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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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

George W. Munroe will provide intentional high quality instruction that increases student learning and teacher growth through professional collaboration for all learners in a safe and respectful school environment for all stakeholders.

Provide the school's vision statement

George W. Munroe's vision is to provide high quality standards-based instruction that prepares and develops students academically and socially beyond their foundational years using a T.E.A.M approach.

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

Germaine Kirkland

Position Title

Principal

Job Duties and Responsibilities

To provide leadership in the design, development, implementation, and evaluation of a comprehensive program of instructional and support services which optimize available resources to establish and maintain a safe, caring, and enriching environment that promotes student success.

Leadership Team Member #2

Employee's Name

Sonja Wilson-Lewis

Position Title

Assistant Principal

Job Duties and Responsibilities

To assist the school leader with administrative and instructional functions to meet the needs of students and the growth of teachers while carrying out the vision, mission of the school and district.

Leadership Team Member #3

Employee's Name

Denesha Kitchen

Position Title

Assistant Principal

Job Duties and Responsibilities

To assist the school leader with administrative and instructional functions to meet the needs of students and the growth of teachers while carrying out the vision, mission of the school and district.

Leadership Team Member #4

Employee's Name

Chinita Bascom

Position Title

Guidance Counselor

Job Duties and Responsibilities

To provide students with educational and social counseling, identify and coordinate all available resources to empower students to reach their full potential in addition to partnering with teachers to assist them through the process of intervention and academic and behavioral student needs.

Leadership Team Member #5

Employee's Name

Brittanica Wilson-Thomas

Position Title

ESE Resource Teacher

Job Duties and Responsibilities

To partner with teachers and assist students with learning strategies to utilize in the classroom.

Leadership Team Member #6

Employee's Name

Gwendolyn Forehand

Position Title

Teacher K-12

Job Duties and Responsibilities

To provide a safe environment in which students progress and meet academic milestones through intentional planning and instruction in addition to the attending leadership team meetings, facilitating grade level meetings, and supporting the vision and mission of the school.

Leadership Team Member #7

Employee's Name

Brandon Hill

Position Title

Teacher K-12

Job Duties and Responsibilities

To provide a safe environment in which students progress and meet academic milestones through intentional planning and instruction in addition to attending leadership team meetings, facilitating grade level meetings, and supporting the vision and mission of the school.

Leadership Team Member #8

Employee's Name

Curlie Harris

Position Title

Teacher K-12

Job Duties and Responsibilities

To provide a safe environment in which students progress and meet academic milestones through intentional planning and instruction in addition to attending leadership team meetings, facilitating grade level meetings, and supporting the vision and mission of the school.

Leadership Team Member #9

Employee's Name

Heather Jones

Position Title

Teacher K-12

Job Duties and Responsibilities

To provide a safe environment in which students progress and meet academic milestones through

intentional planning and instruction in addition to attending leadership team meetings, facilitating grade level meetings, and supporting the vision and mission of the school.

Leadership Team Member #10

Employee's Name

Linda Battles

Position Title

Teacher K-12

Job Duties and Responsibilities

To provide a safe environment in which students progress and meet academic milestones through intentional planning and instruction in addition to attending leadership team meetings, facilitating grade level meetings, and supporting the vision and mission of the school.

Leadership Team Member #11

Employee's Name

Melinda Tindall

Position Title

ESE Resource Teacher

Job Duties and Responsibilities

To partner with teachers and assist students with learning strategies to utilize in the classroom.

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.

As a school, a School Improvement workshop is conducted prior to the start of school and members of the team are comprised of those faculty and staff who represent the various departments/subject of the school. We draft goals based on previous school year data. These goals and school-wide areas of focus are then shared school-wide where feedback and input is encouraged. The school improvement plan is then shared with our parents and other community stakeholders at our School Advisory Council Meetings. The school has various partnerships with local businesses, Greek organizations and faithbased organizations where we share and discuss our school goals for improvement and how they can support this effort. These are all forums, meetings, and opportunities for our stakeholders to provide input and helpful suggestions as to how we can reach our goals as a 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))

The school improvement plan will be regularly monitored at the school and district level. The school will create and checkpoints for the progression of academic standards by grade level while making sure the implementation of the approved core Reading and Math programs are being taught with fidelity through administrative observations and walkthroughs. State approved Intervention programs for Tier 2 & 3 instruction will also be closely monitored for its effectiveness. As we follow and monitor the data from the core and intervention programs, this will help administration create new task if necessary for greater impact. This will include the adjusting or modifying of curriculum tasks and/or resources to ensure the increase of student achievement. Monitoring will be conducted on a monthly basis so they we can continually identify points of progress and areas of improvements, so we can reevaluate strategic plans of action.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-4
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	98.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	TSI
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)	ENGLISH LANGUAGE LEARNERS (ELL)* BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: C* 2021-22: F 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	100	103	112	94	76					485
One or more suspensions	0	1	1	0	0					2
Course failure in English Language Arts (ELA)	6	17	13	20	35					91
Course failure in Math	6	26	8	14	31					85
Level 1 on statewide ELA assessment	6	12	32	42	19					111
Level 1 on statewide Math assessment	6	18	30	29	21					104
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	75	76	109	91						351
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	6	18	30	29	21					104

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	25	43	32	37	47					184

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	6	3	4	14	2					29
Students retained two or more times	0	0	0	2	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	55	38	33	46						172
One or more suspensions	7	2	2	6						17
Course failure in ELA	14	12	8	57						91
Course failure in Math	15	10	3	46						74
Level 1 on statewide ELA assessment				54						54
Level 1 on statewide Math assessment				6						6
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	88	100	83	101						372

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	55	44	34	77						210

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	7	1	13						24
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 *	33	30	57	24	24	53	17	27	56
ELA Grade 3 Achievement **	33	36	58	24	29	53			
ELA Learning Gains	93	52	60						
ELA Learning Gains Lowest 25%		64	57						
Math Achievement *	40	39	62	48	37	59	29	36	50
Math Learning Gains	73	57	62						
Math Learning Gains Lowest 25%		63	52						
Science Achievement *		8	57		26	54		32	59
Social Studies Achievement *								54	64
Graduation Rate								27	50
Middle School Acceleration								62	52
College and Career Readiness									80
ELP Progress	50	52	61	42	59	59	40		

*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)	TSI
OVERALL FPPI – All Students	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	322
Total Components for the FPPI	6
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
54%	41%	29%	35%		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%
English Language Learners	37%	Yes	1	
Black/African American Students	28%	Yes	3	3
Hispanic Students	44%	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	29%	Yes	4	2
English Language Learners	42%	No		
Black/African American	27%	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%
Students				
Hispanic Students	45%	No		
Economically Disadvantaged Students	39%	Yes	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%
Students With Disabilities	24%	Yes	3	1
English Language Learners	18%	Yes	1	1
Native American Students				
Asian Students				
Black/African American Students	20%	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%
Hispanic Students	30%	Yes	1	1
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	29%	Yes	1	1

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	33%	33%	93%		40%	73%							50%
English Language Learners	21%	21%			57%								50%
Black/African American Students	28%	28%			28%								
Hispanic Students	36%	36%			55%								49%
Economically Disadvantaged Students	32%	32%	93%		40%	73%							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	24%	24%			48%								42%
Students With Disabilities	23%	23%			41%								
English Language Learners	29%	29%			43%								68%
Black/African American Students	20%	20%			41%								
Hispanic Students	28%	28%			56%								67%
Economically Disadvantaged Students	22%	22%			46%								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	17%				29%								40%
Students With Disabilities	24%				24%								
English Language Learners	7%				7%								40%
Native American Students													
Asian Students													
Black/African American Students	10%				29%								
Hispanic Students	23%				26%								40%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	17%				28%								42%

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%	37%	-5%	55%	-23%
Math	3	38%	46%	-8%	60%	-22%

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 although slightly was our ELA achievement. This year because of the incoming group, we put an emphasis on students reading daily, responding to, and interacting with text across the subjects. PLC's focused on data and progress monitoring of that data followed by celebrations big and small.

Lowest Performance

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

This year although there was growth, our ELA Achievement and ELA Grade 3 Achievement shows the lowest performance of all components. We have been without a Reading Coach for 3 years which would be a great support to new, novice, and veteran teachers. A Reading Coach would help the school as well as teachers grow and implement best practices.

Greatest Decline

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

Math Achievement is the area that showed the greatest decline from the prior year. Because of the reading deficiencies in the previous grade level, incoming 3rd grade students struggled. Previously, our Math support from PAEC was a great partnership. This school term that support was not as prevalent in the school. The consistent support, individual feedback, modeling, and Math resources provided by PAEC was a huge gap this past 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.

The component with the greatest gap when compared to the state average was ELA Grade 3 Achievement. The transition and academic gaps from Grade 2 to Grade 3 made a huge impact. We are still working on building capacity in Grade 2 to ensure they have learned to read so that by Grade 3, they are reading to learn.

EWS Areas of Concern

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

Attendance and the number of students who have a substantial reading deficiency per grade level are areas of concern.

Highest Priorities

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

1. Substantial reading deficiencies
2. Building Teacher capacity in new grade level through intentional and collaborative planning for instruction
3. Human Resources such as interventionists, paraprofessional classroom support, and certified teachers
4. Attendance: late arrivers, picked up early, and absences
5. Positive School Climate & Culture

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.

George W. Munroe will continue to focus on increasing student achievement across the grade levels and in ELA and Math. Implementing standard-based instruction to provide students at the earliest grade levels with foundational skills to support the academic progress of students being prepared by third grade to read to learn in all academic subject areas. To achieve this goal, teachers will consistently, purposefully, and collaboratively plan standards-based lessons that are engaging and meet the needs of various learners. Strong collaboration within and among grade levels will assist with increased accountability, intentional planning and improved instructional momentum. Strategically planned and facilitated PLCs will provide opportunities for success by maximizing our instructional strengths, strengthening our instructional areas of opportunities and improving the academic forward progress of 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 measurable outcome for this area of focus will include a 95% attendance rate for administration, teachers, resource teachers and support staff for weekly scheduled Professional Learning Communities. ELA will increase from students performing at a 33% level 3 or higher proficiency to students performing at a 43% level 3 or higher (+10) In Math, we will increase from 40% to 50% (+10) of students performing at a level 3 or higher proficiency. There will be learning gains of at least 60% in ELA and Math for students retained in third 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.

The area of focus will be monitored by school administrators and district support team to include Professional Learning. The administration will also collaborate with the State Regional Literacy Director and PAEC for Math Support. The collaborative team will use classroom walkthroughs and

provide professional development based on needs observed, student data, and teaching experience. Attendance and teacher feedback will be monitored with sign-in sheets and feedback surveys. Implementation walk-through observations of instructional strategies will also be conducted to provide teachers with timely and relevant feedback.

Person responsible for monitoring outcome

Sonja Wilson-Lewis

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:

Weekly Collaborative Planning PLCs with standards aligned learning targets with the end in mind to ensure students are successful on school/state assessments will be a focus.. Teachers and students will continue to develop a way of working focused on reviewing, analyzing, and responding to data to guide forward academic progress. PLCs designed with teacher and student success will assist teachers in developing strong instructional best practices based on data to inform instructional decisions to guide small groups, differentiation, and enrichment. Planning PLCs include the teachers planning a week in advance to know and understand the standards and set student targets. Meetings will include teacher dialogue, modeling of common student misconceptions, what instructional strategies look and sound like, and how teachers will know a student has learned the intended target. Student work samples and data will serve as evidence to make adaptations through small groups, remediation, or reteach activities.

Rationale:

George W. Munroe students will benefit from Intentional, collaborative planning that addresses what they are to learn, how they will learn it, monitoring of their learning through practice and data, and what will happen if they don't learn it. Research has shown that educational best practices identify the use of small learning communities as one of the most effective methods of promoting and implementing professional learning and introducing new concepts to teachers. George W. Munroe teachers will benefit from PLCs by increasing their content knowledge and teacher capacity while continuing to develop a toolbox of effective best practices, so implementation of instructional strategies and standard-based instruction is seamless.

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 Communities

Person Monitoring:

Germaine Kirkland

By When/Frequency:

weekly

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

All weekly PLC will have a direct impact on student learning. Agendas and sign-in sheets are required for every meeting. Weekly classroom walk-throughs and observations with feedback will be conducted by administrators. Teacher and student growth will be monitored by school, district, and state assessments.

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.

George W. Munroe's school continues to have various subgroups that are in critical need for school-wide improvement. Students with Disabilities, English Language Learners, Hispanic students and Economically Disadvantaged students have all shown a need for improvement in the areas of ELA and Math in previous years. Since we are a Title 1 school, the majority or all students are represented in the economically disadvantaged. Often our students come from homes where parents/guardians are unable assist them academically.

Measurable Outcome

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

By the end of the 2024-25 school year, Economically Disadvantaged students will increase their proficiency rate on the state F.A.S.T in both ELA and Math by 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.

Students' baseline and STAR data will be utilized to support implemented interventions put in place by school administrators. Students' weekly assessment data will be monitored by teachers, administration and support teams to support small group and pull out instruction. Weekly, district, and F.A.S.T. data will be monitored for student academic progression. Data chats will be held between both administration and students and teachers and students to establish goals based on students' performance levels. The Guidance Counselor and Social Worker will closely monitor daily attendance

and follow district attendance guidelines for interventions for students who are habitually tardy, leave early, or absent. Guidance counselors and teachers will meet monthly to exchange information on students identified through classroom progress monitoring as Tier 3 and guide them through the documented process of MTSS. Information gathered during the monthly meetings will be reported to the administrative team weekly.

Person responsible for monitoring outcome

Denesha Kitchen

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:

Implemented progress monitoring in conjunction with the use of the Multi-Tiered Systems of Supports and implemented strategic interventions that speak to academic or behavioral needs of the student will be the primary evidence-based strategies. Facilitated training with teachers and staff will be conducted to ensure appropriate identification and effective implementation of the MTSS for timely and relevant recommendations for students. Teachers, the instructional Reading coach, the Guidance Counselor, and administration will collaboratively implement the process with district support using student data to determine the next action steps.

Rationale:

The rationale for using the MTSS Framework is because it is an evidence-based model that focuses on the whole child. MTSS first addresses Tier 1 instruction and uses the data to implement specific interventions based on individual student needs. The MTSS also addresses other relevant areas of focus to include attendance, behavior and social and emotional needs which directly impact a student's 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:

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

MTSS

Person Monitoring:

Denesha Kitchen

By When/Frequency:

monthly

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

Action steps that will be taken are to administer baseline assessments and weekly assessments to

collect data to be used in data chats with administration, teachers, students and MTSS team stakeholders. Continued implementation of weekly PLCs that address weaknesses or areas of improvement targeting the building of teacher capacity and student need. Continuous monitoring of weekly and progress monitoring data to make informed decisions about subgroups and interventions needed to supplement academic progress in ELA and Math. Individual and collaborative team meetings will include ESE Resource teachers and ELL supports that focus on MTSS strategies and the incorporation of developing pull out/push in schedules. These schedules will support students in whole group instruction and focus on specific targeted areas in small groups. Classroom walk-throughs to ensure standard-based instruction and effective instructional strategies are being implemented in ELA and Math.

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.

We are a district that is making strides with teacher salaries and retention incentives which is providing us with a competitive edge to compete with the salaries of neighboring counties. As we continue to improve, research has found that teachers would overlook a small difference in salary if they were under instructional leadership that has established a positive culture and environment. Teachers are more apt to remain in a school environment where they are recognized, celebrated, and appreciated for their contributions to student achievement based on common/school-wide beliefs and practices that all stakeholders are vested in. This would impact high or improving attendance rates by staff, improved collaborative relationships, and ultimately increased student achievement. The Mental Health awareness of teachers is an area that we also have to acknowledge so that they feel part of a school family community that will continue to encourage and support them all 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.

George W. Munroe plans to establish an effective New Staff/New Teacher Site-Based Mentoring Program while also maintaining the resiliency of veteran staff and their contribution to the school. Through participation in Collaborative Planning weekly, Quarterly "Stay" Interviews, and providing targeted incentives for attendance, student growth, and professional growth it is our goal to establish a culture of positivity, sense of inclusion and family as we develop teacher capacity in a environment that is safe and inviting.

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 School Climate Surveys, Monthly Attendance Tracking Data, formal and informal walkthroughs/observations, student discipline reports, "Stay" Interview Collection data, and data from the number of participants receiving recognition/rewards from targeted incentives for attendance, student growth, and professional growth.

Person responsible for monitoring outcome

Sonja Wilson Lewis (lewissonja@gcpsmail.com)

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 Education Association (NEA) have noted key factors prior to the pandemic, but now those factors have multiplied and led to even more educators old and new feeling exhausted, demoralized, stressed, and overwhelmed. We want to support teachers by providing a positive work environment that fosters collaboration, supportive coaching, timely feedback, and encouraging professional growth. All this will done through a focus on respect, recognition, and reward in order to retain effective employees.

Rationale:

The interventions listed support overall well-being, engagement, and a supportive culture and climate that is key to teacher recruitment and retention which leads to stability and growth for the school, teachers, and students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:**Action Step #1**

"GameChanging Behavior.....4G"

Person Monitoring:

Sonja Wilson Lewis

By When/Frequency:

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

Each week faculty and staff will receive recognition in the school "Pirate Weekly" that highlights attendance, collaboration efforts, or any other "GameChanging" behavior. Category 1 teachers will be assigned a mentor and teacher buddy with monthly check-in activities. Monthly celebrations of birthdays, data, and attendance will be provided in an effort to show they are valued. Collegial Walks to Learn will be implemented to aide in professional growth and support. School-wide rewards and incentives will be in place to contribute to the overall belonging to an organization that fully supports staff well-being.

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://gwmes.gadsdenschools.org/>

George W. Munroe Elementary will use various methods to increase transparency in communication with all stakeholders. We will utilize the following methods: email, school website, school newsletter, school events virtual or face to face, school advisory council meetings, school leadership and grade level meetings, Quarterly Parent Expos. Since we serve a population of Hispanic students, every effort is made to share information in written form in their native language as well as secure a translator when applicable.

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))

George W. Munroe will 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. This will be achieved through written communication via flyers, letters, social media, mid progress reports, end of 9 weeks report cards, school events on campus, school advisory council meetings, encouraging parent volunteers on campus, and sharing important dates and events via email, telephone, or Skylert (one-voice calls).

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))

George W. Munroe will plan for bell to bell instruction and a strict adherence to following the Master Schedule. Teachers will participate in weekly collaborative planning and monthly professional development to support teacher growth and student needs. There will be mandatory uninterrupted instructional time so teachers can focus on teaching and students learning. As a school we will provide small group instruction that addresses differentiation of students who are fragile learners and those that will benefit from enrichment and acceleration. All efforts will be supported by the Administrative Team, Reading Coach, School Counselor and Interventionists.

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))

George W. Munroe will ensure all programs used are state evidence-based programs for core and interventions. Our school ensures that all students with disabilities and English Language Learners are allowed the required accommodations in the classroom and on state assessments. We also will continue to prepare and train highly qualified teachers who support the school vision and mission in increasing student achievement.

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))

George W. Munroe's Guidance Counselor, site Social Worker, ESE Resource Teachers, district ESE department as well as the district Headstart/PreK Mental Health program work closely together to be able to provide the necessary services to students and their families. Our students also attend Character Education at least once a week where we focus on being a good Pirate citizen along with other SEL activities.

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))

Our students are at a very impressionable age, so we host a career day fair at the school. Students get an opportunity to be able to interact with local professionals in the community that introduce them to careers they may or may not be familiar with. Career Day gives our young students an opportunity to explore various career options such as dentist, nursing, law enforcement, etc.

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)).

We will continue to follow our MTSS protocols facilitated by our Guidance Counselor and Social Worker for students who are facing challenges with behavior which include individual and/or group counseling sessions. This year we will use a PBIS system where students are allowed to earn "Pirate Bucks" to shop from the "Pirate Treasure Chest" as an incentive and reinforcement for positive behavior.

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 participate in weekly Professional Learning Communities that focus on Standards Based Planning, Standards Based Instruction, Conditions for Learning, and Professional Responsibilities in an effort to build capacity and teacher content knowledge. Teachers will also participate in professional learning opportunities offered through PAEC, the district, and all other trainings directly related to supporting our school goals.

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))

Several local daycares/learning centers have students enrolled in their preschool program. As Principal, we share readiness checkpoints and milestones that will help with the smooth transition into our elementary school program.

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.

George W. Munroe along with guidance of district leaders will review and commit to monitoring and the adherence of protocols to ensure strategies and implementation is based on needs supported by data analysis. This information will be collected, published, and discussed at school board meeting among school and community stakeholders.

Specifics to Address the Need

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

Specific Resource(s):

KPALS is a program that focuses on phonemic awareness, letter-sound recognition, sight word reading, and decoding, it is a great beginning for students to gain a basic fundamental foundation for reading.

Corrective Reading and Phonics for Reading are programs for upper elementary struggling readers that uses scripted, structured lessons focused on phonics, fluency, and comprehension.

Magnetic Reading is a comprehensive foundational skills program that delivers explicit, systematic foundational skills instruction in grades K-2.

Evidence-based practices used will provide interventions through small groups and/or one on one from teacher, support staff, ESE resource staff, and ESOL support.

Rationale

We use data from multiple data points to identify student need such as standardized test scores, classroom observations, formative assessments, and even anecdotal records. Using evidenced based programs supports our efforts to bridge academic gaps for our struggling readers.

Plan to address the need

We will implement our researched based curriculum with fidelity for Tier 1 instruction with fidelity. The implementation of the curriculum will be monitored by administrators as well as allow teachers to have collaborative input during weekly PLC's.

All teachers will be designated a specific time for interventions, and small group daily, and adjustments will be made to groups and/or classes based on progress monitoring data and teacher input.

Timeline

There will be ongoing progress monitoring after the completion of every ELA module as will as the use of progress monitoring from school, district, and state level (August 2024-May 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