IXL) programs. These research-based programs are proven effective in improving outcomes for students with disabilities. We increased teacher training in these programs in the prior year and saw an overall decrease in level one scores from that year; we have increased/improved training for instructors in pull-outs and intensive classes, which we predict will lead to improved level one and level two scores in the SWD subgroup. For the 24-25 school year, we have also restructured our ELA and math intensive classes in grades 6-10 to decrease the number of students per class and group students more appropriately.

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.

In the prior year, ELA achievement for SWD was 35%, and we decreased by 8 percentage points to 27%. Math achievement was 53%, and we decreased by 23 percentage points to 32%. In both ELA and math, we plan to increase the passing rate to at least 45%. Our focus will be SWD achievement in grades 3-10.

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.

We will monitor this through analysis of PM1 and PM2 scores with an increase of at least 5 percentage points from PM1 to PM2. This will allow us to make adjustments in the general classroom as well as in one-to-one and small group interventions. We will also increase classroom walkthroughs to monitor satisfactory classroom implementation of the evidence-based intervention programs.

Person responsible for monitoring outcome

Angie Casteel

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:

We will implement researched-based literacy instruction utilizing the Literacy Essentials curriculum.

Rationale:

Literacy Essentials is a comprehensive, evidence-based reading program that how teaches students to break the code of the language through direct instruction of the phonograms, also known as spelling patterns and rules of the English language. As a part of the LE program, McCall Crabbs testing provides data used to evaluate and monitor student growth in reading fluency and comprehension.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

We will implement researched-based math instruction utilizing the Singapore Dimensions Math curriculum and targeted practice using IXL.

Rationale:

Both IXL and the Singapore Dimensions Math curriculum have strong evidence-based data to support improved outcomes in math.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Administrative classroom walkthroughs for each teacher to ensure fidelity to the curriculum with immediate feedback.

Person Monitoring:

Sarah Martin

By When/Frequency:

by the end of each month

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data from feedback is analyzed and presented to administration; admin creates an action plan for flagged teachers.

Action Step #2

PM1/PM2 and IXL data is compiled, analyzed, and then presented to the administration.

Person Monitoring:

Kayla Flannagan

By When/Frequency:

within a week after test data is released

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data is presented to administration and admin meets with each grade level to analyze and create an action plan for flagged students.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

We have based this area of focus on state assessment data, which shows an inversion of the number of 2's and 3's in ELA percentages in grades 3, 4, 5, and 9 from previous years, where our percentages of 2's have been, on average, below 20%, and our 3's have been, on average, above 25%. English language arts proficiency affects student learning in every other subject.

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 measurable outcome is a decrease in level two scores to 22% or less for individual teachers in grades K-5 and 9 flagged with scores higher than 22% in the previous year's PM3, and a decrease in level one scores for individual teachers in grades 3-4 to 18% or less flagged with scores higher than 18% in the previous year's PM3.

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 monitor through PM testing data throughout the year, administrator classroom walkthroughs, and bi-monthly, grade-level data analysis meetings. Using data and feedback from monitoring, admin will support teachers in making adjustments to instruction.

Person responsible for monitoring outcome

Stephanie Burris

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:

We will implement researched-based literacy instruction utilizing the Literacy Essentials curriculum.

Rationale:

Literacy Essentials is a comprehensive, evidence-based reading program that how teaches students to break the code of the language through direct instruction of the phonograms, also known as spelling patterns and rules of the English language. As a part of the LE program, McCall Crabbs testing provides data used to evaluate and monitor student growth in reading fluency and comprehension.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional development in effectively implementing Literacy Essentials and classroom walkthroughs

Person Monitoring:

Stephanie Burris

By When/Frequency:

by the end of each month

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will provide professional development and perform walkthroughs with immediate feedback to ensure fidelity to the curriculum . Feedback will be used by Administration and teacher to create an action plan for improving instruction.

Action Step #2

PM1/PM2 data is compiled, analyzed, and presented to Administration.

Person Monitoring:

Kayla Flannagan

By When/Frequency:

within a week of data release

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data is presented to administration and admin meets with each grade level to analyze and create an action plan for struggling students.

Action Step #3

Grammar school principal meets with each grade level, K-5, to analyze monthly internal data and create an action plan for struggling students.

Person Monitoring:

Stephanie Burris

By When/Frequency:

once per month

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Team uses data analysis to collaborate in creating an action plan for each struggling student.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

We have based this area of focus on state assessment data in grades K-6 and 8, teacher input, and classroom walkthroughs/observations. State assessment data shows an inversion of the number of 2's and 3's in math percentages in grades 3, 4, 5, 6, and 8 from previous years, where our percentages of 2's have been, on average, below 20%, and our 3's have been, on average, above 25%. Teacher input showed a desire for a focus on math training, and classroom walkthroughs showed a need for training in best practices for teaching the Singapore model. Math proficiency generally affects ordered thinking and problem-solving skills.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The measurable outcome is a decrease to 18% or less in the number of level one scores of individual teachers in grades 1, 2, and 5 flagged with scores higher than 18% on the previous year's PM3, and a decrease to 22% in the number of level two scores of individual teachers in grades K-1, 3-6, and 8 flagged with scores higher than 22% on the previous year's PM3.

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 monitor IXL use, state testing data, classroom data, and effective instructional practices.

Person responsible for monitoring outcome

Angie Casteel

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:

IXL usage and fidelity to the Singapore Dimensions Math curriculum

Rationale:

Both IXL and the Singapore Dimensions Math curriculum have strong evidence-based data to support improved outcomes in math.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Daily, targeted practice using IXL

Person Monitoring:

Angie Casteel

By When/Frequency:

by the end of each month

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will provide administration with data to show identified areas of weakness and implementation of daily, targeted practice using IXL.

Action Step #2

Effective implementation of Singapore math curriculum

Person Monitoring:

Stephanie Burris

By When/Frequency:

by the end of each month

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will provide professional development in best practices for teaching Singapore math and recognizing/targeting gaps in knowledge, and perform classroom walkthroughs to monitor effectiveness of implementation. Walkthrough feedback will be used by Administration and teacher to create an action plan for improving instruction.

Action Step #3

Monitor state testing data

Person Monitoring:

Kayla Flannagan

By When/Frequency:

within a week of data release

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data is presented to administration and admin meets with each grade level to analyze and create an action plan for struggling students.

IV. Positive Culture and Environment

Area of Focus #1

Student Retentions

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.

Student retention is a key element of culture at our school because we have an effective, virtue-based K-12 curriculum and learning environment. Our current data from 6th grade shows that scholars who have persisted in our Classical model of curriculum and instruction from K-6 have greater gains than their peers who entered the model after kindergarten. With increases in enrollment, our goal is to increase retention of these newer scholars at all grade levels so that we take on fewer new scholars each year, which we predict will improve culture and increase overall achievement.

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.

At the beginning of the 2023-24 school year, 156 students had not returned from the previous year (22-23): 9 from grade K, 8 from grade 1, 8 from grade 2, 6 from grade 3, 6 from grade 4, 6 from grade 5, 8 from grade 6, 12 from grade 7, 33 from grade 8, 21 from grade 9, 21 from grade 10, 15 from grade 11. Our goal is to reduce that number by 15% at each grade level in the coming 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.

Administration will compile and analyze enrollment/retention data at start of school, mid-year, end-of-year. They will use this analysis to determine the effectiveness of chosen interventions. Ongoing monitoring will allow administration to make adjustments to the plan for increasing retention rates.

Person responsible for monitoring outcome

Daniel Johnson

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:

One-to-one meetings between scholars and advisors, and/or group meetings among scholars, parents, admin, teachers, and advisors to introduce the school culture/expectations and to communicate curriculum progression, academic standing, study habits, current grades, and post-high school planning (9-12). Administration will monitor retention rates and survey feedback from meetings.

Rationale:

Other Classical academies in our network have implemented these meetings and collected data that shows 10%-15% improvement in retention.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Implementation of fall retreats for grades 6-12 that focus on team-building and leadership development.

Rationale:

Other Classical academies in our network have implemented these retreats and collected data that shows 10%-15% improvement in retention. Administration will monitor retention rates and survey feedback from retreats.

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

6-12 scholar meetings

Person Monitoring:

Kayla Flannagan

By When/Frequency:

once (6-8) to twice (9-12) per year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Advisors will meet with each scholar to communicate curriculum progression, academic standing, study habits, current grades, and post-high school planning (9-12). Administration will collect and analyze data from scholar surveys and monitor retention rates.

Action Step #2

K-12 group meetings

Person Monitoring:

Angie Casteel

By When/Frequency:

4-6 times per year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrators, teachers, and advisors will meet with new families in K, 1-5, 6, and 7-12 to introduce the school curriculum, culture, and daily expectations with the goal of improving awareness, increasing commitment/involvement, and ultimately increasing retention rates. Administration will collect and analyze data from post-meeting surveys and monitor retention rates.

Action Step #3

Upper School retreats

Person Monitoring:

Daniel Johnson

By When/Frequency:

once per year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school will provide retreats in grades 7-8, 9-10, and 11-12 with 12 hours of activities focused on team-building and leadership development in the specific populations. Administration will collect and analyze data from post-retreat surveys and monitor retention rates.

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.

Resources used in our school are vetted and/or developed by the Hillsdale College K-12 Education Office and communicated to teachers in the *K-12 Program Guide*, the curriculum used by member schools. These materials are research-based and used by all member schools across the network.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Math: The Singapore Dimensions Math curriculum has strong evidence-based data to support improved outcomes in math. Data is analyzed monthly.

ELA: Literacy Essentials is a comprehensive, evidence-based reading program that teaches students to break the code of the language through direct instruction of the phonograms, also known as spelling patterns, and rules of the English language. As a part of the LE program, McCall Crabbs testing provides data used to evaluate and monitor student growth in reading fluency and comprehension. Data is analyzed monthly.

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

Clay County Schools

ST. JOHNS CLASSICAL ACADEMY ORANGE PARK



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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 St. Johns Classical Academy is to develop graduates in mind and character through a classical, content-rich curriculum that emphasizes the principles of virtuous living, traditional learning, and civic responsibility. We are building intelligent, virtuous American citizens.

Provide the school's vision statement

The vision of St. Johns Classical Academy is to offer a unique option that provides students with classical education. Scholars will receive a cohesive Classical education, which builds upon itself year after year, creating a successful foundation for learning. Scholars will be intentionally taught the benefits of a virtuous character and will be challenged through the lessons taught within the curriculum to develop and strengthen their character. Our teachers will provide the support and attention scholars require in order to meet the high expectations of a Classical education

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

Anthony Bradley

Position Title

Headmaster

Job Duties and Responsibilities

The Headmaster will implement a traditional, classical, liberal arts and sciences curriculum. The Headmaster makes final decisions on curriculum, subject to the approval of the Governing Board and in accordance with the affiliation agreement with Hillsdale College's Barney Charter School Initiative (BCSI). The Headmaster, while chiefly the academic leader, is also responsible for the discipline, moral culture, operations, and financial oversight of SJCA.

Leadership Team Member #2

Employee's Name

Sierra Scherer

Position Title

Dean of Academics

Job Duties and Responsibilities

The Dean of Academics is expected to be a creative thought leader and should view their role as a coach, mentor, and standard-setter for educators. The Dean of Academics provides professional development in the areas of Literacy Essentials and Singapore Math. They conduct classroom walkthroughs and provides feedback to teachers on how best to improve instruction.

Leadership Team Member #3

Employee's Name

Dawn Romer

Position Title

ESE TEACHER

Job Duties and Responsibilities

Teacher with training in educating students with disabilities. Additionally, gathers data on student performance and gains. MTSS coordinator.

Leadership Team Member #4

Employee's Name

Amber Futch

Position Title

School Secretary

Job Duties and Responsibilities

Confidential Secretary to the Principal and Dean of Academics. Responsible for school correspondence and management of school Internal Funds.

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.

SJCA is a public, non-sectarian institution serving a diverse population. All members of the SJCA community—the administration, teachers, parents, business partners and scholars—should show profound respect and tolerance for the religious, political, and cultural traditions and perspectives of others. The administration and teachers will take the lead at SJCA in actively promoting academics, tolerance, civility, and sensitivity. They encourage a civil and tolerant discussion of ideas when such topics naturally arise in class or on campus.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The SIP will be monitored against the established State testing and performance standards. Areas of improvement will be developed based on the accessed need demonstrated by PM test results and teacher, administration observations on campus. Feedback will drive any needed changes after each PM cycle.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	41.2%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	26.7%
CHARTER SCHOOL	YES
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)* BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP)* WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: * 2021-22: 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	12	8	8	1	2	3				34
One or more suspensions	4	4	2	3	2	1				16
Course failure in English Language Arts (ELA)	1			1	1	1				4
Course failure in Math		1			1	1				3
Level 1 on statewide ELA assessment				18	13	23				54
Level 1 on statewide Math assessment				15	35	30				80
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	9	12	7	8						36
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	23	6	0	2	4					35

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				15	23	25				63

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2			1						3
Students retained two or more times										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, 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)

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
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

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
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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 *	51	54	58	52	53		54	55	
ELA Grade 3 Achievement **	51	58	59	64	56				
ELA Learning Gains	53	51	59						
ELA Learning Gains Lowest 25%	64	49	54						
Math Achievement *	45	57	59	56	55		34	42	
Math Learning Gains	35	57	61						
Math Learning Gains Lowest 25%	27	51	56						
Science Achievement *	46	53	54	61	52		55	54	
Social Studies Achievement *	74	74	72	74	68		50	59	
Graduation Rate	77	71	71	70	74		56	50	
Middle School Acceleration	68	71	71	69	70		41	51	
College and Career Readiness	43	54	54	38	53		68	70	
ELP Progress	59	59	59	39	55		64	70	

*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	47%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	372
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
47%						

* 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	
Black/African American Students	50%	No		
Hispanic Students	25%	Yes	1	1
White Students	49%	No		
Economically Disadvantaged Students	36%	Yes	1	

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%
No ESSA data found for this school and year				

No ESSA data found for this school and year

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%
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No ESSA data found for this school and year

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	51%	51%	53%	64%	45%	35%	27%	46%					
Students With Disabilities	21%				43%								
Black/African American Students	50%				50%								
Hispanic Students	28%				22%								
White Students	58%	63%	46%		50%	25%		50%					
Economically Disadvantaged Students	35%	40%	50%		32%	27%		30%					

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	54%	63%	-9%	55%	-1%
Ela	4	48%	56%	-8%	53%	-5%
Ela	5	50%	54%	-4%	55%	-5%
Math	3	59%	66%	-7%	60%	-1%
Math	4	39%	62%	-23%	58%	-19%
Math	5	30%	56%	-26%	56%	-26%
Science	5	43%	58%	-15%	53%	-10%

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?

Our 3rd grade Math showed the greatest improvement. Emphasis on drilling scholars on math facts during available transition time. Timed math drills weekly with scholars tracking their progress.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

5th grade Math was the lowest performing area with a 16% increase over the year. We need to provide additional instruction in the Singapore Math Bar Modeling curriculum for staff and how to best present the material to students.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

N/A - this was our first year in operation, no annual data for comparison.

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.

5th grade Math. We need to provide additional instruction in the Singapore Math Bar Modeling curriculum for staff and how to best present the material to students.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The particular area of concern based on the data is the student performance in the area of Math and the teacher use of bar modeling concepts to bridge the academic gaps.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

- 1 - Hispanic scholar improvement in ELA and Math
- 2 - SWD ELA

3- Economically Disadv

4 - 5th grade Science

5 - 5th grade ELA

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

SWD in area of ELA will be an area of focus during the academic year. The low performance in the ELA area affects all areas of learning due to struggles in reading literature texts, History, Science and even the word problems in Math. The need to work in this area became apparent via the F.A.S.T. ELA results showing SWD at 21%.

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.

23-24 ELA Data: SWD 21%

Heightened instructional focus on these subgroups with additional strategies should show an improvement as follows:

SWD increase to 41%

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 ELA Area of Focus will be monitored quarterly by a combination of formative assessments in the Literacy coursework, as well as PM1 and PM2. Scholars identified as struggling with the Literacy content will be provided additional remedial instruction and be prioritized for tutoring assistance.

Person responsible for monitoring outcome

Sierra Scherer

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:

Literacy Essentials Because English has a deep orthography, students in kindergarten through sixth grade will learn how to break the code of the language through direct instruction of the phonograms, also known as spelling patterns, and rules of the English language. Beginning in October of the first grade, students will begin to read each story in McCall-Harby Test Lessons in Primary Reading and answer the comprehension questions. McCall-Crabbs Standard Test Lessons in Reading: 2nd through 6th Grade: Progress Monitoring Data, in the form of grade score norms, will be used to evaluate and monitor student growth in reading fluency and comprehension throughout the year. Test lessons will be used approximately three times a week. Additionally, teachers will use the grade score norms to determine scholars who need remediation and additional support. Teachers will review their monthly data to monitor progress and the need for remedial reading 2nd - 6th grade: . Primarily, the grade score norms are intended to enable teachers to monitor reading fluency and comprehension progress. When administering this assessment, students will have a three-minute time limit to read and answer the questions. Initially, each student is given five of the three-minute timed tests. The scores are averaged to determine a fairly accurate grade score norm. The grade score norms provide the teacher with an estimate of the score obtained by an average student at a particular grade level. There are six books in the McCall-Crabbs series. The McCall-Crabbs format allows for considerable individualization across different reading levels due to the graduated-level format. The continuous scale nature of the grade score norms permits the comparison of scores from different book levels. The monthly average of scores obtains Grade score norms to determine that it is accurate. Teachers will analyze grade score norms monthly to ensure adequate progress in fluency and comprehension is being made or if additional support is necessary.

Rationale:

Kindergarten teachers will monitor students' progress at the beginning of the fifth week of the year. From the fifth through tenth weeks, students will receive direct instruction in the first 26 phonograms/spelling patterns (a.k.a letters of the alphabet). Teachers will give oral and written assessments to determine if students have the ability to both say and write the phonograms. Remediation will be provided as necessary based on the results of this assessment. Beginning in the seventh week, kindergarten students will be progress monitored on their ability to blend two and three sounds to read both real and nonsense words. During this same week, teachers will begin to progress monitor the area of phonemic awareness skills (i.e. segmenting, blending, and isolating sounds). McCall-Harby Test Lessons in Primary Reading: Progress Monitoring Beginning in October of the first grade, students will begin to read each story in McCall-Harby Test Lessons in Primary Reading and answer the comprehension questions. The test questions are a mix of explicit and inferential questions. Students can reread the story and questions as many times as they wish. Teachers will use the data to determine which students can read independently and who need continued instructional support. Teachers will monitor the data monthly to show independent reading comprehension progress as the year progresses. Additionally, teachers will use the Mc-Call Harby Test Lessons in Primary Reading to monitor first-grade reading fluency beginning at the end of the second quarter by having students do a cold read of the reading passage and calculating the total number of words read correctly per minute. The teachers will compare the total number of words correct per minute to fluency norms. Teachers will use this data to determine the type of reading errors students make and incorporate this into their small group and individualized instruction. In McCall-Harby, test lessons will show a general picture of progress.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

Teachers will administer baseline assessments, PM1, PM2 and formative comprehension assessments.

Person Monitoring:

Sierra Scherer

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Collect and analyze data from school based and PM assessments at a minimum of five times annually to inform instructional practices.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Economically Disadvantaged Students (FRL)**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.

Eco. Disadvantage scholars in the area of Math will be an area of focus during the academic year. The low performance in the Math area affects all areas of learning due to struggles in numeracy, that can lead to struggles in higher levels of Math. The need to work in this area became apparent via the F.A.S.T. Math results showing scholars Economically Disadvantaged at 32%.

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.

23-24 Math Data: Economically Disadvantaged 32%

Heightened instructional focus on these subgroups with additional strategies should show an improvement as follows:

Economically Disadvantaged increase to 41%

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 assess formative assessments and F.A.S.T. progress monitoring data. Scholars identified as struggling with the Math content will be provided additional remedial instruction and be prioritized for tutoring assistance.

Person responsible for monitoring outcome

Anthony Bradley

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

For Math we will actively conduct progress monitoring, use individual and small group instruction time, while encouraging classroom engagement. Additionally, teachers will monitor scholars IXL Math progression.

Rationale:

Teachers will utilize the formative and Progress Monitoring data to understand how students are performing and responding to classroom instruction. Based on data being monitored, teachers will determine remediation needs and gain knowledge on how to prioritize for tutoring resources.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

All scholars will be tracked using classroom/ grade level data trackers.

Person Monitoring:

Anthony Bradley

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Collect and analyze data from school based and PM assessments at a minimum of five times annually to inform instructional practices.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Hispanic Students (HSP)

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.

Hispanic students in the area of ELA will be an area of focus during the academic year. The low performance in the ELA area affects all areas of learning due to struggles in reading literature texts, History, Science and even the word problems in Math. The need to work in this area became apparent via the F.A.S.T. ELA results showing Hispanic at 28%.

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.

Heightened instructional focus on these subgroups with additional strategies should show an improvement as follows:

Hispanic increase to 41%

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 ELA Area of Focus will be monitored quarterly by a combination of formative assessments in the Literacy coursework, as well as PM1 and PM2. Scholars identified as struggling with the Literacy content will be provided additional remedial instruction and be prioritized for tutoring assistance.

Person responsible for monitoring outcome

Sierra Scherer

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:

Literacy Essentials Because English has a deep orthography, students in kindergarten through sixth grade will learn how to break the code of the language through direct instruction of the phonograms, also known as spelling patterns, and rules of the English language. Beginning in October of the first grade, students will begin to read each story in McCall-Harby Test Lessons in Primary Reading and answer the comprehension questions. McCall-Crabbs Standard Test Lessons in Reading: 2nd through 6th Grade: Progress Monitoring Data, in the form of grade score norms, will be used to evaluate and monitor student growth in reading fluency and comprehension throughout the year. Test lessons will be used approximately three times a week. Additionally, teachers will use the grade score norms to determine scholars who need remediation and additional support. Teachers will review their monthly data to monitor progress and the need for remedial reading 2nd - 6th grade: . Primarily, the

grade score norms are intended to enable teachers to monitor reading fluency and comprehension progress. When administering this assessment, students will have a three-minute time limit to read and answer the questions. Initially, each student is given five of the three-minute timed tests. The scores are averaged to determine a fairly accurate grade score norm. The grade score norms provide the teacher with an estimate of the score obtained by an average student at a particular grade level. There are six books in the McCall-Crabbs series. The McCall-Crabbs format allows for considerable individualization across different reading levels due to the graduated-level format. The continuous scale nature of the grade score norms permits the comparison of scores from different book levels. The monthly average of scores obtains Grade score norms to determine that it is accurate. Teachers will analyze grade score norms monthly to ensure adequate progress in fluency and comprehension is being made or if additional support is necessary.

Rationale:

Kindergarten teachers will monitor students' progress at the beginning of the fifth week of the year. From the fifth through tenth weeks, students will receive direct instruction in the first 26 phonograms/spelling patterns (a.k.a letters of the alphabet). Teachers will give oral and written assessments to determine if students have the ability to both say and write the phonograms. Remediation will be provided as necessary based on the results of this assessment. Beginning in the seventh week, kindergarten students will be progress monitored on their ability to blend two and three sounds to read both real and nonsense words. During this same week, teachers will begin to progress monitor the area of phonemic awareness skills (i.e. segmenting, blending, and isolating sounds). McCall-Harby Test Lessons in Primary Reading: Progress Monitoring Beginning in October of the first grade, students will begin to read each story in McCall-Harby Test Lessons in Primary Reading and answer the comprehension questions. The test questions are a mix of explicit and inferential questions. Students can reread the story and questions as many times as they wish. Teachers will use the data to determine which students can read independently and who need continued instructional support. Teachers will monitor the data monthly to show independent reading comprehension progress as the year progresses. Additionally, teachers will use the Mc-Call Harby Test Lessons in Primary Reading to monitor first-grade reading fluency beginning at the end of the second quarter by having students do a cold read of the reading passage and calculating the total number of words read correctly per minute. The teachers will compare the total number of words correct per minute to fluency norms. Teachers will use this data to determine the type of reading errors students make and incorporate this into their small group and individualized instruction. In McCall-Harby, test lessons will show a general picture of progress.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

Teachers will administer baseline assessments, PM1, PM2 and formative comprehension assessments.

Person Monitoring:

Sierra Scherer

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Collect and analyze data from school based and PM assessments at a minimum of five times annually to inform instructional practices.

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 2023/24 school year 34 students were absent 10% or more of the school days, which represented 11% of our student population. Student absents play a significant part in hindering student learning which could translate to life long failures.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By using positive encouragement and strong academic standards we will provide an engaging curriculum that will draw students into the academic setting. Additionally, we will provide periodic notices of attendance failures to the families of our scholars.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Student attendance will be monitored bi-weekly; parent conferences as when scholars have excessive absences. The increased focus on attendance will help scholars and parents improve attendance during the school year.

Person responsible for monitoring outcome

Anthony Bradley

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 look to improve student attendance to improve students outlooks by providing a structured, safe environment with an engaging curriculum. The monitoring program, along with parent meetings will significantly improve student attendance. Attached link addresses many of the negative effects of student absences: <https://www2.ed.gov/datastory/chronicabsenteeism.html#four>

Rationale:

We believe that a positive outlook toward school will be directly related to the level of student enjoyment, engagement with the curriculum. Reduced absences will result in the students being able to engage more with the curriculum and the teaching staff.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action Step #1

Professional Development in A.C.E.S. (Adverse Childhood Experiences)

Person Monitoring:

Anthony Bradley

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Staff will be provided PD in ACES, enabling them to be more attuned to social and emotional aspects that affect student attendance, performance, and the culture of the school. Student referrals to the attendance team will be tracked and reviewed quarterly.

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))

We will work with our teachers to be aware and recommend students in the subgroups of SWD, ED and Hispanic for additional tracking and be provided invites for potential mental health programs with our Youth Crisis Center mental health provider. Additionally, mentors will be sought out to provide an attentive adult ear for the ongoing daily cares. Our desire is to help scholars improve beyond the classroom and encourage them to become involved in schoolwide afterschool activities and clubs.

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.

Review will be conducted of those scholars who performed below grade level across all areas, but specifically scholars in subgroups of SWD, ED and Hispanic. Additionally track use/ access to additional tutoring resources.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Need additional funding allocated to student tutoring. The limited tutoring dollars resulted in 22 K-3 scholars receiving tutoring over an eight week timeframe.

For SY 24-25, access students needing tutoring assistance (F.A.S.T results as a guide) by the end of 1st quarter. Begin tutoring of identified students beginning in the second quarter, especially in the areas of SWD, ED and Hispanic. Access student progress by the end of the first semester.

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

Clay County Schools

SHADOWLAWN ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

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

Shadowlawn Elementary exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

Provide the school's vision statement

Shadowlawn Elementary's mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

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

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Whitney Johnson

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3

Employee's Name

Angel DeCordova

Position Title

Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4

Employee's Name

Ashley Parker

Position Title

Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #5

Employee's Name

Lauren Studer

Position Title

Teacher and SAC Chair

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #6

Employee's Name

Joshua Hager

Position Title

Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #7

Employee's Name

Jessica Moreland

Position Title

Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #8

Employee's Name

Elizabeth Cyrus

Position Title

Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #9

Employee's Name

Angela Sullivan

Position Title

Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #10

Employee's Name

Arlena Dobbins

Position Title

Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #11

Employee's Name

Shannon Hillis

Position Title

Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #12

Employee's Name

Mabel Perez

Position Title

Teacher- ESE

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #13

Employee's Name

Barbara Schmidt

Position Title

Teacher- Media

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #14

Employee's Name

Stephanie Shafer

Position Title

Teacher- Resource

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #15

Employee's Name

William Moore

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

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.

Shadowlawn Elementary uses their School Advisory Council to involve stakeholders in the development of the School Improvement Plan. The School Advisory Council is composed of elected teachers, support staff, parents and community partners.

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 School Improvement Plan will be monitored by the Leadership Team to ensure goals are continuing to be met. Teachers and staff across the school will be working together to make the improvements needed to meet goals. Information will be shared with stakeholders at regular SAC (School Advisory Council) meetings.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	22.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	55.3%
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) 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: B 2020-21: 2019-20: A

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	32	22	19	29	19	16	28			165
One or more suspensions	1	1	1	2	11	1	3			20
Course failure in English Language Arts (ELA)	4	1	0	0	0	0	1			6
Course failure in Math	1	1	0	0	0	0	1			3
Level 1 on statewide ELA assessment	1	16	16	1	15	15	4			68
Level 1 on statewide Math assessment	24	8	15	4	8	5	2			66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	5	3	1	5						14
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	2	2	0					4

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	17	11	12	6	11	6	8			71

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	3	1	0	3	1	0	1			9
Students retained two or more times	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-6.0531, 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 *	68	62	57	65	59	53	67	63	56
ELA Grade 3 Achievement **	88	65	58	83	61	53			
ELA Learning Gains	54	62	60				58		
ELA Learning Gains Lowest 25%	58	60	57				44		
Math Achievement *	84	67	62	82	64	59	76	51	50
Math Learning Gains	74	68	62				64		
Math Learning Gains Lowest 25%	70	59	52				55		
Science Achievement *	78	61	57	75	65	54	60	69	59
Social Studies Achievement *								70	64
Graduation Rate								64	50
Middle School Acceleration								61	52
College and Career Readiness									80
ELP Progress	55	61		55		59			

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	72%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	574
Total Components for the FPPI	8
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
72%	76%	61%	53%		67%	58%

* 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	61%	No		
Black/African American Students	62%	No		
Hispanic Students	69%	No		
Multiracial Students	46%	No		
White Students	75%	No		
Economically Disadvantaged Students	66%	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	57%	No		
Black/African	60%	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%
American Students				
Hispanic Students	56%	No		
Multiracial Students	74%	No		
White Students	80%	No		
Economically Disadvantaged Students	70%	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	49%	No		
English Language Learners				
Native American Students				

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%
Asian Students				
Black/African American Students	68%	No		
Hispanic Students	55%	No		
Multiracial Students	55%	No		
Pacific Islander Students				
White Students	61%	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	68%	88%	54%	58%	84%	74%	70%	78%					
Students With Disabilities	54%	74%	45%	44%	71%	71%	62%	68%					
Black/African American Students	43%		64%		62%	79%							
Hispanic Students	67%		50%	50%	86%	79%		80%					
Multiracial Students	44%		25%		72%	44%							
White Students	71%	88%	56%	67%	86%	75%	75%	78%					
Economically Disadvantaged Students	63%	86%	50%	49%	78%	66%	61%	78%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	65%	83%			82%			75%					
Students With Disabilities	48%	67%			70%			44%					
Black/African American Students	52%				67%								
Hispanic Students	42%				76%			50%					
Multiracial Students	63%				84%								
White Students	69%	84%			84%			81%					
Economically Disadvantaged Students	56%	80%			78%			67%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	67%		58%	44%	76%	64%	55%	60%					
Students With Disabilities	47%		44%	44%	61%	53%	60%	32%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	53%		55%		80%	82%							
Hispanic Students	53%		76%		57%	55%	50%	36%					
Multiracial Students	50%				60%								
Pacific Islander Students													
White Students	69%		57%	43%	78%	65%	53%	65%					
Economically Disadvantaged Students	62%		52%	40%	71%	60%	55%	55%					

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	88%	63%	25%	55%	33%
Ela	4	59%	56%	3%	53%	6%
Ela	5	50%	54%	-4%	55%	-5%
Ela	6	70%	65%	5%	54%	16%
Math	3	92%	66%	26%	60%	32%
Math	4	73%	62%	11%	58%	15%
Math	5	76%	56%	20%	56%	20%
Math	6	89%	74%	15%	56%	33%
Science	5	77%	58%	19%	53%	24%

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 was in math achievement in 3rd-6th. Shadowlawn improved from an 82% to an 84% proficiency. We focused on standards-based instruction throughout our math lessons and used small groups to focus on intentional standards-based teaching.

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 data component that showed the lowest performance was in 5th grade ELA. Shadowlawn dropped from a 54% to a 50% in proficiency. The contributing factor was the need for continued standards-based teaching and greater need for more rigorous instruction.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component with the greatest decline from last year was in our 5th grade ELA. The contributing factor to this decline was the need for continued standards-based teaching and greater need for more rigorous instruction.

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 data component with the greatest gap when compared to the state average was 5th grade ELA. Shadowlawn was 5 points below the state average. The contributing factor to this decline was the need for continued standards-based teaching and greater need for more rigorous instruction.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Based off the EWS data, an area of potential concern is attendance. Our percentage of students that have attendance falling below 90% is significant with 165 students.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our highest ranked priorities for the 2024-2025 school year are:

1. Increase overall 5th grade ELA scores
2. Increase bottom quartile learning gains
3. Increase overall learning gains
4. Increase overall ELA proficiency
5. Increase and maintain 5th grade science and math achievement levels

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.

Due to the lower area of ELA across grades 3-6, Shadowlawn Elementary will focus on the protocol based literacy strategies.

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.

Shadowlawn Elementary will increase by 4 percentage points to show gains from 68% to 72% proficiency in ELA.

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.

Progress will be monitored through district level benchmarks and FAST testing windows to ensure student growth is occurring.

Person responsible for monitoring outcome

Whitney Johnson

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 interventions that will be implemented will be Corrective Reading and Spelling through Morphology. This will be in addition to the TIER 1 instruction of reading.

Rationale:

Students need to have a strong reading foundation so they are able to be proficient readers in order to be college and/or career ready.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Inservice for teachers

Person Monitoring:

Whitney Johnson

By When/Frequency:

These action steps will be addressed monthly, quarterly and yearly as needed or expected for growth.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Inservice will be provided for teachers who teach ELA with a focus on standards-based instruction.

Action Step #2

Vertical team meetings

Person Monitoring:

Whitney Johnson

By When/Frequency:

These action steps will be addressed monthly, quarterly and yearly or as needed for expected growth.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Vertical team meetings with grade levels above and below to ensure academic vocabulary is consistent and students are prepared for next grade level and are building upon foundations.

Action Step #3

Data Chats

Person Monitoring:

Whitney Johnson

By When/Frequency:

These action steps will be addressed monthly, quarterly and yearly or as needed for expected growth.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Monthly data chats to discuss the progress of students throughout the school year and make adjustments for student learning as needed.

Area of Focus #2

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.

Based on our recent data, SWD students are still struggling to perform at the proficiency levels of their non-disabled peers. We are still seeing that many students are lacking foundational skills needed for proficiency and our SWD are requiring more individualized instruction techniques through differentiations to close gaps and meet their individual needs.

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.

Students with disabilities (SWD) will increase by 4 points in ELA proficiency from 58% to 62%.

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 completed using the Lexia diagnostic and the FAST progress monitoring assessments.

Person responsible for monitoring outcome

Whitney Johnson

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:

Shadowlawn will utilize the Lexia Skill Builder Lessons, Heggerty Bridge the Gap, Corrective Reading and Spelling Through Morphology to differentiate instruction through product, process, and content based on the student's instructional profiles and need provided by a fluid progress monitoring standard.

Rationale:

Due to learning gaps in our SWD, students will require individualized instruction to meet their individual needs in ELA.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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 Chats

Person Monitoring:

Whitney Johnson

By When/Frequency:

Action steps will be monitored and tracked weekly, monthly and yearly or as needed to see expected growth among SWD students.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Monthly data chats to progress monitor the achievement levels and areas of opportunity for our SWD population.

Action Step #2

Professional Learning Communities

Person Monitoring:

Whitney Johnson

By When/Frequency:

Action steps will be monitored and tracked weekly, monthly and yearly or as needed to see expected growth among SWD students.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Attend weekly ESE team Professional Learning Communities to plan for student differentiation.

Action Step #3

I-Ready

Person Monitoring:

Whitney Johnson

By When/Frequency:

Action steps will be monitored and tracked weekly, monthly and yearly or as needed to see expected growth among SWD students.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Utilize the I-Ready teacher toolbox for differentiated curriculum.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

If all teachers implement the Positive Behavioral Intervention Supports with fidelity and high expectations, then student's will develop self-awareness, self-management, social and relationship

skills and responsible decision making abilities.

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.

If we implement the Positive Behavioral Intervention Supports to address behavior, we would like to see a decrease in referrals from 120 down to 90 or less.

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 7 mindsets provide targeted Social Emotional Learning for students which address social situations and expectations for pro-social interaction. Each month we will tackle a different characteristic for Social Emotional Learning (SEL) development.

Person responsible for monitoring outcome

Whitney Johnson

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 schedule we will follow when teaching lessons to implement positive SEL in students was developed by Clay County and is aligned to the character ed crosswalk. These include: October: 100% accountable November/December: Attitude of Gratitude January- We are Connected February- Live to Give March- Everything is Possible April- Passion First May- The Time is Now

Rationale:

In an effort to meet the social emotional, mental and behavioral needs of students and staff, an SEL team will be implemented. Our measureable outcomes will be addressed via a decrease in the number of discipline referrals.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Mindset Team

Person Monitoring:

Whitney Johnson

By When/Frequency:

Daily implementation of PBIS program, monthly

PLC's based on SELF and yearly implementaton of 7 mindsets program.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Establish the SLE 7 Mindsets Team.

Action Step #2

Monthly Meeting

Person Monitoring:

Whitney Johnson

By When/Frequency:

Daily implementation of PBIS program, monthly PLC's based on SELF and yearly implementaton of 7 mindsets program.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Attend monthly mindset meetings with school-based Professional Learning Communities.

Action Step #3

Mindset Lessons

Person Monitoring:

Whitney Johnson

By When/Frequency:

Daily implementation of PBIS program, monthly PLC's based on SELF and yearly implementaton of 7 mindsets program.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Follow the district crosswalk for mindset curriculum/ lessons.

Action Step #4

PBIS

Person Monitoring:

Whitney Johnson

By When/Frequency:

Daily implementation of PBIS program, monthly PLC's based on SELF and yearly implementaton of 7 mindsets program.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implementation of a school-wide PBIS program.

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

Clay County Schools

SWIMMING PEN CREEK ELEMENTARY SCHOOL

A word cloud graphic featuring various educational and improvement-related terms. The words are arranged in a cluster, with 'students' and 'school improvement' being the largest. Other prominent words include 'learning', 'success', 'teaching', 'relationships', 'leadership', 'growth', 'instruction', 'areas of focus', 'resources', 'supportive environment', 'vision', 'collaboration', 'strategic planning', 'needs assessment', 'family and community involvement', 'mission', 'Florida', 'college and career', 'analysis', 'ambitious', 'striving', and 'achievement'. The Florida state logo is positioned on the left side of the word cloud.

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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

Swimming Pen Creek Elementary is committed to working collaboratively with all stakeholders to provide students with an educational experience that is motivating, challenging, and rewarding.

Provide the school's vision statement

Our vision is to empower students by providing an innovative and engaging learning environment that prepares them for future success.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Cheryl Larson

Position Title

Principal

Job Duties and Responsibilities

Oversees all school initiatives

Leadership Team Member #2

Employee's Name

Regina Bragg

Position Title

Teacher, K-12

Job Duties and Responsibilities

SAC chair and is part of our Otter Values Team

Leadership Team Member #3

Employee's Name

Andrew Heitman

Position Title

Teacher, K-12

Job Duties and Responsibilities

Leads PLC team and is part of ours school Literacy and Problem Solving Team

Leadership Team Member #4

Employee's Name

Kimberly Davis

Position Title

Teacher, K-12

Job Duties and Responsibilities

Leads PLC team and is part of our Literacy and Problem Solving Team

Leadership Team Member #5

Employee's Name

Samantha Wilson

Position Title

Teacher, K-12

Job Duties and Responsibilities

Leads PLC team and is part of our Literacy and Problem Solving Team

Leadership Team Member #6

Employee's Name

Amy McCord

Position Title

Teacher, K-12

Job Duties and Responsibilities

Leads PLC team and is part of our Literacy and Problem Solving Team

Leadership Team Member #7

Employee's Name

Faith Ohlendorf

Position Title

Teacher, K-12

Job Duties and Responsibilities

Leads PLC team, member of Otter Value Team, and is part of our Literacy and Problem Solving Team

Leadership Team Member #8

Employee's Name

Kelly Maly

Position Title

Teacher, PreK

Job Duties and Responsibilities

Leads PLC team and is part of our Literacy and Problem Solving Team

Leadership Team Member #9

Employee's Name

Katlyn Mills

Position Title

Teacher, ESE

Job Duties and Responsibilities

Serves as our Intervention Team Facilitator and is part of our school literacy and problem solving team

Leadership Team Member #10

Employee's Name

Laura Smith

Position Title

Assistant Principal

Job Duties and Responsibilities

Assists in overseeing school initiatives

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.

The School Advisory Council including administrators, teachers and school staff, parents and community members, meet regularly throughout the year to evaluate the needs of the school and its stakeholders. During the first meeting of the year, SAC members will review the data and evaluate the goals and action steps proposed in the draft of the SIP. They may suggest changes as they see fit. Our school improvement plan has been created based on multiple sources of data and stakeholder input and vetted through our leadership team.

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 SAC team will meet quarterly to review data and refine the plan in order to achieve our goals in meeting the BEST standards. We will be intentional on targeting instruction that meets the varied needs of our students while holding all students to high expectations.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	37.8%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	57.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
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) 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: B* 2021-22: A 2020-21: 2019-20: A

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	17	16	4	14	15	9	17			92
One or more suspensions	7		1	7	4	4	9			32
Course failure in English Language Arts (ELA)			1	2	4	1				8
Course failure in Math			1	5	4					10
Level 1 on statewide ELA assessment				10	12	18	7			47
Level 1 on statewide Math assessment				12	12	20	6			50
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)				3						3
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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	1		1	5	10	3	11			31

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				8						8
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	15	15	7	18	15	15	6			91
One or more suspensions							1			1
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment				3	10	17	19			49
Level 1 on statewide Math assessment				3	15	16	23			57
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, 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				3	10	12	15			40

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		3						6
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 *	56	62	57	52	59	53	61	63	56
ELA Grade 3 Achievement **	62	65	58	57	61	53			
ELA Learning Gains	65	62	60				61		
ELA Learning Gains Lowest 25%	68	60	57				53		
Math Achievement *	53	67	62	54	64	59	64	51	50
Math Learning Gains	60	68	62				65		
Math Learning Gains Lowest 25%	61	59	52				57		
Science Achievement *	48	61	57	50	65	54	75	69	59
Social Studies Achievement *								70	64
Graduation Rate								64	50
Middle School Acceleration								61	52
College and Career Readiness									80
ELP Progress	55		61		55				59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (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	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	473
Total Components for the FPPI	8
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
59%	53%	62%	69%		63%	54%

* 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	48%	No		
Black/African American Students	44%	No		
Hispanic Students	54%	No		
Multiracial Students	71%	No		
White Students	62%	No		
Economically Disadvantaged Students	53%	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	28%	Yes	2	1
Black/African	37%	Yes	1	

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%
American Students				
Hispanic Students	46%	No		
Multiracial Students	50%	No		
White Students	59%	No		
Economically Disadvantaged Students	47%	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	39%	Yes	1	
English Language Learners				
Native American Students				

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%
Asian Students				
Black/African American Students	44%	No		
Hispanic Students	57%	No		
Multiracial Students	57%	No		
Pacific Islander Students				
White Students	66%	No		
Economically Disadvantaged Students	54%	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	56%	62%	65%	68%	53%	60%	61%	48%					
Students With Disabilities	39%	53%	59%	61%	33%	50%	62%	28%					
Black/African American Students	30%	40%	53%		40%	58%							
Hispanic Students	52%		63%		42%	54%	60%						
Multiracial Students	70%	69%	77%		63%	77%							
White Students	59%	64%	65%	76%	56%	60%	61%	53%					
Economically Disadvantaged Students	46%	54%	62%	67%	46%	57%	60%	34%					

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	52%	57%			54%			50%					
Students With Disabilities	28%	40%			28%			16%					
Black/African American Students	37%				37%								
Hispanic Students	41%				50%								
Multiracial Students	40%				60%								
White Students	57%	56%			57%			66%					
Economically Disadvantaged Students	44%	52%			49%			41%					

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	61%		61%	53%	64%	65%	57%	75%					
Students With Disabilities	29%		43%	45%	22%	42%	50%						
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	38%		63%		31%	44%							
Hispanic Students	56%		60%		52%	60%							
Multiracial Students	63%		40%		63%	60%							
Pacific Islander Students													
White Students	64%		63%	56%	70%	69%	69%	73%					
Economically Disadvantaged Students	52%		52%	44%	56%	56%	41%	76%					

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	59%	63%	-4%	55%	4%
Ela	4	56%	56%	0%	53%	3%
Ela	5	48%	54%	-6%	55%	-7%
Ela	6	55%	65%	-10%	54%	1%
Math	3	52%	66%	-14%	60%	-8%
Math	4	64%	62%	2%	58%	6%
Math	5	36%	56%	-20%	56%	-20%
Math	6	62%	74%	-12%	56%	6%
Science	5	47%	58%	-11%	53%	-6%

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?

We increased 4 points overall in ELA proficiency from 52% to 56%. Our 4th grade ELA proficiency increased by 9 points from 47% to 56%; 3rd grade students increased proficiency by 5 points from 57% to 62%; 5th grade ELA proficiency increased 4 points from 35% to 48%. Students in 6th grade made the most learning gains in both ELA and Math. 72% of our 6th grade students made learning gains in ELA, and 77% of our lower quartile students in 6th grade made gains in ELA. 83% of our 6th grade students made learning gains in Math, and 77% of our lower quartile students in 6th grade made gains in Math. The most impactful action was our Success Block implemented in 3-6 grade. This was the second year of implementation with our intervention groups, and we expanded the initiative by encompassing all students in 3-6 and including enrichment groups. This was a sacred time on the master schedule which began the first full week of school and did not end until FAST PM3. In addition, teachers used PLCs to focus on essential standards and track progress toward our school goals.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math overall proficiency decreased by one point from 54% to 53%. Our 5th grade proficiency of 35% was a major factor that contributed to this decline. Two out of three of the teachers were new to our school and lacked experience in content areas and were resistant to coaching. Supports in the area of 5th Grade Math and Science were implemented after PM2 data was analyzed. This included changing class schedules, teaching assignments, collaboration with district content coaches, content specialists, and ESE supports.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

While 6th grade proficiency declined 12 points decreasing from 78% to 63%; the learning gains of the

cohort were at 83%. There was a significant increase in proficiency within the cohort from 5th grade (37% Proficient) to 6th grade (63% Proficient). Student behaviors and attendance contributed to this decline as well.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Based on our progress monitoring data and state assessment data, our 5th grade Math proficiency has the greatest gap compared with the state. Two out of three of the teachers were new to our school and lacked experience in content areas and were resistant to coaching. Supports in the area of 5th grade math and science were implemented after PM2 data was analyzed.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance

Behavior

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

-Continue strengthening attendance through monthly attendance meetings and scheduled Success Team meetings with families.

-Continue strengthening our PBIS/ trauma-informed approach to improve home-school relationships, which will improve attendance, behavior and academics

-Increase collaboration between general education teachers and support facilitators through collaborative planning bi-weekly in the master schedule.

-Success Block for grades 4-6 that target specific area of need in ELA (intervention/enrichment) that is

provided daily and is part of the master schedule. These groups are fluid based on progress monitoring.

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 required by RAISE (specific questions)

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.

Deepen understanding of standards based instruction to increase ELA proficiency. We will focus on intentional planning for explicit instruction to improve student achievement in overall proficiency. Small group instruction will be tailored to students' needs with an emphasis on essential standards.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

Grades 3-5: Instructional Practice specifically related to Reading/ELA

5th grade ELA proficiency was below 50%.

- Continue personalizing instruction through daily intervention block (Success Block) and monitor progress using Acadience screeners.
- Professional learning communities focus on strengthening tier 1 instruction and progress monitor monthly
- Monthly MTSS meetings to collaboratively problem solve and promote high leverage practices
- Biweekly collaborative planning meeting between inclusion ESE and gen ed teachers

Grades K-2: Measurable Outcome(s)

n/a

Grades 3-5: Measurable Outcome(s)

In May 2024 56% of our 3-6 grade students scored proficient on the ELA FAST PM3. By May 2025 61% of our 3-6 grade students will demonstrate proficiency on the ELA FAST PM3. The students scoring below proficiency will make a 10 point gain at minimum from the ELA FAST PM1 to PM3.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monthly MTSS meetings for student identified with a substantial deficiency in Reading - Teachers/ ESE/

ITF
FAST PM (beginning, middle and end of year) and Lexia data (monthly progress) data meetings (Monthly) - teacher/ admin
Student Success binders - students track their own data with classroom and district assessments (this is ongoing throughout the year)

Person responsible for monitoring outcome

Cheryl Larson

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:

Professional Learning communities focus on providing support that facilitates students' development of ELA proficiency. This will be accomplished through a school-wide collaborative inquiry of total participation techniques. Administration and district specialists will support the work in PLC and promote high leverage practices. Professional development will be provided based on needs of students and teachers according to data.

Rationale:

By systematically designing instruction toward specific learning goals, teachers build capacity and are more equipped to close learning gaps with students.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Small Group Instruction

Person Monitoring:

Cheryl Larson

By When/Frequency:

Daily beginning the 2nd week of school

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Diagnostic and placement tests given to all 4-6 grade students to provide targeted instruction and create groups based on students' needs. All ESE, general education teachers and trained paras are assigned a group based and specific district approved material that addresses area of need. The Success Block is scheduled in the master calendar daily and is sacred time to close gaps and enrich learners. General education teachers and support facilitators meet for collaborative planning bi-weekly for 40 minutes to plan instruction for small groups based on progress monitoring. Monthly MTSS meetings are planned on the meeting matrix to track students having substantial reading deficits.

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.

Deepen understanding of standards based academic instruction to increase Math proficiency. Math overall proficiency decreased by one point from 54% to 53%. Our 5th grade proficiency of 35% was a major factor that contributed to this decline. We will focus on intentional planning for explicit instruction to increase student achievement in overall proficiency especially in 5th grade since the percentage has been well below the state average for the past 2 years.

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.

In May, 2024 53% of 3-6 grade students scored proficient on the Math FAST PM3. By May, 2025 57% of 3-6 grade students will demonstrated proficiency on the ELA FAST PM3. The students scoring below proficiency will make a 10 point gain at minimum from Math FAST PM1 to PM3.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monthly MTSS meetings for student identified with a substantial deficiency in Math - Teachers/ ESE/ ITF

FAST PM (Beginning, middle and end of year) and iReady/ALEKS (using benchmark lessons) data meetings (monthly) - teacher/ admin

Student Success binders - students track their own data with classroom and district assessments (this is ongoing throughout the year)

Person responsible for monitoring outcome

Laura Smith

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:

Professional Learning communities focus on providing support that facilitates students' development of math proficiency. This will be accomplished through a school-wide collaborative inquiry of total participation techniques. Administration and district specialists will support the work in PLC and promote high leverage practices. Professional development will be provided based on needs of students and teachers according to data.

Rationale:

By systematically designing instruction toward specific learning goals, teachers build capacity and are more equipped to close learning gaps with students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Learning

Person Monitoring:

Laura Smith

By When/Frequency:

Thursday from 7:30-8:15 ongoing throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

A plan for PLC was created over the summer with input from teacher leaders. Weekly meeting times are non-negotiable and expectations of participation were shared with faculty during pre-planning. Teachers have the year at a glance plan with the understanding that revisions could be made based on data and stakeholder input. Administration is working with district specialists to support teachers in their professional learning communities. Learning walkthroughs will be conducted by administration on a regular basis to ensure that high-leverage strategies are being used in classrooms and the data from these will be discussed in faculty meetings as well as individual conferences with teachers. During whole group PLC work, administration will model engagement strategies while sharing walk through data and conveying expectations for strong instruction that is aligned with and meets rigor of BEST standards. The administration team has a system to ensure that all teachers receive feedback at a minimum of two times a month. The administration team meets weekly to calibrate feedback and determine next steps for support of teachers and students.

Action Step #2

Small group instruction

Person Monitoring:

Laura Smith

By When/Frequency:

ongoing through classroom walkthroughs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide explicit and systematic intervention instruction to address students' needs based on informal and formal assessments - Paraprofessionals will support teachers to help meet the needs of all learners.

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.

Chronic absenteeism has contributed to a decline in proficiency. Kindergarten and 6th grade students (17 in each grade level) had to highest number of students with 18 or more absences followed by 1st, 3rd and 4th grade with 15 students in each grade level having 18 or more days absent. Overall 92 students missed 18 or more days of instruction, which has a negative impact on student achievement.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By using the strategies and action plan described below, we will decrease the percentage of historically chronic absentee students from 19% to 15% by the end of 2024-2025 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.

Our Attendance Team will meet monthly to identify students with multiple absences and work with families to develop a plan for attendance. Attendance will also be monitored in monthly MTSS meetings. Daily attendance by grade level will be posted in the front office for all stakeholders to monitor.

Person responsible for monitoring outcome

Cheryl Larson/ Laura Smith

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:

Success team meetings will families will be held for students with more than 10 days of absences to develop plans for improved attendance. The team will consist of an administrator, social worker, school counselor, teacher, student and parent/guardian to discuss the impact on academics and ways to support the family.

Rationale:

The meetings are designed to remove barriers to attendance for students at risk and partner with families to improve attendance and student achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:**Action Step #1**

Positive Learning Environment

Person Monitoring:

Laura Smith

By When/Frequency:

Weekly ongoing throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will deepen understanding of learning and human development to create a safe and respectful learning environment. Otter Values lessons will be given at the beginning of the year and throughout the the year as needed to coach on school expectations. Monthly Otter Values Team meetings are held to analyze discipline and discuss engagement strategies to create a safe space for students to learn. Conscious Discipline strategies/ videos will be provided to faculty in a weekly newsletter as well as professional development on brain research and regulation strategies. We are creating a culture in which all teachers and staff purposefully develop relationships with students and their families in order to create a sense of belonging on campus. Parent education will be provided throughout the year to strengthen the school-home partnership.

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

Clay County Schools

SPRING PARK ELEMENTARY



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

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

Our mission is to create the foundation for literate, productive members of society. Spring Park Elementary, working collaboratively with all stakeholders will provide a public education experience that is motivating, challenging and rewarding for all children. Our teachers will provide rigorous and relevant learning opportunities for each child to experience academic and social success within a safe and inviting environment.

Provide the school's vision statement

Spring Park Elementary exists to prepare lifelong learners for personal success in a global and diverse society.

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

Tiffany Outman

Position Title

Principal

Job Duties and Responsibilities

The principal is responsible for ensuring quality instruction in the school, ensuring facilities and operations are in order, recruit and retain highly effective faculty and staff, building the culture of the school and ensuring that financial rules, procedures and regulations are followed with fidelity.

Leadership Team Member #2

Employee's Name

Michelle Caricato

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal is responsible for instructional leadership, providing professional development to teachers based on data and needs and working collaboratively with all stakeholders to ensure high levels of instruction. Furthermore, the assistant principal is responsible for tracking and implementing safety drills, responding to student discipline issues and other operational functions of the school.

Leadership Team Member #3

Employee's Name

Angela Love

Position Title

School Advisory Council Chairperson

Job Duties and Responsibilities

It is the responsibility of the School Advisory Council (SAC) Chairperson to gather all stakeholders monthly to disseminate information about the schools current programs, upcoming events and needs. Furthermore, the SAC chairperson connects business partners with educators to meet aforementioned needs.

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.

All stakeholders are encouraged to come alongside Spring Park Elementary through social media and monthly newsletters. Once agreeable to being involved with the mission and vision of Spring Park Elementary, stakeholders are invited to School Advisory Council monthly meetings where information is shared and new ideas are discussed.

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 School Improvement Plan will be revised as needed through our School Based Leadership Team meetings as well as our School Advisory Council Meetings. We will revisit our goals after each assessment period.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	40.3%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	45.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: * 2021-22: 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	24	16	16	8	18	17	15			114
One or more suspensions	3	7	5	9	5	20	12			61
Course failure in English Language Arts (ELA)	6	7	2				1			16
Course failure in Math	27	12	17	7	8	19	5			95
Level 1 on statewide ELA assessment				11	11	26	10			58
Level 1 on statewide Math assessment				7	8	19	5			39
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	1	3		1						5
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	3		2						6

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	1	15	18	10	9	25	10			88

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	4	8		2						14
Students retained two or more times										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, 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 *	63	62	57	59	53		63	56	
ELA Grade 3 Achievement **	63	65	58	61	53				
ELA Learning Gains	62	62	60						
ELA Learning Gains Lowest 25%	60	60	57						
Math Achievement *	73	67	62	64	59		51	50	
Math Learning Gains	74	68	62						
Math Learning Gains Lowest 25%	64	59	52						
Science Achievement *	43	61	57	65	54		69	59	
Social Studies Achievement *							70	64	
Graduation Rate							64	50	
Middle School Acceleration							61	52	
College and Career Readiness								80	
ELP Progress	51	55	61	55	59				

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	536
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
60%						

* 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	51%	No		
Black/African American Students	52%	No		
Hispanic Students	62%	No		
Multiracial Students	74%	No		
White Students	64%	No		
Economically Disadvantaged Students	50%	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%
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No ESSA data found for this school and year

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%
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No ESSA data found for this school and year

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	63%	63%	62%	60%	73%	74%	64%	43%					51%
Students With Disabilities	37%	31%	52%	60%	48%	54%	50%	30%					
English Language Learners	30%		56%	53%	40%	78%	67%						34%
Black/African American Students	50%		57%	58%	50%	67%	53%	31%					
Hispanic Students	56%	65%	62%	50%	72%	82%	67%						39%
Multiracial Students	71%				76%								
White Students	66%	60%	60%	62%	77%	72%	64%	50%					
Economically Disadvantaged Students	49%	48%	54%	54%	62%	65%	56%	30%					34%

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	60%	63%	-3%	55%	5%
Ela	4	64%	56%	8%	53%	11%
Ela	5	48%	54%	-6%	55%	-7%
Ela	6	69%	65%	4%	54%	15%
Math	3	71%	66%	5%	60%	11%
Math	4	70%	62%	8%	58%	12%
Math	5	56%	56%	0%	56%	0%
Math	6	84%	74%	10%	56%	28%
Science	5	39%	58%	-19%	53%	-14%

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?

Since this was our inaugural year, we don't have an area that showed the most improvement.

However, our 6th grade math showed 88% proficiency. This was the first year that SPS opened and had 6th grade students from four different feeder schools. The district data showed 64% proficiency while the state showed 59% proficiency.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Spring Park scored 39% proficiency in 5th grade Science with the state proficiency being 53%. Last year was year 1 of SPS being open. We had students from four feeder schools and a new teacher to the content area. We have made changes in staffing to this grade-level content area for the 2024-2025 school year.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

This is the end of our first year. We do not have a decline as this is our baseline year.

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.

Our 5th grade ELA data shows the greatest gap when compared to the state average. One of the teachers was new to 5th grade ELA and struggled to find her footing with rigorous tasks and classroom management even through the support of administrators and district coaches. We have made changes to this area for the upcoming year. The district also realigned our county curriculum map to support any other teacher in 5th grade ELA regardless of experience.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our number one area of concern is to support our large ELL population in both gains and proficiency

in reading and math.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our highest priority is to implement a successful PBIS system so that teachers, staff, and scholars are respected creating a collaborative, rigorous, engaging learning environment where scholars can increase their reading and math achievement to proficiency or beyond.

We will also focus on 5th grade math with the new teacher working closely with the district curriculum specialist to monitor achievement and on grade level instruction.

We will continue the school focus of achievement in both reading and math with a streamlined professional learning community infusing total participation techniques in rigorous learning experiences.

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 Professional Learning Communities

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.

Through PLC's and peer observation, teachers will be supported by one another through intentional protocols to enhance their students' learning through reflective practice, engage in continuous professional learning to improve teaching throughout the year, and through feedback in significant teaching/collaborative strategies.

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.

At Spring Park Elementary our goal is that we begin with the end in mind and that 100% of instructional staff will participate in a peer observation cycle.

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.

Through our PLC process, we will track the grade-level teachers that complete the full peer observation cycle (pre-obs protocol, area of look for's, debrief protocol).

Person responsible for monitoring outcome

Tiffany Outman (P) and Michelle Caricato (AP)

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:

School-wide peer observation protocols

Rationale:

At Spring Park Elementary we are striving to support all teachers supporting peers through reflective practice and collaboration.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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, pre-brief protocol practice, peer observations, and debrief protocol practice (cyclical in process)

Person Monitoring:

team leads, admin, staff

By When/Frequency:

October/monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional development for teachers in the area of using peer observation to grow intentional academic and social practices with the grade level expectations and using learning targets along with measurable criteria.

Area of Focus #2

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.

A specific focus this school year will be in the area of Science instruction gathering background knowledge and practical application. This has been identified as a crucial need based on 2024 test data in which only 42% of our fifth grade scholars showed proficiency on their state test in this area.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In 2024, 42% of our fifth grade scholars showed proficiency in the area of science. Our goal is for more than 50% of our scholars to show proficiency in the coming 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.

We will use classroom observations, work samples, small group instruction, PENDA science scores as well as quarterly progress monitoring to assess how our scholars are performing in science this school year.

Person responsible for monitoring outcome

Tiffany Outman

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 5th grade science teacher will work closely with the Science Curriculum Specialist to ensure adherence to the curriculum map and proper pacing meeting monthly to ensure compliance.

Rationale:

By meeting monthly to review data and intentionally plan for instruction, we can ensure compliance using the curriculum map and proper pacing.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Planning sessions with Science Curriculum Specialist

Person Monitoring:

Tiffany Outman

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Science teacher will meet with Science Curriculum Specialist to intentionally plan data-driven instruction by reviewing progress monitoring data and adherence to the curriculum map and depth of knowledge instruction.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Data confirmed that in the areas in which our scholars made the least remarkable gains were with novice teachers. Last year we had two alternate certified teachers, and teachers new to the profession. This school year, all new teachers have some measurable classroom experience.

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.

Each grade level will build supports in which teachers are mentoring and supporting each other. This includes mentor teachers participating in a book study about how to be an effective coach and the benefits for both the mentor and mentee. At least 50% of our teachers will engage in the peer observation process as measured by scheduled observations and debrief sessions.

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 practices include, but are not limited to, learning through teacher feedback, new teacher support, and peer observations that will include ongoing mentoring with new and veteran teachers alike.

Person responsible for monitoring outcome

Tiffany Outman

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**

Peer Observations

Person Monitoring:

Tiffany Outman

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will engage in peer observations through their professional learning community that will include pre-conference, observation, and debrief sessions. All of these will be scheduled through the administrators which will serve as monitoring. Administrators will attend the debrief sessions to ensure teachers are engaging in reflective practices and will then look for these indicators in walkthroughs.

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

Clay County Schools

THUNDERBOLT ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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 statement of Thunderbolt Elementary is to provide a safe academic environment in which children and staff are encouraged to strive for excellence in scholarship and sociability while showing respect for themselves and others.

Provide the school's vision statement

Thunderbolt Elementary prepares life-long learners to attain academic and applicable life skills that lead to success in a global and competitive workplace.

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

Amy Bathurst

Position Title

Principal

Job Duties and Responsibilities

- Ensure compliance with established rules, and laws in the daily operation of the school.
- Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing, and communications with parents, students, and teachers.
- Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement the Sunshine State Standards.
- Coordinate school advisory council activities and implement a school improvement plan.
- Coordinate efficient utilization of school facilities and ensure proper security, maintenance, and cleanliness of the campus.
- Responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database.

- Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data.
- Responsible for effective business management operations, the development of a school budget and efficient cost accounting.
- Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County District Schools Code of Student Conduct.
- Responsible for faithfully and effectively implementing school/district personnel procedures including interviewing, hiring, evaluating school staff and coordinating the Teacher Induction Program, and administering master contracts.
- Coordinate supervision of extra-curricular activities and duty assignments.
- Provide a safe learning environment through the preparation and implementation of emergency evacuation plans, fire drills, etc.
- Responsible for implementing programs designed to meet the needs of special student populations
- Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards.
- Responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory.
- Provide for the purchase of appropriate textbooks, equipment, and other instructional materials necessary to meet the needs of the students.
- Serve on district-wide committees when requested.
- Responsible for the development and implementation of a school technology plan.
- Responsible for the performance of all personnel employed by the School Board and assigned to the school site.
- Provide for the development of an individual Teacher Training Plan for each teacher assigned to the school.
- Provide leadership for the implementation of the Florida Code of Ethics and Principles of Professional Conduct.
- Provide leadership in the implementation of the Florida's B.E.S.T. Standards, Florida Writes, Florida Comprehensive Assessment Test, and other tests designed and adopted to measure student achievement.
- Communicate effectively, both orally and in writing, with parents, staff, students, and the community.
- Maintain visibility and accessibility on the school campus.
- Serve as coach/mentor to Assistant Principals, new Principals, or others who are preparing for School Principal certification.
- Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum.

-Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position.

Leadership Team Member #2

Employee's Name

Tracey Finley

Position Title

Assistant Principal

Job Duties and Responsibilities

- Ensure compliance with established rules, and laws in the daily operation of the school.
- Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing, and communications with parents, students, and teachers.
- Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement the Sunshine State Standards.
- Coordinate school advisory council activities and implement a school improvement plan.
- Coordinate efficient utilization of school facilities and ensure proper security, maintenance, and cleanliness of the campus.
- Responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database.
- Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately
- Report FTE participation, student performance, teacher appraisal, school safety, and discipline data.
- Responsible for effective business management operations, the development of a school budget and efficient cost accounting.
- Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County District Schools Code of Student Conduct.
- Responsible for faithfully and effectively implementing school/district personnel procedures including interviewing, hiring, evaluating school staff and coordinating the Teacher Induction Program, and administering master contracts.
- Coordinate supervision of extra-curricular activities and duty assignments.
- Provide a safe learning environment through the preparation and implementation of emergency evacuation plans, fire drills, etc.
- Responsible for implementing programs designed to meet the needs of special student populations
- Assure that the school meets all State and Southern Association of Schools and Colleges

accreditation standards.

- Responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory.
- Provide for the purchase of appropriate textbooks, equipment, and other instructional materials necessary to meet the needs of the students.-Serve on district-wide committees when requested.
- Responsible for the development and implementation of a school technology plan.
- Responsible for the performance of all personnel employed by the School Board and assigned to the school site.
- Provide for the development of an individual Teacher Training Plan for each teacher assigned to the school.
- Provide leadership for the implementation of the Florida Code of Ethics and Principles of Professional Conduct.
- Provide leadership in the implementation of Florida's B.E.S.T. Standards, Florida Writes, Florida Comprehensive Assessment Test, and other tests designed and adopted to measure student achievement.
- Communicate effectively, both orally and in writing, with parents, staff, students, and the community.
- Maintain visibility and accessibility on the school campus.
- Serve as coach/mentor to Assistant Principals, new Principals, or others who are preparing for School Principal certification.
- Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum.
- Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position.

Leadership Team Member #3

Employee's Name

Carly Pacheco

Position Title

Assistant Principal

Job Duties and Responsibilities

- Ensure compliance with established rules, and laws in the daily operation of the school.
- Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing, and communications with parents, students, and teachers.
- Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement the Sunshine State Standards.
- Coordinate school advisory council activities and implement a school improvement plan.

- Coordinate efficient utilization of school facilities and ensure proper security, maintenance, and cleanliness of the campus.
- Responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database.
- Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data.
- Responsible for effective business management operations, the development of a school budget and efficient cost accounting.
- Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County District Schools Code of Student Conduct.
- Responsible for faithfully and effectively implementing school/district personnel procedures including interviewing, hiring, evaluating school staff and coordinating the Teacher Induction Program, and administering master contracts.
- Coordinate supervision of extra-curricular activities and duty assignments.
- Provide a safe learning environment through the preparation and implementation of emergency evacuation plans, fire drills, etc.
- Responsible for implementing programs designed to meet the needs of special student populations
- Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards.
- Responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory.
- Provide for the purchase of appropriate textbooks, equipment, and other instructional materials necessary to meet the needs of the students.
- Serve on district-wide committees when requested.
- Responsible for the development and implementation of a school technology plan. -Responsible for the performance of all personnel employed by the School Board and assigned to the school site.
- Provide for the development of an individual Teacher Training Plan for each teacher assigned to the school.
- Provide leadership for the implementation of the Florida Code of Ethics and Principles of Professional Conduct.
- Provide leadership in the implementation of Florida's B.E.S.T. Standards, Florida Writes, Florida Comprehensive Assessment Test, and other tests designed and adopted to measure student achievement.
- Communicate effectively, both orally and in writing, with parents, staff, students, and the community.
- Maintain visibility and accessibility on the school campus.
- Serve as coach/mentor to Assistant Principals, new Principals, or others who are preparing for

School Principal certification.

- Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum.
- Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position.

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.

The Thunderbolt Leadership Team meets monthly and is comprised of the three administrators, team leaders from every grade as well as a representative from our resource team, ESE team, and support staff. We problem-solve around any and all concerns with a student-first mindset. Based on our Spring 2024 data, it was agreed that we needed to focus on reading.

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))

To ensure continuous improvement, we will regularly monitor our SIP for effective implementation after each assessment window closes as well as through our grade-level data meetings and monitoring of our quarterly data sheets.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	35.7%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	38.0%
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: A

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	10	15	22	14	15	27	20			123
One or more suspensions	5	4	7	8	6	10	12			52
Course failure in English Language Arts (ELA)	2	0	2	0	0	2	3			9
Course failure in Math	0	0	1	0	0	1	6			8
Level 1 on statewide ELA assessment	0	0	0	2	7	10	2			21
Level 1 on statewide Math assessment	0	0	0	3	9	11	7			30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	0	0	4	4						8
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	2	1	0					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	1	1	5	3	3	9	6			28

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year	2	1	1	0	0	0	1			5
Students retained two or more times	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-6.0531, 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 *	79	62	57	72	59	53	73	63	56
ELA Grade 3 Achievement **	81	65	58	73	61	53			
ELA Learning Gains	72	62	60				66		
ELA Learning Gains Lowest 25%	64	60	57				53		
Math Achievement *	84	67	62	77	64	59	79	51	50
Math Learning Gains	81	68	62				75		
Math Learning Gains Lowest 25%	65	59	52				65		
Science Achievement *	75	61	57	76	65	54	72	69	59
Social Studies Achievement *								70	64
Graduation Rate								64	50
Middle School Acceleration								61	52
College and Career Readiness									80
ELP Progress	78	55	61	67	55	59	60		

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	75%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	672
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
75%	75%	68%	70%		72%	75%

* 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	61%	No		
English Language Learners	78%	No		
Asian Students	89%	No		
Black/African American Students	70%	No		
Hispanic Students	72%	No		
Multiracial Students	71%	No		
White Students	77%	No		
Economically Disadvantaged Students	68%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	56%	No		
English Language Learners	67%	No		
Asian Students	90%	No		
Black/African American Students	59%	No		
Hispanic Students	77%	No		
Multiracial Students	68%	No		
White Students	77%	No		
Economically Disadvantaged Students	63%	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	53%	No		
English Language Learners	66%	No		
Native American Students				
Asian Students	78%	No		
Black/African American Students	58%	No		
Hispanic Students	72%	No		
Multiracial Students	76%	No		
Pacific Islander Students				
White Students	70%	No		
Economically Disadvantaged Students	62%	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	79%	81%	72%	64%	84%	81%	65%	75%					78%
Students With Disabilities	60%	67%	58%	61%	72%	71%	54%	47%					
English Language Learners	65%		75%		88%	92%							71%
Asian Students	90%		73%		100%	93%							
Black/African American Students	68%	91%	65%	70%	71%	78%	73%	40%					
Hispanic Students	75%	79%	74%	67%	80%	79%	54%	71%					
Multiracial Students	70%		52%		83%	62%		90%					
White Students	81%	79%	74%	69%	85%	83%	70%	76%					
Economically Disadvantaged Students	69%	76%	65%	62%	73%	74%	59%	66%					

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	72%	73%			77%			76%					67%
Students With Disabilities	59%	55%			63%			45%					
English Language Learners	56%				78%								
Asian Students	83%				96%								
Black/African American Students	58%				64%			56%					
Hispanic Students	70%	80%			77%			82%					
Multiracial Students	59%				77%								
White Students	75%	74%			78%			80%					
Economically Disadvantaged Students	66%	63%			66%			56%					

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%		66%	53%	79%	75%	65%	72%					60%
Students With Disabilities	55%		51%	41%	59%	61%	59%	48%					
English Language Learners	61%		57%		83%	71%							60%
Native American Students													
Asian Students	68%		69%		91%	85%							
Black/African American Students	61%		54%	48%	67%	68%	52%						
Hispanic Students	68%		62%	64%	74%	85%	93%	61%					
Multiracial Students	82%		75%		71%	75%							
Pacific Islander Students													
White Students	77%		68%	52%	82%	74%	62%	78%					
Economically Disadvantaged Students	64%		59%	60%	66%	71%	67%	45%					

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	82%	63%	19%	55%	27%
Ela	4	72%	56%	16%	53%	19%
Ela	5	74%	54%	20%	55%	19%
Ela	6	85%	65%	20%	54%	31%
Math	3	83%	66%	17%	60%	23%
Math	4	84%	62%	22%	58%	26%
Math	5	76%	56%	20%	56%	20%
Math	6	94%	74%	20%	56%	38%
Science	5	74%	58%	16%	53%	21%

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?

Thunderbolt Elementary's lowest performing area is in ELA, specifically within the subgroup of students with disabilities. ELA scores have remained relatively stagnant over the past four years overall. Our school instituted a "Walk to Learn" program to give intensive instruction in reading in small groups every school day.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Thunderbolt's greatest decline is that our ELA scores for our lowest quartile is 13 points below the school score.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Comparison of the 22-23 ELA and the 23-24 ELA scores show that the fourth and fifth grade students' growth has continued to remain stagnant.

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.

Historically Thunderbolt's scores are higher than the state average in all academic areas.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Thunderbolt's main area of concern for this school year is ELA for our lowest quartile students.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Thunderbolt's highest priority for school improvement for the upcoming school year is effective core reading instruction and targeted intensive interventions.

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.

The area of focus will be explicit instruction in ELA focusing on targeted interventions for all students in grades K - 6. This focus is based on ELA achievement scores from state testing spanning the last three years.

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 measurable outcome for grades K-6 will be based on statewide progress monitoring scores (STAR Renaissance for grades K, 1, and 2, FAST for grades 3-6). Our goal is for schoolwide ELA achievement gains to increase from 72% to 76% proficiency.

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 area of focus will be monitored through administrator classroom walkthroughs, quarterly data chats regarding our schoolwide reading intervention block, district coaching and training, grade-level/content weekly PLCs, and progress monitoring scores on state assessments.

Person responsible for monitoring outcome

Amy Bathurst (amy.bathurst@myoneclay.net)

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:

Standards-based instruction utilizing SAVVAS curriculum materials, Lexia CORE5, small group instruction based on specific student needs according to the Clay County School District Reading

Decision Tree, utilizing district approved screeners and intervention materials.

Rationale:

Our district-approved practices and curriculum have strong evidence-based data aligned with the Science of Reading to improve student achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

School wide ELA intervention time

Person Monitoring:

Amy Bathurst

By When/Frequency:

End of the first grading period

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will identify a time school wide which will be focused on ELA interventions using district-approved practices and curriculum have strong evidence-based data aligned with the Science of Reading to improve student achievement

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.

A second area of focus will be explicit instruction in Math, focusing on targeted interventions for all students in grades K-6. This focus is based on Math achievement scores from state testing spanning the last three years.

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 measurable outcome for grades K-6 will be based on statewide progress monitoring scores (STAR Renaissance for grades K, 1, and 2, FAST for grades 3-6). Our goal is for schoolwide Math achievement to increase from (overall) 84% to 86% 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 area of focus will be monitored through administrator classroom walkthroughs, quarterly data chats regarding our schoolwide reading intervention block, and progress monitoring scores on state assessments.

Person responsible for monitoring outcome

Carly Pacheco

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:

Admin will monitor small group instruction based on specific student needs and utilizing the approved supplemental math materials - iReady (K-5), ALEKS (6th), and Building Fact Fluency (1st-6th) as evidenced by weekly classroom walkthroughs and quarterly data chats with teams.

Rationale:

Our district-approved practices and curriculums have strong evidence-based data to improve student achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Small Group Instruction

Person Monitoring:

Carly Pacheco

By When/Frequency:

Continuously throughout the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Admin will monitor small group instruction based on specific student needs and utilizing the approved supplemental math materials - iReady (K-5), ALEKS (6th), and Building Fact Fluency (1st-6th) as evidenced by weekly classroom walkthroughs and quarterly data chats with teams.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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 area of focus will be developing our positive culture and environment through empathy and a respectful climate that will create a supportive and fulfilling environment with learning conditions that meet the needs of all students. On the Spring 2024 Climate Survey we scored 82% of those who responded Strongly Agreed or Somewhat Agreed in the area of Empathy and 86% of those who responded Strongly Agreed or Somewhat Agreed in the area of Respectful Climate. This focus is based on a comparison of the Climate Survey from the Spring of 2023 to the Spring of 2024 where we had an increase in the area of Empathy by 22% and Respectful Climate by 3%.

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 measurable outcome will be in the area of Empathy and Respectful Climate as measured on the Spring 2025 Climate Survey. Our goal is to increase Strongly Agree and Somewhat Agree by 3% in the area of Empathy to 85% and 3% in the area of Respectful Climate to 89%.

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 progress towards increasing Empathy and a Respectful Climate will be monitored during School Based Leadership Team meetings. We will have monthly open discussions around the school environment.

Person responsible for monitoring outcome

Tracey Finley

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:

Administrators will ask reflective questions and encourage faculty and staff (when appropriate) to chat with team members who struggle with peers as a way to increase positive communication skills. We will also do daily "Shout Outs" for students who work hard and overcome obstacles as well as

showing kindness to a friend and monthly shoutouts for faculty and staff in our front lounge area. We have monthly gettogethers such as Book Club or Movie trips to encourage respect and camaraderie among the staff. We also recognize staff members in our weekly newsletters (Shout-Out) which are submitted by admin and all staff members.

Rationale:

A respectful workplace with professionalism and empathy will create a supportive and fulfilling environment to help meet the needs of staff and students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

The effectiveness of our daily "Shout Outs"

Person Monitoring:

Tracey Finley

By When/Frequency:

Beginning with the September "SBLT" meeting and monthly for the remainder of the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Admin will discuss the efforts of all staff members and the effectiveness of our daily "Shout Outs" for students who work hard and overcome obstacles as well as showing kindness to a friend and monthly shout outs for faculty and staff in our front lounge area. We have monthly get-togethers such as Book Club or Movie trips to encourage respect and camaraderie among the staff. We also recognize staff members in our weekly newsletters (Shout-Out) which are submitted by admin and all staff members during our monthly team leadership meetings so adjustments can be made as needed.

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

Clay County Schools

TYNES ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

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

Tynes Elementary School in partnership with its children, families, and community will provide a superior education by providing quality instruction in a safe and orderly environment. Through their education at school, all students will gain the skills, strategies, and desire necessary for continued learning. They will also develop a strong sense of responsibility for themselves, their community, and each other. Our hope is to foster life-long learners and responsible citizens.

Provide the school's vision statement

The School District of Clay County exists to prepare lifelong learners for success in a global and competitive workplace and in acquiring applicable life skills.

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

Sarah Brennan

Position Title

Principal

Job Duties and Responsibilities

Develop and Monitor SIP including all relevant data and instructional practices related to improvement.

Leadership Team Member #2

Employee's Name

Nakia Christopher

Position Title

Assistant Principal

Job Duties and Responsibilities

Develop and Monitor SIP including all relevant data and instructional practices related to improvement.

Leadership Team Member #3

Employee's Name

Raymond Schaefer

Position Title

Assistant Principal

Job Duties and Responsibilities

Develop and Monitor SIP including all relevant data and instructional practices related to improvement.

Leadership Team Member #4

Employee's Name

Shelley Huggins

Position Title

Instructional Coach

Job Duties and Responsibilities

Monitor and implement MTSS plans and processes. Provide interventions and assess students to determine needs and support. Member of the SBLT and SLLT.

Leadership Team Member #5

Employee's Name

Karen Green

Position Title

Administrative Support

Job Duties and Responsibilities

Attend SAC meetings as a representative and provide support related to the SIP and job description.

Leadership Team Member #6

Employee's Name

Eric Wright

Position Title

School Counselor

Job Duties and Responsibilities

Monitor MTSS and 504 needs in relation to relevant SIP goals and increasing student achievement.

Leadership Team Member #7

Employee's Name

Michelle Cambron

Position Title

SAC Member

Job Duties and Responsibilities

Monitor SIP and hold meetings to collaborate with all stakeholders.

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.

School based leadership team (admin and teachers) met on 6/4 and 6/5 to analyze data

Other stakeholders provided input via Climate Surveys and PFA

Draft will be shared during pre-planning with full faculty and PFA

SAC Committee will meet on 9/9 to review draft SIP and provide feedback

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The SIP will be monitored via the School Based Leadership Team (SBLT), and the School Literacy Leadership Team (SLLT) which both meet monthly, as well as by the administrative leadership team which meets weekly.

The SAC Committee meets quarterly and the PFA meets monthly. Both of these groups will provide feedback and monitoring of progress.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	41.5%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	51.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
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: B* 2021-22: A 2020-21: 2019-20: A

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	29	33	24	39	30	23	16			194
One or more suspensions	1	2	0	7	1	5	7			23
Course failure in English Language Arts (ELA)	3	4	2	2	1	0	4			16
Course failure in Math	2	0	1	2	2	3	4			14
Level 1 on statewide ELA assessment	0	0	0	15	41	28	15			99
Level 1 on statewide Math assessment	0	0	0	9	34	29	14			86
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)				5						5
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				1						1

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	4	2	1	12	9	14	12			54

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	3	2	5	5	1	0	1			17
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	32	25	21	24	18	21	30			171
One or more suspensions		6		1	6	5	5			23
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment				30	23	34	23			110
Level 1 on statewide Math assessment				36	15	49	11			111
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)				7						24

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		2				2	2			6

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	3	1	2	7			4			17
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 *	61	62	57	57	59	53	67	63	56
ELA Grade 3 Achievement **	71	65	58	52	61	53			
ELA Learning Gains	62	62	60				63		
ELA Learning Gains Lowest 25%	59	60	57				53		
Math Achievement *	69	67	62	67	64	59	71	51	50
Math Learning Gains	65	68	62				68		
Math Learning Gains Lowest 25%	53	59	52				56		
Science Achievement *	64	61	57	50	65	54	74	69	59
Social Studies Achievement *								70	64
Graduation Rate								64	50
Middle School Acceleration								61	52
College and Career Readiness									80
ELP Progress	48	55	61	44	55	59			

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (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	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	550
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
61%	57%	65%	59%		64%	61%

* 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	44%	No		
English Language Learners	48%	No		
Asian Students	95%	No		
Black/African American Students	54%	No		
Hispanic Students	62%	No		
Multiracial Students	62%	No		
White Students	65%	No		
Economically Disadvantaged Students	58%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	28%	Yes	1	1
English Language Learners	44%	No		
Asian Students	88%	No		
Black/African American Students	50%	No		
Hispanic Students	54%	No		
Multiracial Students	57%	No		
White Students	58%	No		
Economically Disadvantaged Students	46%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	44%	No		
English Language Learners				
Native American Students				
Asian Students	100%	No		
Black/African American Students	67%	No		
Hispanic Students	69%	No		
Multiracial Students	64%	No		
Pacific Islander Students				
White Students	62%	No		
Economically Disadvantaged Students	62%	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	61%	71%	62%	59%	69%	65%	53%	64%					48%
Students With Disabilities	32%	50%	47%	50%	39%	57%	47%	33%					
English Language Learners	33%		67%		53%	42%							46%
Asian Students	90%				100%								
Black/African American Students	54%	55%	60%	39%	60%	67%	57%	42%					
Hispanic Students	63%	92%	62%	58%	65%	62%	44%	65%					45%
Multiracial Students	56%	55%	71%		58%	72%							
White Students	62%	73%	60%	63%	73%	64%	55%	69%					
Economically Disadvantaged Students	53%	60%	59%	58%	60%	61%	52%	57%					

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	57%	52%			67%			50%					44%
Students With Disabilities	26%	32%			34%			19%					
English Language Learners	25%				63%								
Asian Students	76%				100%								
Black/African American Students	55%	43%			62%			41%					
Hispanic Students	57%	44%			60%			56%					
Multiracial Students	53%				61%								
White Students	57%	58%			68%			50%					
Economically Disadvantaged Students	46%	37%			59%			43%					

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	67%		63%	53%	71%	68%	56%	74%					
Students With Disabilities	39%		42%	40%	47%	58%	51%	33%					
English Language Learners													
Native American Students													
Asian Students	100%				100%								
Black/African American Students	60%		72%	72%	56%	68%	68%	75%					
Hispanic Students	76%		70%	60%	76%	67%	64%	67%					
Multiracial Students	61%		54%		72%	68%							
Pacific Islander Students													
White Students	67%		60%	45%	72%	69%	50%	74%					
Economically Disadvantaged Students	59%		61%	54%	59%	66%	63%	70%					

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	70%	63%	7%	55%	15%
Ela	4	45%	56%	-11%	53%	-8%
Ela	5	57%	54%	3%	55%	2%
Ela	6	67%	65%	2%	54%	13%
Math	3	79%	66%	13%	60%	19%
Math	4	57%	62%	-5%	58%	-1%
Math	5	55%	56%	-1%	56%	-1%
Math	6	79%	74%	5%	56%	23%
Science	5	59%	58%	1%	53%	6%

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 components that showed the most improvement were 3rd grade ELA and Math and our overall ELA proficiency for our SWD student group.

3rd grade ELA proficiency increased from 51% to 70.5%

3rd grade math proficiency increased from 58% to 78%

SWD K-6 ELA proficiency increased from 28% (aggregate) to 53.4% (K-2) and 49.8%(3-6)

The new actions our school took was to increase contact time from the ESE inclusion teachers, earlier screening, identification and grouping of students with substantial reading deficiencies using evidenced based curriculum materials, implementation of ITF position to pull small groups and coach peers regarding best practices in reading.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

K-2 ELA Literacy scores were below the district average. Kindergarten overall proficiency was 51.4%, First Grade was 42.2%, and Second Grade was 53.4%. One contributing factor is a disproportionately high number of students in the SWD student groups within these grade levels. In our ASD/SC unit we have roughly 45 students in grades K-2 who are on standards and therefore take the FAST Assessment, but who have significant gaps in both academics and behavior.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

4th grade ELA declined from 63% proficiency during the 22/23 school year to 45.5% proficiency during the 23/24 school year.

Factors: Largest cohort in the school, large number of SWD and added Morphology into the curriculum which took time away from other areas, 3 new ELA teachers and long term sub for one of

the ELA classes. Substantial Reading Deficiency groups pulled students from small group gen-ed standards-based instruction. School-wide Intervention Block will be incorporated to provide assistance with SRD students.

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.

4th grade ELA proficiency was 45% compared to state average of 53% and district average of 56%. This cohort of students is our largest at 146 total students. 29 students in this cohort scored a level 1 in 3rd grade ELA on FAST PM #3. We had 3 new ELA teachers at the grade level, 2 who moved from primary grades and 1 who was out the majority of the school year on FMLA. The % of SWD at this grade level is our highest percentage in the school.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance (especially at the primary grades) and Substantial Reading Deficiency

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. K-2 Literacy
2. SWD student group proficiency in ELA and math
3. ELL student group proficiency in ELA and math
4. Improving students' perception of school - significance of school and feeling recognized/valued by adults
5. Attendance, most notably for students in Grade K and in our ESE self-contained unit

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 required by RAISE (specific questions)

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.

Vocabulary is an essential component of reading and oral comprehension. If a student is unaware of the meaning of words or the skills needed to decipher words, it can have an impact on their ability to comprehend a text.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to our school's 2023-2024 STAR Early Literacy and STAR Reading data, current second-grade students showed a gap in ELA proficiency with an overall ELA proficiency achievement of 42.2%. The Renaissance State Benchmark Mastery report showed that the students show a deficiency in the area of vocabulary with a median mastery score of 52%. While this was an increase from the previous year's median mastery score of 48%, it is still low. Across K-2 our vocabulary data showed a need for remediation.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

According to our school's 2023-2024 PM3 ELA FAST data, 3-5th grade students continue to display a need for growth in the area of vocabulary. The average percentage of mastery for grades 3-6 is 81.75%, the lowest of the three strands on the assessment.

Vocabulary is an essential component of reading and oral comprehension. If a student is unaware of the meaning of words or the skills needed to decipher words, it can have an impact on their ability to effectively comprehend a text. This can have a cross-curricular impact on student learning.

Grades K-2: Measurable Outcome(s)

Current 2nd grade students will increase their overall ELA proficiency by 5% to fill in the gaps and assist them in making learning gains on the statewide ELA assessment.

Grades 3-5: Measurable Outcome(s)

Current 5th grade students will increase their overall ELA proficiency by 5% to fill in the gaps and assist them in making learning gains on the statewide ELA assessment.

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.

By close monitoring of the FAST PM1 and PM2 data along with the PM3 FAST data we will be able to determine if our learning goals were beneficial in increasing student ELA Achievement.

Our SLLT will meet monthly to review data for our lower quartile students, our students with substantial reading deficiencies, and our SWD.

Admin team will engage in data chats with our teachers of students in our ASD/SC unit to ensure that those students are receiving appropriate evidence-based interventions.

Our area of focus: vocabulary, will be closely monitored for desired outcomes via walkthrough logs and professional learning communities centered around evidence-based ELA practice, and inspecting student work samples. These monitoring techniques will hold students accountable for the school-wide initiative implementation as well as provide a basis for continuous metacognitive processes throughout lesson planning.

Person responsible for monitoring outcome

Sarah Brennan

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:

Using John Hattie's Visible Learning as the basis for evidence-based vocabulary strategies and their effect size has helped us determine two vocabulary strategies with a 6.35 effect size- Semantic Mapping and Frayer Models.

Rationale:

The identified need to strengthen vocabulary is addressed by the focus and effect size of vocabulary instruction/programming. There is strong research to show the effectiveness of using vocabulary strategies within instruction to help students achieve higher levels. Our evidence-based intervention for increasing student ELA achievement is to implement school-wide vocabulary programs that include opportunities for students to metacognitively determine the meanings of words in the context of all subject areas.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Schoolwide Vocabulary Initiative

Person Monitoring:

Sarah Brennan

By When/Frequency:

By November 2024/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional Learning Communities and walkthrough logs will pay close attention to the effective implementation of this school-wide goal. Through the use of modeling, teacher spotlight examples, and planning opportunities teachers will effectively implement the school-wide vocabulary strategy into their content area instruction systematically and consistently. By November 2024, we will see consistent use of school-wide vocabulary strategies as evidenced by walkthrough logs and consistent student work samples.

Area of Focus #2

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.

In 2022-23, our declining achievement of our SWD subgroup has put us on the ATSI list due to our proficiency

dropping from 44% to 28% in grades 3-6 ELA and Math and 5th grade science based on the 2022-23 PM

3 data. As of last school year, our percentage of students with disabilities is approximately 31%, which is the 6th highest in the

district out of 43 schools. We had 62 students who are in self-contained ASD class all day, and about a third of those students are on access points.

In 2023-24, we improved our achievement of SWD in all areas, most notably science and SWD K-6 ELA proficiency increased from 28% (aggregate) to 53.4% (K-2) and 49.8%(3-6)

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 goal for our ATSI subgroup is to continue to increase our proficiency from the current aggregates of 53.4% (K-2) and 49.8%(3-6) by another 5% in each grade band by PM #3 on FAST Assessments for 2024-2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Our SWD subgroup has been cross referenced with other subgroups to monitor attendance and to ensure that the IEPs for our students has the needed goals, objectives, accommodations, and related services to ensure they are making adequate progress. Case managers, ESE department chairs, SBLT, and admin team will monitor their progress through data chats, IEP meetings, and parent teacher conferences as well as MTSS if appropriate.

Person responsible for monitoring outcome

Sarah Brennan

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:

Specially designed instruction and high leverage practices for SWD will be implemented across ESE settings.

Rationale:

We continue to increase contact time from the ESE inclusion teachers to ensure our SWD are receiving specially designed instruction utilizing high leverage practices for SWD.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Case management assignments

Person Monitoring:

Sarah Brennan

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students with IEPs will be assigned a case manager who will be responsible for ensuring that all staff interacting with that student are aware of the student's level of functioning, goals, accommodations, and needs for specially designed instruction. The case manager will be responsible for ensuring that the general education teachers are knowledgeable about how to implement and document in the event that the services are not provided directly by the ESE teacher or the ESE teacher is absent. If a student is "shared" between two ESE teachers, this responsibility will be shared by content area.

Action Step #2

Drop in Collaboration

Person Monitoring:

Sarah Brennan

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

There will be at least one time per month designated for drop in collaboration among ESE and general education staff so that both groups are able to get feedback and support for students who may not be meeting with success.

Action Step #3

Substantial Reading Deficiency Screening and Intervention

Person Monitoring:

Sarah Brennan

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During our monthly SLLT meetings and our weekly administrative meetings we will revisit the progress of SWD who are demonstrating substantial reading deficiencies to ensure that they are receiving the appropriate interventions based on their areas of need. Along with the ITF, the ESE case managers will ensure the general education teachers and/or paraprofessionals working with the students are providing the SDI as documented on the child's IEP>

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 2023-2024 school year, average daily attendance declined from 93.47% in 2022-23 to 92.62% in 2023-24.

Although this appears to be a slight decline and overall a robust daily attendance, we had 208/1056 students who missed 18 or more school days, putting them at an average attendance rate of less than 90%. Of those 208 students, 36 of them were enrolled in one of our ASD/SC classes.

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 2024-2025 school year, the number of students missing more than 10% of the school year will decrease from 20% to 15% or less.

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.

Daily attendance averages will be reviewed weekly by our administrative team and shared with staff. This data will be shared with families monthly. On a monthly basis, the attendance team will convene to identify students who are at risk based on a pattern of absences to ensure that the classroom teacher has made an initial phone contact and documented it in Synergy. The attendance team will then take appropriate next actions based on the student and the individual needs of that student and family.

Person responsible for monitoring outcome

Sarah Brennan

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:

Implementation of positive recognition/reinforcement for students who attend regularly using connections with adults/mentoring and frequent positive recognition using PBIS schoolwide framework.

Rationale:

Students who are positively recognized and have positive peer and adult relationships at school are more likely to attend school regularly.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Positive Classroom Climate

Person Monitoring:

Sarah Brennan

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Check lesson plans to ensure that initial whole school and/or grade level PBIS lessons are occurring. Ensure that all students who are new to Tynes (and their families when feasible) get to meet admin, counselor, front office staff, and HR teacher.

Action Step #2

Attendance Recognition

Person Monitoring:

Sarah Brennan

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Admin team in conjunction with grade level chairs and Attendance team representatives will determine what incentives will be implemented each week to reinforce the importance of attending school and encourage students who may not be attending as regularly to improve their attendance.

Action Step #3

Attendance Data Sharing

Person Monitoring:

Sarah Brennan

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Attendance data will be shared with families in monthly newsletter along with ideas for improving attendance/statistics about the impact of attending school regularly. This information will be shared weekly with staff to identify trends and attempt to intervene more promptly.

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

Clay County Schools

W E CHERRY ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant, and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and individual responsibility.

Provide the school's vision statement

W.E. Cherry Elementary and the School District of Clay County exist to prepare lifelong learners for success in a global and competitive workplace and in acquiring applicable life skills.

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

Angela Whiddon

Position Title

Principal

Job Duties and Responsibilities

The duties of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-5 i-Ready Math, grade 6 ALEKS Math, and K-6 Lexia Reading diagnostics as well as formal assessments such as F.A.S.T. assessments. The principal leads the meetings and provides a common vision for members in order to make data informed decisions.

Leadership Team Member #2

Employee's Name

Joshua Hogmire

Position Title

Assistant Principal

Job Duties and Responsibilities

The duties of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-5 i-Ready Math, grade 6 ALEKS Math, and K-6 Lexia Reading diagnostics as well as formal assessments such as F.A.S.T. assessments. The assistant principal co-leads the meetings and provides a common vision for members in order to make data informed decisions.

Leadership Team Member #3

Employee's Name

Kristie Lee

Position Title

Teacher, K-12

Job Duties and Responsibilities

Title I teachers participate in student data collection, deliver Tier 1 instruction in a small-group setting, collaborate with staff to provide Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 support.

Leadership Team Member #4

Employee's Name

Katheryn Cummings

Position Title

Teacher, K-12

Job Duties and Responsibilities

Title I teachers participate in student data collection, deliver Tier 1 instruction in a small-group setting, collaborate with staff to provide Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 support.

Leadership Team Member #5

Employee's Name

Emmalee Ganey

Position Title

Teacher, K-12

Job Duties and Responsibilities

General education teachers provide information about core instructional practices and curriculum, participate in student data collection, deliver Tier 1 instruction, collaborate with staff to provide Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 support.

Leadership Team Member #6

Employee's Name

Angela Conley

Position Title

Teacher, ESE

Job Duties and Responsibilities

The Chair of the SAC committee shall assist the principal in leading the committee to develop the SIP, PFEP, and the school's annual budget. ESE teachers provide information about the accommodations made for the ESE students to be successful with the core curriculum.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school based leadership team develops a draft SIP based on the previous year's F.A.S.T. data and is then presented to the SAC members for feedback and additional suggestions.

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))

Grade-level teams meet weekly to review current data and develop targeted interventions for students who are in the lowest quartile. The school leadership team will meet with each grade level following the scheduled progress monitoring cycle (PM1, PM2, PM3). Once data is assessed, and if revision is needed, the administration will request a SAC meeting to present proposed revisions to the SIP.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	59.5%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: B* 2021-22: A 2020-21: 2019-20: A

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	26	24	22	21	31	24	26				174
One or more suspensions	2	3	3	8	3	4	7				30
Course failure in English Language Arts (ELA)	4	6	6	5	4	0	0				25
Course failure in Math	5	3	1	1	3	1	0				14
Level 1 on statewide ELA assessment		23	22	13	16	18	12				104
Level 1 on statewide Math assessment	25	17	16	8	5	21	5				97
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	0	0	1	2							3
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	0	0						0

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	14	17	21	16	13	18	11				110

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	13	8	10	12	6	0	5				54
Students retained two or more times	1	0	0	0	0	0	0				1

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	7	10	12	11	11	10	5			66
One or more suspensions		2		2	3	1	2			10
Course failure in ELA		4	11	3	3	1	4			26
Course failure in Math		4	5	1	4	8	2			24
Level 1 on statewide ELA assessment				5	9	15	17			46
Level 1 on statewide Math assessment				3	5	21	14			43
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)		5	11	6						57

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				3	4	13				20

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	6	5		5		1	1			18
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 *	58	62	57	55	59	53	60	63	56
ELA Grade 3 Achievement **	59	65	58	60	61	53			
ELA Learning Gains	61	62	60				62		
ELA Learning Gains Lowest 25%	61	60	57				65		
Math Achievement *	69	67	62	54	64	59	66	51	50
Math Learning Gains	78	68	62				74		
Math Learning Gains Lowest 25%	72	59	52				69		
Science Achievement *	55	61	57	69	65	54	68	69	59
Social Studies Achievement *								70	64
Graduation Rate								64	50
Middle School Acceleration								61	52
College and Career Readiness									80
ELP Progress	55	55	61	46	55	59			

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	63%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	568
Total Components for the FPPI	9
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
63%	60%	66%	54%		63%	61%

* 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	58%	No		
English Language Learners	55%	No		
Black/African American Students	57%	No		
Hispanic Students	61%	No		
Multiracial Students	79%	No		
White Students	69%	No		
Economically Disadvantaged Students	65%	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	40%	Yes	1	
English Language Learners	46%	No		
Black/African American Students	50%	No		
Hispanic Students	60%	No		
Multiracial Students	66%	No		
White Students	63%	No		
Economically Disadvantaged Students	60%	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	55%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	57%	No		
Native American Students				
Asian Students	100%	No		
Black/African American Students	56%	No		
Hispanic Students	58%	No		
Multiracial Students	69%	No		
Pacific Islander Students				
White Students	70%	No		
Economically Disadvantaged Students	64%	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	58%	59%	61%	61%	69%	78%	72%	55%					55%
Students With Disabilities	46%	39%	66%	50%	59%	80%	82%	42%					
English Language Learners	31%		50%	40%	69%	86%							55%
Black/African American Students	47%	44%	67%	68%	53%	72%	67%	39%					
Hispanic Students	55%	69%	60%	33%	68%	77%	75%	50%					60%
Multiracial Students	72%		69%		89%	85%							
White Students	63%	68%	54%	67%	77%	79%	80%	63%					
Economically Disadvantaged Students	59%	62%	62%	67%	70%	78%	69%	52%					

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	55%	60%			54%			69%					46%
Students With Disabilities	38%	38%			39%			43%					
English Language Learners	42%				50%								
Black/African American Students	48%	61%			41%			50%					
Hispanic Students	53%	64%			53%			71%					
Multiracial Students	60%				71%								
White Students	60%	57%			58%			75%					
Economically Disadvantaged Students	53%	63%			54%			70%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	60%		62%	65%	66%	74%	69%	68%					
Students With Disabilities	44%		49%	56%	52%	62%	64%	57%					
English Language Learners	46%		45%		62%	73%							
Native American Students													
Asian Students	100%				100%								
Black/African American Students	50%		53%	40%	50%	72%	64%	60%					
Hispanic Students	49%		50%	60%	65%	65%	67%	50%					
Multiracial Students	71%		81%		71%	82%		42%					
Pacific Islander Students													
White Students	63%		62%	75%	68%	75%	65%	83%					
Economically Disadvantaged Students	58%		58%	55%	61%	76%	76%	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	58%	63%	-5%	55%	3%
Ela	4	54%	56%	-2%	53%	1%
Ela	5	48%	54%	-6%	55%	-7%
Ela	6	65%	65%	0%	54%	11%
Math	3	61%	66%	-5%	60%	1%
Math	4	75%	62%	13%	58%	17%
Math	5	52%	56%	-4%	56%	-4%
Math	6	78%	74%	4%	56%	22%
Science	5	51%	58%	-7%	53%	-2%

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?

4th grade Math proficiency showed the most improvement, increasing from 50% proficiency in 22/23 to 78% proficiency in 23/24. This growth can be attributed to multiple factors: 1) the strategic and intentional planning of the math teachers; 2) the teachers', Math Coach's, and administration's consistent analysis of student performance data via F.A.S.T. PM1 and PM2 data, i-Ready diagnostic assessments, and Eureka Math² topic and unit assessments and exit tickets; and 3) daily small-group instruction focused on student needs as determined by the data listed above.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

5th grade ELA proficiency showed the lowest performance with only 49% of our 5th graders making a level 3 or above. Low 5th grade ELA proficiency was a district and state wide trend. One factor for our school's low 5th grade ELA proficiency rate was due to having a teacher who had never taught this grade/subject. In addition, this group of students also had low proficiency scores last year while in 4th grade.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

5th grade Science proficiency showed the greatest decline in scores dropping from 69% to 55% proficiency rate. The greatest factor that contributed to this decline was having a first year teacher teaching Science to all 5th graders. In addition, this group showed low proficiency in ELA. This lack in ELA proficiency carried over to the Science assessment in students' inability to read and comprehend the provided Science questions, especially those questions that required a greater amount of reading and/or complexity level to comprehend.

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.

Our greatest gap was 5th grade ELA scoring 6% lower than the state average and 5% lower than the district average. The changes in the scale scores made it more difficult to maintain proficiency level and make a gain (state-wide trend). One factor that contributed to this gap was having a 5th grade ELA teacher who has never previously taught this grade. In addition, this group of students also had low proficiency scores last year while in 4th grade.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. Attendance - number of students who are absent 10% or more of their enrolled school days

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. 5th grade ELA
2. 5th grade Math
3. 5th grade Science

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 required by RAISE (specific questions)

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.

For the 2023-2024 school year, we were identified as a RAISE school for 5th grade ELA. Thus, proficiency in 5th grade ELA will be an Area of Focus for the 2024-2025 school year. We believe that an increased focus in 5th grade ELA will raise our proficiency level to be above 50%, making us a non-RAISE school once again. In addition, we believe that with improved ELA proficiency, students will also perform better on the state's Science and Math assessments.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

Grades 3-5: Instructional Practice specifically related to Reading/ELA

5th Grade ELA teachers will participate in additional professional learning provided by district Reading Specialists. In addition, about once a month, 5th grade ELA teachers will be engaged in State Reading Webinars specifically created for RAISE schools.

Grades K-2: Measurable Outcome(s)

n/a

Grades 3-5: Measurable Outcome(s)

According to state data for the 2023-2024 school year, our 5th grade students achieved only 50% (37/74 students) proficiency. We plan to raise that proficiency level to at least 52% for the 2024-2025 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.

Teachers will monitor daily student work as well as Lexia data to assess understanding. Teachers and administration will analyze F.A.S.T. PM1 and PM2 data to determine strengths and areas of growth. Teachers and administration will meet bi-weekly to discuss data findings and plan accordingly to meet student needs. In addition, administration will utilize classroom walkthroughs to ensure grade-level benchmarks are being taught consistently.

Person responsible for monitoring outcome

Angela Whiddon, 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:

Progress monitoring Small-group instruction Explicit and systematic phonological awareness and phonemic awareness instruction Provide additional programs outside of the regular school day (After-school tutoring) Utilization of schoolwide PBIS initiatives Use of interactive technology

Rationale:

Progress Monitoring - by consistently monitoring a child's progress, teachers can gather the information they need to match lessons and supplementary instruction to an individual child's level of understanding Small group instruction - providing data-based, intentional support to students whose needs extend beyond what they can receive in the traditional classroom setting must be focused and targeted. Closely aligning the intended benchmark and pacing of instruction with student needs will result in higher student performance Explicit and systematic phonological awareness and phonemic awareness instruction - students who have been explicitly and systematically taught phonological and phonemic awareness will grow into stronger readers, which will increase the likelihood of finding success across most/all subject areas Provide additional programs outside of the regular school day (After-school tutoring) - supplementing learning from the school day and providing targeted assistance to students whose needs extend beyond what they can receive via classroom instruction must be focused and targeted. Closely aligning the intended benchmark and pacing of instruction with student needs will result in improved student performance. PBIS initiatives - the use of clear expectations, positive and supportive language, and an the vocalization of success will lead to higher student engagement, student buy-in, and academic achievement Interactive technology - utilizing Chromebooks and other interactive technologies in the classroom provide individualized practice for testing and instruction

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Progress monitoring

Person Monitoring:

Angela Whiddon

By When/Frequency:

After PM1/bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will monitor daily student work as well as Lexia data to assess understanding. Teachers and administration will analyze F.A.S.T. PM1 and PM2 data to determine strengths and areas of growth. Teachers and administration will meet bi-weekly to discuss data findings and plan accordingly to meet student needs. In addition, administration will utilize classroom walkthroughs to ensure grade-level benchmarks are being taught consistently.

Action Step #2

Small-group instruction

Person Monitoring:

Kristie Lee

By When/Frequency:

After PM1/bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Title I teachers will meet with classroom teachers and discuss data in order to create small-group and individual assignments in order to develop an inclusion schedule for those identified students. Small groups will change depending on student data.

Action Step #3

Explicit and systematic phonological awareness and phonemic awareness instruction

Person Monitoring:

Angela Whiddon

By When/Frequency:

After PM1/bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will follow the Comprehensive Evidence-Based Reading Plan (CERP) that outlines which primary and supplemental reading materials are to be used to instruct and monitor student understanding of phonological awareness and phonemic awareness.

Action Step #4

Use of interactive technology

Person Monitoring:

Josh Hogmire

By When/Frequency:

Immediately/bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All teachers will be provided with a 1:1 class set of Chromebooks to allow for Lexia instruction. In addition, all teachers will be provided with a 70"-75" interactive monitor that will increase student engagement and allow for a deeper understanding of the material being taught.

Action Step #5

Professional learning

Person Monitoring:

Josh Hogmire

By When/Frequency:

September/monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

5th Grade ELA teachers will participate in additional professional learning provided by district Reading Specialists. In addition, about once a month, 5th grade ELA teachers will be engaged in State Reading Webinars specifically created for RAISE schools.

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.

Proficiency in Math will be an Area of Focus for the 2024-2025 school year. Based on 2023-2024 FAST Math data, 69% of our 3rd through 6th grade students showed proficiency in Math. Although this is a huge 15% increase from the 2023-2024 school year, there is still room for growth.

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.

2023-2024 Math proficiency data: 3rd grade=62%, 4th grade=79%, 5th grade=55%, 6th grade=81%, overall=69%

We plan to raise Math proficiency: 3rd grade=63%, 4th grade=80%, 5th grade=57%, 6th grade=82%, overall=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.

Teachers will monitor daily student work as well as i-Ready (K-5) or ALEKS (6) data to assess understanding. Teachers and administration will analyze F.A.S.T. PM1 and PM2 data to determine strengths and areas of growth. Teachers and administration will meet bi-weekly to discuss data findings and plan accordingly to meet student needs. In addition, administration will utilize classroom walkthroughs to ensure grade-level benchmarks are being taught consistently.

Person responsible for monitoring outcome

Morgan Lankford

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:

Consistent progress monitoring of formal and informal assessments Data-based small-group instruction After-school tutoring Utilization of schoolwide PBIS initiatives Use of interactive technology

Rationale:

Progress Monitoring - by consistently monitoring a child's progress, teachers can gather the information they need to match lessons and supplementary instruction to an individual child's level of understanding Small group instruction - providing data-based, intentional support to students whose needs extend beyond what they can receive in the traditional classroom setting must be focused and targeted. Closely aligning the intended benchmark and pacing of instruction with student needs will result in higher student performance After-school tutoring - supplementing learning from the school day and providing targeted assistance to students whose needs extend beyond what they can receive via classroom instruction must be focused and targeted. Closely aligning the intended benchmark and pacing of instruction with student needs will result in improved student performance. PBIS initiatives - the use of clear expectations, positive and supportive language, and an the vocalization of success will lead to higher student engagement, student buy-in, and academic achievement Interactive technology - utilizing Chromebooks and other interactive technologies in the classroom provide individualized practice for testing and instruction

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Progress monitoring

Person Monitoring:

Morgan Lankford

By When/Frequency:

After PM1/bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will monitor daily student work as well as Lexia data to assess understanding. Teachers and administration will analyze F.A.S.T. PM1 and PM2 data to determine strengths and areas of growth. Teachers and administration will meet bi-weekly to discuss data findings and plan accordingly to meet student needs. In addition, administration will utilize classroom walkthroughs to ensure grade-level benchmarks are being taught consistently.

Action Step #2

Small-group instruction

Person Monitoring:

Morgan Lankford

By When/Frequency:

After PM1/bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Title I teachers and the Math Coach will meet with classroom teachers and discuss data in order to create small-group and individual assignments in order to develop an inclusion schedule for those identified students. Small groups will change depending on student data.

Action Step #3

Use of interactive technology

Person Monitoring:

Josh Hogmire

By When/Frequency:

Immediately/bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All teachers will be provided with a 1:1 class set of Chromebooks to allow for Lexia instruction. In addition, all teachers will be provided with a 70"-75" interactive monitor that will increase student engagement and allow for a deeper understanding of the material being taught.

Action Step #4

Provide additional programs outside of the regular school day

Person Monitoring:

Kristie Lee

By When/Frequency:

January/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Title I will prepare a tutoring schedule that will address the specific needs of students based on data from FAST and classroom instruction.

Area of Focus #3

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.

Proficiency in ELA will be an Area of Focus for the 2024-2025 school year. Due to ELA skills being necessary in most/all subject areas, we believe that if we can raise ELA proficiency it will improve the likelihood of students experiencing success in multiple subject areas. Based on 2023-2024 FAST ELA Reading data, 58% of our 3rd through 6th grade students showed proficiency in Reading. Although this is a 3% increase from the 2022-2023 school year it is below our district average of 60%.

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.

2023-2024 ELA proficiency data: 3rd grade=59%, 4th grade=56%, 5th grade=50%, 6th grade=68%, overall=58%

We plan to raise ELA proficiency: 3rd grade=60%, 4th grade=57%, 5th grade=52%, 6th grade=69%, overall=60%

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 monitor daily student work as well as Lexia data to assess understanding. Teachers and administration will analyze F.A.S.T. PM1 and PM2 data to determine strengths and areas of growth. Teachers and administration will meet bi-weekly to discuss data findings and plan accordingly to meet student needs. In addition, administration will utilize classroom walkthroughs to ensure grade-level benchmarks are being taught consistently.

Person responsible for monitoring outcome

Angela Whiddon

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:

Progress monitoring Small-group instruction Explicit and systematic phonological awareness and phonemic awareness instruction Provide additional programs outside of the regular school day (After-school tutoring) Utilization of schoolwide PBIS initiatives Use of interactive technology

Rationale:

Progress Monitoring - by consistently monitoring a child's progress, teachers can gather the information they need to match lessons and supplementary instruction to an individual child's level of understanding Small group instruction - providing data-based, intentional support to students whose needs extend beyond what they can receive in the traditional classroom setting must be focused and targeted. Closely aligning the intended benchmark and pacing of instruction with student needs will result in higher student performance Explicit and systematic phonological awareness and phonemic awareness instruction - students who have been explicitly and systematically taught phonological and phonemic awareness will grow into stronger readers, which will increase the likelihood of finding success across most/all subject areas Provide additional programs outside of the regular school day (After-school tutoring) - supplementing learning from the school day and providing targeted assistance to students whose needs extend beyond what they can receive via classroom instruction must be focused and targeted. Closely aligning the intended benchmark and pacing of instruction with student needs will result in improved student performance. PBIS initiatives - the use of clear expectations, positive and supportive language, and an the vocalization of success will lead to higher student engagement, student buy-in, and academic achievement Interactive technology - utilizing Chromebooks and other interactive technologies in the classroom provide individualized practice for testing and instruction

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Progress monitoring

Person Monitoring:

Angela Whiddon

By When/Frequency:

After PM1/bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will monitor daily student work as well as Lexia data to assess understanding. Teachers and administration will analyze F.A.S.T. PM1 and PM2 data to determine strengths and areas of growth. Teachers and administration will meet bi-weekly to discuss data findings and plan accordingly to meet student needs. In addition, administration will utilize classroom walkthroughs to ensure grade-level benchmarks are being taught consistently.

Action Step #2

Small-group instruction

Person Monitoring:

Kristie Lee

By When/Frequency:

After PM1/bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Title I teachers will meet with classroom teachers and discuss data in order to create small-group and individual assignments in order to develop an inclusion schedule for those identified students. Small groups will change depending on student data.

Action Step #3

Explicit and systematic phonological awareness and phonemic awareness instruction

Person Monitoring:

Angela Whiddon

By When/Frequency:

After PM1/bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will follow the Comprehensive Evidence-Based Reading Plan (CERP) that outlines which primary and supplemental reading materials are to be used to instruct and monitor student understanding of phonological awareness and phonemic awareness. Teachers will scaffold instruction for explicit instruction according to students needs.

Action Step #4

Provide Additional Programs Outside of the Regular School Day

Person Monitoring:

Kristie Lee

By When/Frequency:

January/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Title I will prepare a tutoring schedule that will address the specific needs of students based on data from FAST and classroom 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.

Student attendance, specifically lowering the number of students who are absent 10% or more of their enrolled school days will be an area of focus for the 2024-2025 school year. Numerous studies prove that student attendance has a very high correlation to student academic success as well as social and emotional wellness. During the 2023-2024 school year, 26% (174 students) of our students were absent 10% or more of their enrolled school days. In addition, many of these students are our lowest academically performing students. We believe that if we can reduce the amount of students who are absent 10% or more of their enrolled school days, the students' academic abilities will rise along with their social and emotional wellness, which will trigger a rise in overall success of the school.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 2023-2024 school year, 26% (174 students) of students were absent 10% or more of their enrolled school days. We plan to reduce that percentage to 20% or lower for the 2024-2025 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.

Student attendance will be closely monitored at multiple levels. 1) Teachers will utilize Synergy to accurately record attendance each day. When they have a student begin to show frequent absenteeism, they will call the student's family to discuss the importance of attendance and to find out how they can help increase attendance. If the absenteeism continues and becomes chronic (10% or more), they will communicate with the family again and will contact the Student Records Secretary. 2) The Student Records Secretary will send an official Attendance Notice via mail and will document the notice in Synergy. 3) If the family does not respond to the notice or is unable to be reached for communication, a social worker will be sent to the home. 4) School administration will contact the family to further discuss the importance of attendance and will attempt to develop a plan to increase

the student's attendance. 5) If chronic absenteeism continues, school administration will inform the district office to begin truancy efforts with law enforcement.

Person responsible for monitoring outcome

Angela Whiddon/Josh Hogmire

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:

Establish positive connections Develop predictable routines Use of interactive technology Engaging students through relevant learning Including families in decision making

Rationale:

Establish positive connections - when students recognize that staff members care about their well-being in and out of the school setting, they feel a stronger sense of belonging. With that, they are more apt to want to come to school and give more effort in learning. Develop predictable routines - when classrooms have a predictable routine, students and families know what to expect each day. With that knowledge, they can plan accordingly for for appointments or other reasons that take students out of the classroom. Interactive technology - utilizing Chromebooks and other interactive technologies in the classroom provide individualized practice for testing and instruction Relevant learning - discovering ways to make the learning relevant to students will increase their interest and engagement throughout the learning process, which will lead to deeper understanding and success Including families in decision making - when families are encouraged to participate in the decision making processes (School Advisory Committee, surveys, committees, student meetings), they feel more empowered and are more likely to support the school

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Establish Positive Connections

Person Monitoring:

Josh Hogmire

By When/Frequency:

Immediately/bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will utilize schoolwide PBIS initiatives to build strong relationships with students. Historically chronically-absent students will be assigned a familiar staff member who will check in on them. When these students show an improvement in attendance, they will be rewarded in various ways, including but not limited to, morning announcement speaker, teacher helper, and student-buddy reader.

Action Step #2

Decision-making: Include families as partners in school organizations-advisory panels-committees

Person Monitoring:

Angela Conley

By When/Frequency:

After each PM and as needed throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Parents will be invited and encouraged to join the School Advisory Committee, which aids in the making of decisions covering a wide variety of topics. Parents will also be encouraged to complete surveys, which will provide valuable feedback to make future decisions.

Action Step #3

Develop predictable routines

Person Monitoring:

Josh Hogmire

By When/Frequency:

September 9/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Weekly attendance shout-outs to 1 class in each of the following groups: Prek-2 , 3-6, and multigrades for highest attendance percentage. Classes will get a weekly shout-out during morning announcements and their picture will be posted on the W.E. Cherry Facebook webpage. For students with excessive tardies, a 30-minute morning routine chart will be sent home to help motivate getting to school on time.

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

Clay County Schools

J.L. WILKINSON ELEMENTARY SCHL

A word cloud graphic featuring various educational and improvement-related terms. The words are arranged in a cluster, with 'students' and 'school improvement' being the largest. Other prominent words include 'learning', 'success', 'teaching', 'relationships', 'growth', 'instruction', 'areas of focus', 'relationships', 'achievement', 'ambitious', 'analysis', 'vision', 'collaboration', 'supportive environment', and 'resources'. The words are in shades of blue and yellow.



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

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

At Wilkinson Elementary, we provide high levels of learning for all students. We increase student achievement by having high standards and expectations in which students value and develop a drive, desire, and passion for learning. This is achieved by students being actively engaged in the learning process. By creating an optimal learning environment built on respect, safety and kindness, all students are achievers.

Provide the school's vision statement

Wilkinson Elementary exists to provide a safe, caring and stimulating environment to prepare life long learners for success by assisting them in acquiring the necessary skills to achieve their fullest potential in a competitive global workplace.

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

Dr. Carolyn Hayward

Position Title

Principal

Job Duties and Responsibilities

Instructional leader/supervisor of the school and all school activities

Leadership Team Member #2

Employee's Name

Kara Hoffmann

Position Title

Assistant Principal

Job Duties and Responsibilities

Leader of PBIS and staff professional development, head of discipline

Leadership Team Member #3

Employee's Name

M. LeAnne Jones

Position Title

Title I Teacher

Job Duties and Responsibilities

Title I ELA, Title I compliance

Leadership Team Member #4

Employee's Name

Alice VanVactor

Position Title

Title I teacher, ITF

Job Duties and Responsibilities

Title I ELA, ITF

Leadership Team Member #5

Employee's Name

Sara Amidon

Position Title

Title I Teacher

Job Duties and Responsibilities

K-2 coach, interventionist

Leadership Team Member #6

Employee's Name

Brian Massey

Position Title

Title I Teacher

Job Duties and Responsibilities

Title I math and science

Leadership Team Member #7

Employee's Name

Victoria Leininger

Position Title

Teacher, gifted

Job Duties and Responsibilities

SAC chair

Leadership Team Member #8

Employee's Name

Lisa Schiller

Position Title

Teacher

Job Duties and Responsibilities

Kindergarten team leader

Leadership Team Member #9

Employee's Name

Shirley Legette

Position Title

Teacher

Job Duties and Responsibilities

Grade 1 team leader

Leadership Team Member #10

Employee's Name

Aimee Jett

Position Title

Teacher

Job Duties and Responsibilities

Grade 2 team leader

Leadership Team Member #11

Employee's Name

Danielle Schlofman

Position Title

Teacher

Job Duties and Responsibilities

Grade 3 team leader

Leadership Team Member #12

Employee's Name

Joy LaSauce

Position Title

Teacher

Job Duties and Responsibilities

Grade 4 team leader

Leadership Team Member #13

Employee's Name

Bethany Gomez

Position Title

Teacher

Job Duties and Responsibilities

Grade 5 team leader

Leadership Team Member #14

Employee's Name

Jordan Rundio

Position Title

Teacher

Job Duties and Responsibilities

Grade 6 team leader

Leadership Team Member #15

Employee's Name

Arnold Anloague

Position Title

School Counselor

Job Duties and Responsibilities

guidance and assessment

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.

The School Advisory Council including administrators, teachers and school staff, parents and community members, meets regularly throughout the year to evaluate the needs of the school and its stakeholders. During the first meeting of the year, SAC members will review the data and evaluate the goals and action steps proposed in the draft of the SIP. They may suggest changes as they see fit.

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))

SIP monitoring will occur at least quarterly. Data from all sources (FAST/STAR, i-REady, Lexia, classroom performance, etc.) will be reviewed regularly by teachers and administrators in data meetings and PLC. The School Literacy Leadership Team (SLLT) comprised of teachers and school and district level administrators and specialists, will meet monthly to review the progress of ELA instruction and interventions. The ITF and school psychologist will meet monthly with teachers of scholars in MTSS to review their progress. If the data indicate that the plan requires revision, this will be done through our School Advisory Council.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	14.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
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) 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: B* 2021-22: B 2020-21: 2019-20: B

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	28	29	17	33	23	25	17			172
One or more suspensions	1	0	0	0	0	1	1			3
Course failure in English Language Arts (ELA)	0	0	0	0	2	0	0			2
Course failure in Math	0	0	0	0	0	0	1			1
Level 1 on statewide ELA assessment	2	10	17	15	19	22	7			92
Level 1 on statewide Math assessment	0	1	6	9	26	22	10			74
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators	2	3	2	4	0	0	1			12

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year	2	3	2	4	0	0	1			12
Students retained two or more times	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	17	22	16	15	27	24	35			156
One or more suspensions			2		4	1				7
Course failure in ELA			1				1			2
Course failure in Math			1				1			2
Level 1 on statewide ELA assessment				13	20	18	20			71
Level 1 on statewide Math assessment				14	13	19	18			64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)			1	3						4

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				5	4	12	14			35

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	2		6						9
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 *	53	62	57	51	59	53	52	63	56
ELA Grade 3 Achievement **	57	65	58	63	61	53			
ELA Learning Gains	56	62	60				56		
ELA Learning Gains Lowest 25%	61	60	57				51		
Math Achievement *	58	67	62	53	64	59	63	51	50
Math Learning Gains	58	68	62				67		
Math Learning Gains Lowest 25%	53	59	52				67		
Science Achievement *	59	61	57	49	65	54	55	69	59
Social Studies Achievement *								70	64
Graduation Rate								64	50
Middle School Acceleration								61	52
College and Career Readiness									80
ELP Progress	55	61		55		59			

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	455
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
57%	54%	59%	52%		54%	62%

* 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	41%	No		
Hispanic Students	58%	No		
Multiracial Students	50%	No		
White Students	56%	No		
Economically Disadvantaged Students	55%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	35%	Yes	1	
Hispanic Students	48%	No		
Multiracial Students	54%	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%
White Students	56%	No		
Economically Disadvantaged Students	51%	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				
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students	55%	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%
Multiracial Students	61%	No		
Pacific Islander Students				
White Students	59%	No		
Economically Disadvantaged Students	57%	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	53%	57%	56%	61%	58%	58%	53%	59%					
Students With Disabilities	31%	35%	47%	50%	34%	48%	47%	32%					
Hispanic Students	58%		75%		50%	50%							
Multiracial Students	60%				40%								
White Students	52%	58%	53%	61%	59%	58%	49%	59%					
Economically Disadvantaged Students	52%	57%	54%	54%	57%	57%	52%	56%					

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	51%	63%			53%			49%					
Students With Disabilities	29%	54%			31%			27%					
Hispanic Students	38%	50%			55%								
Multiracial Students	75%				33%								
White Students	53%	66%			54%			50%					
Economically Disadvantaged Students	47%	60%			49%			46%					

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	52%		56%	51%	63%	67%	67%	55%					
Students With Disabilities	31%		46%	42%	43%	54%	56%	39%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	50%		50%		50%	71%							
Multiracial Students	64%				57%								
Pacific Islander Students													
White Students	53%		55%	51%	64%	68%	67%	57%					
Economically Disadvantaged Students	48%		53%	52%	60%	67%	70%	47%					

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	55%	63%	-8%	55%	0%
Ela	4	52%	56%	-4%	53%	-1%
Ela	5	36%	54%	-18%	55%	-19%
Ela	6	68%	65%	3%	54%	14%
Math	3	65%	66%	-1%	60%	5%
Math	4	51%	62%	-11%	58%	-7%
Math	5	38%	56%	-18%	56%	-18%
Math	6	79%	74%	5%	56%	23%
Science	5	58%	58%	0%	53%	5%

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?

Grade 6 math showed the most improvement. New actions taken which contributed to this growth were the inclusion of a variety of personnel (resource teacher, gifted, Title I and paraprofessional) to support the individualized small group instruction for every scholar.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

At 37% proficiency, Grade 5 ELA showed the lowest performance. Factors which contributed to this were inexperienced teachers in this grade and the fact that one of them resigned but was replaced by a long term substitute. This declining performance has been a trend for the past few years. However, it is important to note that 6th grade had a significant rise this year, with 59% proficiency. As a result of this data, the fifth grade team has been restructured with proven veteran teachers for next year.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Grade 4 math showed the greatest decline from last year (from 60% proficiency to 48%).

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 data component with the greatest gap when compared to the state average is our ELA proficiency. At 53%, we are 1 point below the state average of 54%. Factors which contributed to this were inexperienced teachers in some grade level teams and long term substitutes. Declining performance in ELA has been a trend for the past few years.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance is an area of concern that we have identified from our EWS data. As this is critical for

student success, we have dedicated our positive culture and environment goal to this area.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our highest priorities this year are as follows:

1. Fourth and fifth grade ELA proficiency
2. Fourth and fifth grade math proficiency
3. Increased attendance for scholars with less than 90%
4. Continued growth in science

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 required by RAISE (specific questions)

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 K-2 area of focus will be explicit and systematic phonological awareness and phonemic awareness instruction. Scholars must master these foundational skills in order to become proficient readers.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Evidence-Based Program that addresses the identified gaps aligned with the 5 Components of Reading

Explicit and Systematic Phonological Awareness and Phonemic Awareness Instruction

Systematic-explicit-recursive and cumulative phonics instruction

Small group instruction

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Evidence-Based Program that addresses the identified gaps aligned with the 5 Components of Reading

Explicit and Systematic Phonological Awareness and Phonemic Awareness Instruction

Systematic-explicit-recursive and cumulative phonics instruction

Small group instruction

Grades K-2: Measurable Outcome(s)

Using the action steps described below, we expect to increase our overall ELA proficiency as follows:

- kindergarten will increase from 82 to 85%
- Grade 1 will increase from 59 to 65%
- Grade 2 will increase from 63 to 70%

Grades 3-5: Measurable Outcome(s)

Using the action steps described below, we expect to increase our overall ELA proficiency as follows:

- Grade 3 will increase from 58 to 63%
- Grade 4 will increase from 48 to 55%
- Grade 5 will increase from 37 to 50%
- Grade 6 will increase from 59 to 65%

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Scholars will take STAR (K-2) or FAST (3-6) progress monitoring beginning, middle and end of year to monitor for the desired outcome. Additionally, we will administer Acadience Reading (k-6) B/M/E for additional data as a universal screener to determine student growth and needs.

Person responsible for monitoring outcome

Kara Hoffmann

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:

Evidence-Based Program that addresses the identified gaps aligned with the 5 Components of Reading Explicit and Systematic Phonological Awareness and Phonemic Awareness Instruction Systematic-explicit-recursive and cumulative phonics instruction

Rationale:

All selected interventions have tier 1 evidence of success and are in our district CERP. Evidence-Based Program: Addresses the identified gaps aligned with the 5 Components of Reading are a part of an adaptive blended learning program and are systematic and structured in their approach to the six areas of reading: phonological awareness, phonics, vocabulary, structural analysis, automaticity/fluency, and comprehension. Explicit and Systematic Phonological Awareness and Phonemic Awareness Instruction: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge. Systematic, explicit, recursive, and cumulative phonics instruction: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Small group instruction

Rationale:

Small group instruction allows students students multiple opportunities to respond to questions, practice multiple question types, receive clear feedback from the teacher, and the opportunity to learn from peers.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Lexia Core 5

Person Monitoring:

Hoffmann

By When/Frequency:

9/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Scholars will utilize personalized electronic instruction to support the ELA standards. This will be monitored through monthly data meetings.

Action Step #2

60 minute ELA intervention block supported by Title I teachers and paraprofessionals

Person Monitoring:

Hoffmann

By When/Frequency:

8/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The master schedule will identify the instructional block and Title I schedule will identify the supports. We will monitor the progress and scholar needs through monthly data and problem solving meetings and make adjustments as needed.

Action Step #3

Instructional programs will be used to provide phonological and phonemic awareness instruction

Person Monitoring:

Hoffmann

By When/Frequency:

9/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Heggerty, Kid Lips, Foundations, From Phonics to Reading will support the core. Monitoring will be done through weekly PLC, monthly data and problem solving meetings.

Action Step #4

60 minute intervention block will be designed to meet scholar need

Person Monitoring:

Hoffmann

By When/Frequency:

9/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Targeted intervention groups utilizing evidence based strategies and tools for instruction (SRA Corrective Reading, Spelling through Morphographs, Spelling Mastery, etc.) as student need requires. Mastery tests will be tracked to determine scholar success and data meetings will be held to analyze the impact upon overall proficiency.

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.

Although our overall math proficiency of 58% is 5 points higher than the 53% our scholars achieved in 2023, we will continue to focus on raising all scholars to proficiency. Mathematics is a foundational skill directly related to real-world problem solving needed for future success.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With intentional benchmark aligned instruction in the area of number sense and operations, we will increase our overall proficiency in math from 58% to 75%.

Using the strategies and action steps described below, we will increase our proficiency in each grade level as follows:

- Kindergarten will increase 82% to 85%
- Grade 1 will increase from 90% to 92%
- Grade 2 will increase from 80% to 85%
- Grade 3 will increase from 66% to 70%
- Grade 4 will increase from 48% to 55%
- Grade 5 will increase from 41% to 50%
- Grade 6 will increase from 82% to 85%

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Scholars will take STAR (K-2) or FAST (3-6) progress monitoring beginning, middle and end of year to monitor for the desired outcome.

Person responsible for monitoring outcome

Hoffmann

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:

We will implement small group instruction, visual representations, and frequent student practice opportunities in all math classrooms.

Rationale:

Implementing small group instruction allows students students multiple opportunities to respond to questions, practice multiple question types, receive clear feedback from the teacher, and the opportunity to learn from peers. Evidence shows small group instruction as a tier 1 intervention for all grade levels. Using visual models allow students who have difficulty grasping the relationship between math representations and abstract symbols to understand this across math concepts and ideas. Research shows using visual representation in the math classroom is a promising intervention for K-6. Planning frequent student practice opportunities that are both guided and independent helps students develop math proficiency. Research shows this is a promising intervention for grades K-3.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate 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

Eureka squared curriculum will be implemented with fidelity.

Person Monitoring:

Hayward

By When/Frequency:

9/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Math teachers will be trained to implement the core curriculum. This will be monitored through STAR/FAST in monthly data meetings and weekly PLC.

Action Step #2

Small group instruction will be utilized to meet scholar need.

Person Monitoring:

Hoffmann

By When/Frequency:

9/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data will be disaggregated to determine scholar need which will be addressed utilizing the appropriate support (Building Fact Fluency, I-ready toolbox, SRA Corrective Math, Practice Partners)

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.

An intentional effort to reduce absences will increase instructional time on task. Current data indicates that school wide attendance for last year was 87%. An increase in attendance should increase proficiency across all curriculums and assist in closing achievement gaps.

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.

Using the action steps described below, we expect to increase our attendance as follows:

- Kindergarten will increase from 84% to 90%
- Grade 1 will increase from 86% to 91%
- Grade 2 will increase from 87% to 92%
- Grade 3 will increase from 87% to 92%
- Grade 4 will increase from 89% to 95%
- Grade 5 will increase from 89% to 95%
- Grade 6 will increase from 87% to 92%

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 student records secretary will maintain a record of student absences and parental correspondence. Attendance will be monitored as part of the early warning systems at monthly data/problem solving meetings.

Person responsible for monitoring outcome

Hoffmann

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:

Design a safe environment Establish Positive Connections and Student-Teacher Relationships

Rationale:

Children who feel safe, wanted and welcomed at school will want to attend. Fostering high student expectations of success has an effect size of 1.44 (Hattie), making it a Tier 1 intervention.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Schoolwide use of the PBIS program

Person Monitoring:

Hoffmann

By When/Frequency:

8/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Staff will be trained in and use the Wildcat 200 PBIS program. Monitoring will be through the completion of the pawprint card.

Action Step #2

Establish a mentoring partnership between scholars with 25 or more absences and a staff member

Person Monitoring:

Hayward

By When/Frequency:

9/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Staff will select a scholar or scholars with whom they have an established relationship to mentor during the year. This should create a positive effect on the attendance of the scholars.

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.

<https://wes.myoneclay.net/>

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))

<https://wes.myoneclay.net/>

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

Clay County Schools

WILKINSON JUNIOR HIGH SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Clay County School Board.

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

Our mission at Wilkinson Junior High is to provide learning opportunities that increase academic achievement and cultivate a sense of self respect, accountability, and resilience within every student. As a school, we are dedicated to ensuring that every student receives a high quality education in a safe, supportive, and effective learning environment.

Provide the school's vision statement

At Wilkinson Junior High we believe it takes the collective effort among families, students, and the school staff to ensure a positive learning environment and successful outcomes for all students. As a school, we want to see parents committed to holding their student accountable and becoming an active participant in their student's education. Respectively, we want to see students acknowledge that their attitude, participation, and efforts determine their success in school. Lastly, we want to see our school staff continue to deliver high impact practices in an environment that promotes inclusivity and high expectations for all students.

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

Nate Warmouth

Position Title

Principal

Job Duties and Responsibilities

All things related to running an effective school, all principal duties

Leadership Team Member #2

Employee's Name

Jessica Rockwell

Position Title

Dean

Job Duties and Responsibilities

Dean, Title I Coordinator, Co-Dept Head SS

Leadership Team Member #3

Employee's Name

Chris Carella

Position Title

Assistant Principal

Job Duties and Responsibilities

All things related to running an effective school, all assistant principal duties

Leadership Team Member #4

Employee's Name

Micheala Moriarty

Position Title

Assistant Principal

Job Duties and Responsibilities

All things related to running an effective school, all principal duties

Leadership Team Member #5

Employee's Name

Stephanie Ammons

Position Title

Teacher, K-12

Job Duties and Responsibilities

ELA, Dept Head

Leadership Team Member #6

Employee's Name

Robin Campbell

Position Title

Teacher, K-12

Job Duties and Responsibilities

Science, Dept Head, Science Fair Coordinator

Leadership Team Member #7

Employee's Name

Steven Doughty

Position Title

Teacher, K-12

Job Duties and Responsibilities

Math, Dept Head

Leadership Team Member #8

Employee's Name

Linda Ford

Position Title

Teacher, K-12

Job Duties and Responsibilities

Support Facilitator, ESE Dept Head

Leadership Team Member #9

Employee's Name

Samantha Eaton

Position Title

Teacher, K-12

Job Duties and Responsibilities

Physical Education/Fine Arts Dept Head

Leadership Team Member #10

Employee's Name

Mylon Pope

Position Title

Teacher, K-12

Job Duties and Responsibilities

Social Studies, Dept Head

Leadership Team Member #11

Employee's Name

Mia Meakins

Position Title

Paraprofessional

Job Duties and Responsibilities

ESE Classroom Assistant

Leadership Team Member #12

Employee's Name

Tammie Sanford

Position Title

Parent Engagment Liason

Job Duties and Responsibilities

bookkeeper, community and parent liason

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.

Over the course of the 2023-2024 school year parents, teachers, staff, and students were surveyed for potential leadership, extracurricular, and SAC opportunities. Based on interests and results from the survey, the individuals on SAC were selected. All stakeholders were involved in the approval of the plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The SIP will be consistently monitored and revised for continuous improvement on a quarterly basis through data analysis during bi-weekly PLC groups, as well as data chats with administration team. Each quarter data from F.A.S.T PM's and/or district designed performance matters will be reviewed and utilized to drive further instructional decisions at the school level and within the classroom.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 7-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	25.9%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	95.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) 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: B* 2021-22: B 2020-21: 2019-20: B

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								124	144	268
One or more suspensions								57	53	110
Course failure in English Language Arts (ELA)								15	27	42
Course failure in Math								35	5	40
Level 1 on statewide ELA assessment								63	71	134
Level 1 on statewide Math assessment								47	24	71
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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								105	95	200

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year								2	5	7
Students retained two or more times								1	2	3

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								112	100	212	
One or more suspensions								88	57	145	
Course failure in ELA								6	8	14	
Course failure in Math								8	8	16	
Level 1 on statewide ELA assessment								177	112	289	
Level 1 on statewide Math assessment								55	38	93	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										289	

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								51	57	108	

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	8	10	
Students retained two or more times								1	2	3	

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 *	56	61	53	46	54	49	44	56	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	53	57	56				41		
ELA Learning Gains Lowest 25%	40	47	50				28		
Math Achievement *	71	72	60	67	69	56	60	33	36
Math Learning Gains	61	60	62				58		
Math Learning Gains Lowest 25%	57	57	60				55		
Science Achievement *	68	64	51	65	62	49	61	64	53
Social Studies Achievement *	80	83	70	82	81	68	79	59	58
Graduation Rate								63	49
Middle School Acceleration	56	61	74	59	63	73	62	46	49
College and Career Readiness								81	70
ELP Progress	50	56	49		44	40		67	76

*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	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	542
Total Components for the FPPI	9
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
60%	64%	54%	52%		58%	57%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	42%	No		
English Language Learners	50%	No		
Asian Students	73%	No		
Black/African American Students	69%	No		
Hispanic Students	58%	No		
Multiracial Students	68%	No		
White Students	59%	No		
Economically Disadvantaged Students	58%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	38%	Yes	4	
Black/African American Students	70%	No		
Hispanic Students	64%	No		
Multiracial Students	60%	No		
White Students	63%	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	34%	Yes	3	
English Language Learners	34%	Yes	1	

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%
Native American Students				
Asian Students				
Black/African American Students	51%	No		
Hispanic Students	58%	No		
Multiracial Students	58%	No		
Pacific Islander Students				
White Students	54%	No		
Economically Disadvantaged Students	47%	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 L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	56%		53%	40%	71%	61%	57%	68%	80%	56%			50%
Students With Disabilities	22%		34%	33%	44%	57%	51%	42%	67%	25%			
English Language Learners	25%		42%		75%	58%							
Asian Students	81%		46%		94%	69%							
Black/African American Students	61%		66%	61%	73%	65%	75%	78%	91%	54%			
Hispanic Students	49%		48%	33%	74%	56%	54%	53%	81%	71%			
Multiracial Students	64%		54%		71%	59%		85%	83%	61%			
White Students	55%		51%	39%	70%	61%	56%	67%	78%	54%			
Economically Disadvantaged Students	51%		51%	41%	67%	60%	55%	65%	80%	50%			

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	46%				67%			65%	82%	59%			
Students With Disabilities	19%				37%			46%	60%	29%			
Black/African American Students	52%				71%			85%	91%	53%			
Hispanic Students	52%				63%			72%	77%	56%			
Multiracial Students	39%				72%			45%	83%				
White Students	45%				66%			63%	82%	58%			
Economically Disadvantaged Students	41%				63%			62%	80%	50%			

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	44%		41%	28%	60%	58%	55%	61%	79%	62%			
Students With Disabilities	20%		28%	24%	31%	46%	44%	23%	54%	33%			
English Language Learners	27%		18%		36%	55%							
Native American Students													
Asian Students													
Black/African American Students	40%		35%	27%	53%	50%	50%	50%	81%	73%			
Hispanic Students	46%		46%	46%	57%	61%	67%	59%	86%	56%			
Multiracial Students	50%		48%		50%	56%	70%	63%	88%	36%			
Pacific Islander Students													
White Students	44%		40%	26%	61%	58%	53%	62%	77%	63%			
Economically Disadvantaged Students	38%		38%	24%	50%	56%	53%	49%	69%	46%			

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	7	58%	57%	1%	50%	8%
Ela	8	53%	58%	-5%	51%	2%
Math	7	59%	49%	10%	47%	12%
Math	8	70%	70%	0%	54%	16%
Science	8	65%	59%	6%	45%	20%
Civics		79%	81%	-2%	67%	12%
Algebra		82%	61%	21%	50%	32%
Geometry		100%	68%	32%	52%	48%

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?

We showed the most growth in our ELA scores, an 11% increase overall. 7th increased 16% and 8th grade increased 5% overall.

We focused on standard and benchmark questions and assessments, school wide ACE strategy (answer/cite/explain), school wide annotation anchor charts, school wide vocabulary.com twice per week.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Algebra dropped 17%. We had a teacher leave the week before school started and had numerous subs in place. We also tried to have our other Algebra teachers come in to catch students up 1-2 times per week. Did not have a full time, certified Math teacher in place until January. Students missed out on solid instruction for the first half of the year.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Aside from Algebra dropping 17% as mentioned above, our greatest decline was Civics, dropping 3%. We had a first year teacher teaching Civics, we also had our best Civics teacher resign at the end of the 1st quarter due to personal issues. We did not get a full time teacher until the second semester, who was also a first year teacher.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

All of our data was above the state average, including sub groups. We will continue to focus on improving all scores, in all areas.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

We would like to focus on improving attendance as well as reducing course subject failure rates

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

We have 3 goals for the '24-'25 school year:

- 1) Increase ELA from 56% to 60% overall
- 2) Increase Math from 65% to 69% overall
- 3) Continue to decrease our discipline and referrals as part of PBIS

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.

Our area of focus is to increase our ELA scores from 56% to 60% overall. Reading and writing is fundamental to our success in all facets of instruction. Although we had an 11% gain overall this past year, we are looking for ways to improve in order to get more students up to passing grade level reading/writing.

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.

7th grade will improve from 58% to 61%

8th grade will improve from 53% to 60%

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 PD, PLC's, department meetings.

Data used to track and monitor will be through FAST PM1, PM2, PM3

Person responsible for monitoring outcome

Nate Warmouth, Principal, oversees ELA team

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Explicit Vocabulary Instruction Visual Representation

Rationale:

Research shows that explicit vocabulary instruction is linked to vocabulary knowledge/acquisition and reading comprehension.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Progress Monitoring

Rationale:

Research has demonstrated that when teachers use student progress monitoring, students learn more, teacher decision making improves, and students become more aware of their own performance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Provide Additional Tutoring Programs Outside the School Day

Rationale:

Research shows that tutoring can provide significant learning gains for a wide range of students with varied abilities.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate 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

Explicit Vocabulary Instruction

Person Monitoring:

Nate Warmouth

By When/Frequency:

BI WEEKLY/ Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. School-wide implementation of Vocabulary.com as a supplemental part of our ELA/Reading Curriculum. Therefore, all core subjects will utilize Vocabulary.com as a supplement to address vocabulary benchmarks within their own classrooms. 2. Teachers, support facilitators, and assistants will provide small group instruction relative to explicit vocabulary and comprehension instruction. As the building principal and evaluator of the ELA and Social Studies Departments, Mr. Warmouth will monitor these action steps through participation in bi weekly PLC and Quarterly Data chats.

Action Step #2

Visual Representation

Person Monitoring:
Nate Warmouth

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. All classrooms will implement and visually display school-wide annotation posters, ACE posters, and classroom whiteboard to support school wide literacy instruction. 2. School-wide utilization and implementation of Interactive TV's (enhanced classroom equipment) to enhance student engagement, assist teachers with engaging and interactive lessons, and provided visual representations. Mr. Warmouth will monitor weekly through walk-throughs and instructional feedback.

Action Step #3

Progress Monitoring

Person Monitoring:
Nate Warmouth

By When/Frequency:
BI Weekly, monthly, and quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Teachers will utilize PLC's and data chats to analyze data and create plans for standard- base lessons and remediation/extension. 2. Support student achievement through Parent/Teacher conferences to discuss data and determine solutions as a partnership to better serve all students. Mr. Warmouth will participate in ELA PLC groups bi weekly and lead school literacy team monthly.

Action Step #4

Provide Additional Tutoring Programs Outside of the School Day

Person Monitoring:
Nate Warmouth/ Title I Lead

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Target Lower Quartile, SWD, and bubble students through after school tutoring (focus on Reading skills and other struggling standards/benchmarks). Mr. Warmouth and Title I Lead will monitor student tutoring enrollment, participation/attendance, as well as, cross reference student progress on PMI and PM2 as a result of tutoring.

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.

Our area of focus is to increase our Math scores from 65% to 70% overall. In particular, we will be looking to improve our 8th grade scores, as those dropped 3% this past school year. Although we had an overall 3% gain (7th was a 9% increase) overall this past year, we are looking for ways to improve in order to get more students up to passing grade level.

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.

7th grade will improve from 59% to 65%

8th grade will improve from 70% to 75%

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This will be monitored through PD, PLC's, department meetings.

Data used to track and monitor will be through FAST PM1, PM2, PM3

Person responsible for monitoring outcome

Micheala Moriarty, AP and oversees Math

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:

Small group instruction and Visual Representation

Rationale:

Research indicates that small group instruction supports differentiation, engagement, deeper understanding, and confidence building.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Progress Monitoring

Rationale:

Research has demonstrated that when teachers use student progress monitoring, students learn more, teacher decision making improves, and students become more aware of their own performance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Provide Additional Tutoring Programs Outside of the Regular School Day

Rationale:

Research shows that tutoring can provide significant learning gains for a wide range of students with varied abilities.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate 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

Small Group Instruction and Visual Representation

Person Monitoring:

Nate Warmouth/ Michaela Moriarty

By When/Frequency:

Weekly, bi weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Teachers, support facilitators, and assistants will provide small group instruction. 2. Math team will utilize PLC groups to focus and plan intentional small group instruction for remediation. 3. Incorporate Interactive TV's (enhanced classroom equipment) to enhance student engagement, assist teachers with engaging and interactive lessons, and provide visual representations. Mr. Warmouth and Ms. Moriarty will complete walkthroughs and provide instructional feedback each week; bi weekly, Mrs. Moriarty will participate in math PLCs.

Action Step #2

Progress Monitoring

Person Monitoring:

Nate Warmouth/ Michaela Moriarty

By When/Frequency:

bi weekly and quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Teachers will utilize PLC's and data chats to analyze data and create plans for standard- base lessons and remediation/extension. 2. Support student achievement through Parent/Teacher conferences to discuss data and determine solutions as a partnership to better serve all students. Ms. Moriarty will participate in Math PLC groups bi weekly and quarterly data chats.

Action Step #3

Provide Additional Tutoring Programs Outside of School Hours

Person Monitoring:

Nate Warmouth and Title I Lead

By When/Frequency:

quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Target Lower Quartile, SWD, and bubble students through after school tutoring (focus on mathematical concepts and other struggling standards/benchmarks). Mr. Warmouth and Title I Lead will monitor student tutoring enrollment, participation/attendance, as well as, cross reference student

progress on PMI and PM2 as a result of tutoring.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

According to data obtained from district Synergy reports, 748 students were referred during the 2023-2024 school year. When fewer discipline issues occur, students will spend more time engaged in class to maximize all student learning.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By using the strategies and action plan described below, we will increase positive behaviors (less discipline referrals) from 748 to under 700.

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.

Synergy Systems, monthly behavior reports will be observed.

Person responsible for monitoring outcome

Administration, Nate Warmouth, Principal

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:

Establish Positive Connections

Rationale:

Research indicates partnerships between schools and families can improve students' grades, attendance, persistence, and motivation.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Engage Students in Relevant Learning

Rationale:

Research shows a positive correlation between student engagement and student achievement.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Define & Teach Positive Expectations

Rationale:

Research shows that classroom management and student behaviors in the classroom are closely linked to student achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Establish Positive Connections

Person Monitoring:

Administration and Dean

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. School personnel (i.e., instructional and classroom support) will send a minimum of 2 positive postcards home each month 2. Teachers and administrators will conduct regular communication through email, phone calls, letters, and flyers. 3. Teachers will conduct parent teacher conferences (before or after school hours included). *Outside of required events. 4. Weekly highlights of our Eagles of the week. 5. Attend professional development (i.e., FASA or Get Your Teach On) to learn strategies for increasing positive connections and culture on a campus. School will use monthly newsletters, social media, school website, marquee, and fliers to inform parents of important events. The school will collectively monitor the impact through surveys and/or feedback, and monthly discipline and academic reports.

Action Step #2

Engage Students in Relevant Learning

Person Monitoring:

Administration

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Equip and utilize viewsonic interactive tvs, chromebooks, and chromebook carts to support visual,

clear, and engaging learning opportunities for students. 2. Equip and utilize hands on learning materials in classrooms. 3. Teachers will utilize Total Participation Techniques within their classroom instruction Title I Lead will survey for needs and administration will monitor utilization and effectiveness through walk throughs.

Action Step #3

Define and Teach Expectations

Person Monitoring:

Administration and Dean

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Create, print, and/or provide visual aide of positive school wide expectations to be utilized and followed in every classroom and common areas. 2. Administration will conduct semester success meetings with students and teachers. 3. All teachers and staff will implement and refer to the school-wide behavior matrix. 4. Use "Caught Ya Soarin" passes to positively and specifically recognize students going above and beyond the expectations. Administrators will review discipline data weekly/monthly. Teachers will complete a student of the week form each week, admin will monitor the weekly reports.

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