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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

The mission of the Greensboro Elementary School is to foster a love of learning in an innovative, cooperative climate using research-based programs and educational best practices.

Provide the school's vision statement

Our vision at Greensboro Elementary is to provide students with the skills in Reading , Writing, Math, and Science to make them lifelong learners and successful members of 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

Stephen Pitts

Position Title

Principal

Job Duties and Responsibilities

The Principal is the instructional and operational leader within the school community and is critical to improving student outcomes through the hiring, development, support, supervision and retention of high-quality instructional and support staff. As the school leader, the Principal creates a culture of rigorous learning, belonging and engagement for staff, students and families through collaboration and distributive leadership. In alignment with the Florida Principal Standards, the Principal leads the school team to increased school and student outcomes by prioritizing instruction while effectively balancing the operational, safety, and policy responsibilities of a school-building leader.

Leadership Team Member #2

Employee's Name

James Mills

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.

Leadership Team Member #3

Employee's Name

Rena Nelson

Position Title

Reading Coach

Job Duties and Responsibilities

The Instructional Coach plays a vital role in the school improvement process by supporting teachers in implementing effective reading strategies and practice. Responsibilities include providing targeted professional development, modeling best practices in literacy instruction, and offering personalized coaching to enhance teachers' instructional skills. The Instructional Coach collaborates with teachers to analyze student data, identify areas of need, and develop intervention plans that support all learners, particularly those struggling with reading. The Instructional Coach also works closely with the administration to align reading instruction with school-wide goals and curricular standards. By fostering a culture of continuous learning and improvement, the Instructional Coach helps ensure that every student can develop strong literacy skills, contributing to overall academic success.

Leadership Team Member #4

Employee's Name

Sallie Murphy

Position Title

Teacher, K-12

Job Duties and Responsibilities

The Teacher provides an educational atmosphere in which students will move toward the fulfillment of

their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with district philosophy, goals, and objectives. Grade-level chairs schedule and facilitate grade-level meetings, events, and resource allocation requests. The Teacher also collects, reviews, disaggregates, and reports student achievement data for use in modifying Tier 1 instruction and determining how to best align interventions to student need.

Leadership Team Member #5

Employee's Name

Pamela Bryant

Position Title

Teacher, K-12

Job Duties and Responsibilities

The Teacher provides an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with district philosophy, goals, and objectives. Grade-level chairs schedule and facilitate grade-level meetings, events, and resource allocation requests. The Teacher also collects, reviews, disaggregates, and reports student achievement data for use in modifying Tier 1 instruction and determining how to best align interventions to student need.

Leadership Team Member #6

Employee's Name

Erica Bates-Jackson

Position Title

Teacher, K-12

Job Duties and Responsibilities

The Teacher provides an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with district philosophy, goals, and objectives. Grade-level chairs schedule and facilitate grade-level meetings, events, and resource allocation requests. The Teacher also collects, reviews, disaggregates, and reports student achievement data for use in modifying Tier 1 instruction and determining how to best align interventions to student need.

Leadership Team Member #7

Employee's Name

Sandra Allen

Position Title

Teacher, K-12

Job Duties and Responsibilities

The Teacher provides an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with district philosophy, goals, and objectives. Grade-level chairs schedule and facilitate grade-level meetings, events, and resource allocation requests. The Teacher also collects, reviews, disaggregates, and reports student achievement data for use in modifying Tier 1 instruction and determining how to best align interventions to student need.

Leadership Team Member #8**Employee's Name**

Dawn Weeks

Position Title

Library Media Technologist

Job Duties and Responsibilities

The Library Media Technologist is responsible for textbook inventory, media circulation, and the school-wide Accelerated Reader program. Recognition events throughout the year will be held for class participation and student progress. In addition, the Library Media Technologist is in charge of technology on campus. The Library Media Technologist assesses computers and discusses with the administration if a fine needs to be issued. She works through computer issues closely with the IT to resolve issues that may arise.

Leadership Team Member #9**Employee's Name**

Sandra McMillan

Position Title

Teacher, ESE

Job Duties and Responsibilities

The MTSS Coach coaches teachers on collecting and analyzing data in order to best support students during all tiers of instruction: Tier 1, Tier 2, and Tier 3. The MTSS Coach schedules and facilitates monthly MTSS meetings with teachers and content specialists on campus so that the team can closely track student progress and identify new support systems for students when the data suggests that a change may be necessary. As an interventionist, she is knowledgeable about diagnostic tools and the various intervention materials and strategies that are available to use with

students. The MTSS Coach will utilize the reading and math instructional focus tracker to guide the intervention process

Leadership Team Member #10

Employee's Name

Jamila Paul-Jackson

Position Title

School Counselor

Job Duties and Responsibilities

The School Counselor plays a pivotal role in the school improvement process by supporting the academic and social-emotional development of all students. Responsibilities include providing individual and group counseling to help students navigate personal and academic challenges, fostering a positive and inclusive school culture, and promoting mental health and well-being. The School Counselor collaborates with teachers, administrators, and parents to develop and implement programs that address the diverse needs of the student body, including conflict resolution, peer relationships, and stress management. Additionally, the School Counselor is integral to the implementation of Positive Behavioral Interventions and Supports (PBIS), a proactive approach to creating a positive school climate. The School Counselor works closely with staff to develop and reinforce school-wide behavioral expectations, monitor student behavior data, and design interventions that encourage positive behaviors and reduce disciplinary issues. The School Counselor also leads initiatives that recognize and reward positive student behavior, fostering a supportive environment that motivates students to make positive choices.

Leadership Team Member #11

Employee's Name

Destiny Tolbert

Position Title

School Social Worker

Job Duties and Responsibilities

The School Social Worker provides mental health support and training in schools and communities and assists with Youth Mental Health First Aide, behavioral concerns, positive behavioral support, academic and classroom support, consultation with teachers, parents and administrator as well as provide individual and group counseling/therapy. The School Social Worker is also the primary contact for the collection and analysis of attendance data and interventions. The School Social Worker connects families with outside agencies and resources as needed.

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 recognizes all stakeholders and their importance in building the academic climate and culture of the school. The school strives to build healthy and positive relationships with all stakeholders to include students, teachers, staff, families, and community leaders.

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 quarterly by the administrative and leadership teams. Revisions will be made as deemed necessary.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-3
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	93.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	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)	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: A* 2021-22: B 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	22	26	25	20	0	0	0	0	0	93
One or more suspensions	1	0	2	2	0	0	0	0	0	5
Course failure in English Language Arts (ELA)	6	2	6	5	0	0	0	0	0	19
Course failure in Math	4	2	5	3	0	0	0	0	0	14
Level 1 on statewide ELA assessment	7	16	17	16	0	0	0	0	0	56
Level 1 on statewide Math assessment	7	24	11	13	0	0	0	0	0	55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	15	4	8	9						36
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	14	8	9	3	0					34

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	1	0	0	0	0	0	2

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	2	6	2	0	0	0	0	0	16
Students retained two or more times	0	0	1	1	0	0	0	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	5	4	7	11						27
One or more suspensions	2	3	6	10						21
Course failure in ELA	7	7	1	9						24
Course failure in Math	5	6		8						19
Level 1 on statewide ELA assessment				18						18
Level 1 on statewide Math assessment				9						9
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

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

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

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

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	32	30	57	47	24	53	42	27	56
ELA Grade 3 Achievement **	32	36	58	47	29	53			
ELA Learning Gains	50	52	60						
ELA Learning Gains Lowest 25%	64	64	57						
Math Achievement *	73	39	62	81	37	59	65	36	50
Math Learning Gains	100	57	62						
Math Learning Gains Lowest 25%	63	63	52						
Science Achievement *	8	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	59	52	61	47	59	59	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 (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	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	346
Total Components for the FPPI	6
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
58%	59%	61%	47%		48%	73%

* 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	54%	No		
Black/African American Students	36%	Yes	1	
Hispanic Students	55%	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%
English Language Learners	47%	No		
Black/African American Students	67%	No		
Hispanic	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%
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Students

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%
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Students With Disabilities

54%

No

English Language Learners

61%

No

Native American Students

Asian Students

Black/African American Students

54%

No

Hispanic 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%
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	63%	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	32%	32%	50%		73%	100%							59%
English Language Learners	40%	40%			75%								59%
Black/African American Students	20%	20%			67%								
Hispanic Students	42%	42%			73%								61%
Economically Disadvantaged Students	31%	31%			71%								62%

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	47%	47%			81%								47%
English Language Learners	19%	19%			88%								62%
Black/African American Students	61%	61%			78%								
Hispanic Students	22%	22%			83%								61%
Economically Disadvantaged Students	45%	45%			78%								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	42%				65%								77%
Students With Disabilities	27%				80%								
English Language Learners	33%				72%								77%
Native American Students													
Asian Students													
Black/African American Students	43%				65%								
Hispanic Students	42%				65%								79%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	41%				69%								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	31%	37%	-6%	55%	-24%
Math	3	69%	46%	23%	60%	9%

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 showing the most improvement was overall learning gains in mathematics. This increase was based on 10 retained students. This cell was not present during the 2022-23 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.

The lowest performing data component was ELA Achievement at 32%. The 32% total is 15% lower than during the 2022-23 school year and 10% lower than during the 2021-22 school year. Grade-level instruction in reading, especially foundational skills in grades PK through 2, has been weak for the past few school years. This issue compounds the remediation needed once students reach grade 3 and must take the statewide assessment in ELA.

Greatest Decline

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

The data element showing the greatest decline from the prior year was ELA Achievement with a 15% drop (32% for 2023-24 compared to 47% for 2022-23). Grade-level instruction in reading, especially foundational skills in grades PK through 2, has been weak for the past few school years. This issue compounds the remediation needed once students reach grade 3 and must take the statewide assessment in ELA.

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.

When compared to the state average, ELA Achievement shows the greatest gap. ELA Achievement is 25% lower (at 32%) compared to the state average at 57%. Grade-level instruction in reading, especially foundational skills in grades PK through 2, has been weak for the past few school years. This issue compounds the remediation needed once students reach grade 3 and must take the

statewide assessment in ELA.

EWS Areas of Concern

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

1. Student Attendance
2. 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.

1. ELA Achievement
2. Early Literacy (PK-2)
3. Black/African-American Subgroup
4. 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.

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.

This Area of Focus was chosen due to receiving only 36% on the Federal Percent of Points Index. 2023-24 marks the first year that this subgroup did not meet the 41% threshold. 54% of the student population is classified as Black/African American. This Area of Focus is critical to ensuring we are meeting the growth and achievement needs of this subgroup.

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 2023-24 school year, only 36% of points from the Federal Percent of Points Index within the Black/African American subgroup was achieved. For the 2024-25 school year, 55% of points from the Federal Percent of Points Index within the Black/African American subgroup will be achieved.

Monitoring

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

Using a comprehensive data wall, the School-Based Leadership Team (SBLT) will monitor the progress and achievement of the Black/African American subgroup following each statewide and district progress monitoring assessment in both ELA and math. Results will be displayed by subgroup for both ELA and math furthered stratified by grade level and teacher. For students not making progress or meeting proficiency targets, additional support from the instructional coach and/or administrative team will be provided.

Person responsible for monitoring outcome

James Mills (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:

Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

Rationale:

Seven studies that examined interventions teaching students inferential language and vocabulary meet WWC group design standards and include a relevant outcome. Two studies found that the recommended practices had positive effects on vocabulary outcomes, and four studies found no discernible effects on vocabulary outcomes. The studies that found positive effects meet WWC group design standards without reservations. The two studies that found positive effects were implemented in the United States during scheduled classes with students in kindergarten and 1st grade; one study examined general education students, and one included students at risk for reading difficulties. These two studies compared students receiving the intervention to students receiving regular classroom instruction. All four studies examining listening comprehension outcomes found no discernible effects. No study that meets WWC group design standards examined effects on syntax outcomes. Overall, the body of evidence indicated positive but inconsistent findings for vocabulary outcomes, no discernible effects for listening comprehension outcomes, and no findings on syntax outcomes. Therefore, the panel and staff assigned a minimal level of evidence to this recommendation.

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

Engage students in conversations that support the use and comprehension of inferential language.

Person Monitoring:

Rena Nelson

By When/Frequency:

Weekly

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

Develop students' inferential language—such as predicting, problem-solving, hypothesizing, or contrasting—with conversations before, during, and after read-alouds or other activities. These conversations should engage students in higher-level thinking that encourages using inferential language. Use open-ended questions to challenge students to think about the messages in both narrative and informational texts and how those messages apply to the world around them, by connecting events to their own lives, hypothesizing causal relationships, or solving problems. As students progress, ask increasingly complex questions, such as why an author used a certain metaphor, to encourage them to think critically and use inferential language.

Action Step #2

Explicitly engage students in developing narrative language skills.

Person Monitoring:

By When/Frequency:

Rena Nelson

Weekly

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

Teach beginning readers complex grammatical structures and key elements of narrative language during whole-class or small-group lessons. Introduce students to each new element or structure, model how to use the element to connect and expand ideas, and then provide continued opportunities for students to practice using the new elements. Support students' use by scaffolding their responses. Initially, teachers might need to prompt students to use a given narrative language structure and provide additional modeling. As students become more comfortable with the given element, they will require fewer prompts and modeling and will begin using the narrative structures or elements independently. Some elements and structures will present more challenges to students than others. Engage students in the use of narrative language through activities that ask them to predict or summarize a story or factual information, or develop detailed descriptions. For example, teachers can have students predict actions in the text based on the title and/or images if they have sufficient prior knowledge of the story context; discuss their earlier predictions and why they did or did not come true; describe the scene in a picture in increasing detail or describe a scene for a partner to illustrate; explain how to do something they enjoy, like shooting hoops; identify when a given element is used in read-alouds; summarize stories or factual information using a graphic organizer; summarize or relate the main idea, events, or other specific details of a passage. When providing instruction in the elements of story grammar, the panel recommends first explaining how to organize a good summary and then providing scaffolding as students begin the activity. Initially, prompt students to include each element of the story in their summaries and to connect them appropriately. Gradually reduce prompts for specific story elements, and instead prompt students to draw on their knowledge of how to produce a summary. Finally, only prompt students if they omit important information from the summary. Have students complete these activities in small groups or pairs. For example, students can form pairs in which one student summarizes a story and the other amends the summary with any missing story elements. Challenge students to present logically ordered predictions, to explain why they are making any predictions, and to include as many of the important components of the story as possible. The panel encourages teachers to have students connect their responses to events in the story in a logical manner to practice as many narrative and linguistic structures as possible to develop their narrative language skills.

Action Step #3

Teach academic vocabulary in the context of other reading activities.

Person Monitoring:

Rena Nelson

By When/Frequency:

Weekly

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

Introduce students to academic vocabulary that is relevant in many subject areas, including words or grammatical rules that support content that students are reading or learning. The panel suggests that schools or grade-level teams develop a common set of vocabulary words that align with reading selections and curriculum standards for the year. Appropriate words are those that will occur frequently throughout the school year and in a variety of contexts and are likely unfamiliar to most students. The common set of words can draw on lists of academic vocabulary and common root words. Each week, select a small group of words or grammatical rules to teach that are included in texts that students will hear or read. The number of words or rules should depend on their complexity and student needs. Teach these words, phrases, and grammatical rules explicitly. When introducing a new word or phrase, provide a clear and concise definition that primary-grade students will understand, and then give an example of meaningful, supportive sentences that include the word.

Alternatively, read the sentence with the new vocabulary word, and then replace the word in the sentence with its definition. After introducing students to new words, encourage deeper understanding by providing extended opportunities for them to use and discuss the words. Activities that support deeper understanding allow students to make connections between a new vocabulary word and other known words; relate the word to their own experiences; differentiate between correct and incorrect uses of the word; generate and answer questions that include the word. Finally, ensure that students encounter new academic vocabulary words or phrases in many different contexts throughout the day and year. Expose students to these words during read-alouds and classroom discussions in language-arts instruction as well as in other contexts, such as science experiments and math word problems. Review new vocabulary words regularly, incorporate them into conversations and writing assignments, and draw attention to the words when they appear in text.

Area of Focus #2

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.

High-quality, Tier 1 core instruction focused on phonemic awareness, phonics, fluency, vocabulary, and comprehension is needed to ensure all students are provided with grade-level instruction. Acquisition of foundational reading skills is critical for students to be reading on grade level by grade 3. Over the last several years, the percentage of students achieving Level 3 in reading in grade 3 has declined, along with an increase in the percentage of students scoring below the 40th percentile in reading in grades kindergarten through grade 2. The increasing number of students in grades K-2 who lack the foundational skills necessary to be effective readers has contributed to the decrease in the number of students scoring Level 3 or higher in grade 3 as measured by the statewide assessment.

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

A structured literacy approach will be utilized to strengthen the quality of Tier 1 core instruction. First coined by the International Dyslexia Association, structured literacy is characterized by the provision of systematic, explicit instruction that integrates listening, speaking, reading, and writing and emphasizes the structure of language across the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), the relationships among words (semantics), and the organization of spoken and written discourse. Three teaching principles guide how structured literacy instruction can be implemented within the classroom: systematic and cumulative instruction; explicit instruction; and diagnostic instruction. The 90-minute literacy block will include 30 minutes of HMH Structured Literacy, followed

by 30 minutes of learning centers (Reading Corner, Word Work, Writing Center, Creativity Corner, Digital Station) aligned to the foundational skills being addressed through structured literacy, followed by 30 minutes of HMH Into Reading focusing on the development of comprehension (listening and reading) and writing.

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

High-quality, Tier 1 core instruction will be provided using the essential elements of literacy. The 90-minute literacy block will be provided daily utilizing the district-adopted reading program HMH Into Reading. It provides the tools students need to develop critical and strategic thinking skills for the 21st century. With mastery of foundational literacy skills, including strong decoding skills, students will have the building blocks they need to comprehend what they read. HMH Into Reading students develop a lifelong love of reading through the extensive library of engaging, award winning, culturally relevant texts that span a wide variety of genres. HMH Into Reading instruction teaches students how to recognize genre characteristics, cite text evidence, and draw from their growing bank of skills and strategies helping them make meaning from complex grade-level texts. HMH Into Reading's intentional design, systematically builds students' understanding of meaningful topics and academic vocabulary. Topics and text sets are thoughtfully sequenced to build knowledge—like pieces of a puzzle—within a module, within a grade, and across the program. To support effective writing and communication, HMH Into Reading provides daily opportunities for students to express their understanding and thinking, helping them succeed in today's world. The program supports the full range of writing modes and forms, scaffolding the steps of the writing process, while also developing students' ability to have productive, collaborative conversations. HMH Into Reading supports content area connections that are critical to learning. Literacy instruction provides the “how” for what students learn in science, social studies, mathematics, and the arts. For example, as students read and talk about text, they will naturally build background and knowledge and grade-level cross-curricular topics and content standards. The power of choice can be motivating, and what is interesting to one student may not appeal to another student. Therefore, HMH Into Reading provides access to a wide variety of relevant, rich, authentic texts for independent reading and meaningful opportunities for independent work, allowing students appropriate ownership of the learning. The ultimate goal of reading is to comprehend and build knowledge. Therefore, HMH Into Reading's approach is to focus on skills and strategies that best support the specific text that students are reading. Skills don't exist in a vacuum. They must be applied to a meaningful activity, in this case, the reading of connected, grade-level appropriate text. Brady (2012), while endorsing the importance of research-based methods of code instruction, advocates connecting that instruction to the reading of connected text. Furthermore, Brady (2012) concludes that engagement with “texts with a high proportion of decodable, familiar words (complemented by high-frequency words) enhance beginners' reading acquisition” (Brady, p. 21). By continually spiraling through skills that are in service of texts, rather than texts being in service of a weekly skill, students gradually learn to draw from many skills and strategies to

comprehend what they read. Throughout the year, texts increase in complexity, so students are applying the same grade-level appropriate skill to increasingly more complex text.

Grades K-2: Measurable Outcome(s)

By the end of the 2024-25 school year, the percentage of students scoring below the 40th percentile as measured by Star Early Literacy and Star Reading (PM 3) will be reduced as follows:

- Kindergarten: 35%
- First Grade: 35%
- Second Grade: 35%

Grades 3-5: Measurable Outcome(s)

By the end of the 2024-25 school year, the percentage of students scoring below Level 3 on the ELA F.A.S.T. (PM 3) assessment will be reduced as follows:

- Third Grade: 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.

Using a comprehensive data wall, the School-Based Leadership Team (SBLT) will monitor the progress and achievement of all students following each statewide and district progress monitoring assessment in both ELA and math. Results will be displayed by subgroup for both ELA and math further stratified by grade level and teacher. For students not making progress or meeting proficiency targets, additional support from the instructional coach and/or administrative team will be provided.

Person responsible for monitoring outcome

James Mills (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:

Develop awareness of the segments of sounds in speech and how they link to letters.

Rationale:

Seventeen studies that examined interventions to help students develop awareness of segments of sound and letter–sound correspondence meet WWC group design standards and include a relevant outcome. All 17 studies found positive effects in letter names and sounds and/or phonology outcomes: 12 studies found positive impacts on phonology outcomes, and nine studies found positive impacts on letter names and sounds outcomes. Eight of the studies examined interventions implementing all three components of the recommendation, with most of the other studies including

two recommendation components. Twelve of the studies meet WWC group design standards without reservations. The studies included diverse American students in the relevant grades—kindergarten and 1st grade; six studies included students at risk for reading difficulties, while 11 studies included readers at all levels. Twelve of the studies implemented the interventions with groups of two to eight students and supplemented regular literacy instruction. The studies typically compared students receiving the intervention to students receiving regular classroom instruction. Overall, the body of evidence consistently indicated that the practices outlined in this recommendation had positive impacts on students' knowledge of letter names and sounds and phonology. Therefore, the panel and staff assigned a strong level of evidence.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Teach students to decode words, analyze word parts, and write and recognize words.

Rationale:

Eighteen studies that examined the effects of teaching students to decode words, analyze word parts, and write words meet WWC group design standards and include a relevant outcome. In total, 13 studies had positive effects on word reading and/or encoding outcomes: 11 of these studies had positive impacts on word reading outcomes, and four of these studies had positive impacts on encoding outcomes. No study that meets WWC group design standards examined morphology outcomes. The 13 studies that found positive effects contributed to the strong level of evidence. Six of these studies examined interventions that aligned with five or six of the six components and an additional three studies were relevant to three or four of the components. Seven of the studies meet WWC group design standards without reservations. The studies included diverse student samples from kindergarten through 3rd grade; eight studies examined students at risk for reading difficulties, and the other five studies included students of all ability levels. Eight interventions were implemented in small groups of students, four additional interventions examined one-on-one interventions, and one intervention was implemented with the whole class. About half of the studies implemented the interventions as supplements to regular literacy instruction, and all of the studies took place in schools. Overall, the body of evidence consistently indicated that the practices outlined had positive effects on word reading and encoding outcomes for diverse students. Therefore, the panel and staff assigned a strong level of 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

Teach students to recognize and manipulate segments of sound in speech.

Person Monitoring:

Rena Nelson

By When/Frequency:

Weekly

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

Teach students how to recognize that words are made up of individual sound units (phonological awareness). Begin by introducing students to larger segments of speech (words) with which they will be more familiar, and gradually draw their attention to smaller and smaller sound segments. This will prepare them to learn about the individual sounds that letters represent and then recognize those sounds and letters as they are used in words. The panel recommends first demonstrating that sentences can be broken into words and then that some words can be broken into smaller words. Have students practice identifying the unique words in sentences or compound words, Next, demonstrate how words can be broken into syllables. Many students will start breaking down spoken sentences and words into syllables in preschool; others will need this instruction at the beginning of kindergarten. Tell students what syllables are, and model how to identify them. Then have students practice identifying and manipulating syllables within familiar words by placing their hands on their chin and paying attention to the number of times their chin moves down as they say words slowly; holding up a finger for each syllable as they say a word; blending syllables articulated by the teacher into a word. Once students can break words into syllables, teach them to recognize even smaller units within a syllable, called onsets and rimes. An onset is the initial consonant, consonant blend, or digraph in a syllable (e.g., the /c/ in cool). The rime is the vowel and the remaining phonemes in that syllable (e.g., the /ool/ in cool). Focus students' attention on recognizing and manipulating the onsets and rimes by having students segment familiar one-syllable words into their onsets and rimes and manipulate the onsets or rimes to create new words. Teachers can draw from a number of activities that have students practice identifying onsets and rimes. Finally, teach students to isolate and manipulate individual phonemes, the smallest units of sound in a word. Begin phonemic-awareness instruction by demonstrating how to isolate individual sounds in words and segment words into their component sounds with modeling and guided practice. For initial lessons, use two- or three-phoneme words such as dig, sun, and at. Students can practice isolating the sounds in words by using Elkonin sound boxes and by sorting pictures. Students can use Elkonin boxes and colored discs or letter tiles to mark the unique sounds they hear in words. Additionally, students can sort cards with pictures based on the beginning, middle, or ending sounds of the word each picture represents.

Action Step #2

Teach students letter-sound relations.

Person Monitoring:

Rena Nelson

By When/Frequency:

Weekly

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

Once students have learned to isolate phonemes in speech, teach students each letter of the alphabet and their corresponding sounds, working with a few phonemes at a time. Many students enter kindergarten knowing the names of a few letters they have learned at home or in preschool, such as the letters in their name. The panel recommends building upon this foundation by reinforcing familiar letters and introducing new ones. Present consonants and short vowel sounds represented by single letters first, since these appear frequently in words students will encounter in the early stages of reading. For example, the first group of phonemes taught could be /s/, /m/, /d/, /p/, /a/. The panel recommends next introducing consonant blends (e.g., fl, sm, st) and common two-letter consonant digraphs (e.g., sh, th, ch). Rather than asking students to memorize consonant blends as units, the panel recommends teaching each sound in a blend and then asking students to blend the sounds together. A digraph makes a single sound and must be taught as a unit. Then teach long vowels with silent e, and finally two-letter vowel teams (vowel digraphs, e.g., ea and ou). Letters or letter combinations may correspond to multiple sounds; start with the most common sound each letter

represents, and introduce each letter sound one at a time. For each phoneme, begin by naming the letter or letters that represent the phoneme (e.g., p for /p/ or s and h for /sh/). Introduce the letters in both uppercase and lowercase. Then, show a memorable picture of a familiar, regular word containing that phoneme (e.g., pig). For each picture, the panel recommends telling the students a story that incorporates the corresponding sound of the letter, so that students remember the character and the sound when they see the letter in print. Say the sound that the phoneme makes in isolation, and have the students repeat that sound. Finally, ensure that students have continued practice with the phoneme. Review the new letter sound together with a small group of previously learned letter sounds, and have students write the letters in meaningful contexts, such as writing their name or familiar words containing the letters, such as mad and sad.

Action Step #3

Use word-building and other activities to link students' knowledge of letter-sound relationships with phonemic awareness.

Person Monitoring:

Rena Nelson

By When/Frequency:

Weekly

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

The final step in teaching students the alphabetic principle is connecting their awareness of how words are segmented into sounds with their knowledge of different letter-sound relationships. This allows students to begin spelling and decoding words. Teachers can use Elkonin sound boxes with letter tiles and word-building activities for this instruction as soon as students have learned their first few letter sounds. Use word-building exercises to enhance students' awareness of how words are composed and how each letter or phoneme in a word contributes to its spelling and pronunciation. For example, provide students with a set of letter tiles or magnetic letters, and have them add or remove letters to create words or to change one word into a different word. Begin by modeling the activity and working through a few examples with students as a group. Then, have students work independently to add single missing letters to build CVC (consonant-vowel-consonant) words first (e.g., adding a between f and n to create fan). Finally, engage students in advanced word-building activities that combine sound addition and sound substitution. Gradually include more advanced words in the activity as students become familiar with more advanced phonemic patterns, such as CVC words with a silent e (CVCe) or with two consonants for the initial or final sounds (CCVC and CVCC, respectively). For example, teachers can extend to include instructions to make cane after can, cart after cat, or flat after fat.

Action Step #4

Teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation.

Person Monitoring:

Rena Nelson

By When/Frequency:

Weekly

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

Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend, and provide feedback as students begin to apply it independently. Then, as students show progress in learning the skill, gradually progress to longer words and words that are new to the students. Teachers can instruct students to blend either by chunking sounds or by sounding out each letter individually and then saying the sounds again quickly. In the chunking approach, students combine the first and

second letter sounds and letter–sound combinations (multiple letters producing one sound) and practice them as one chunk before adding the next sound to form another chunk. Students add each successive sound to the chunk they created just before it to build the complete word. For the sounding-out approach to blending, demonstrate how to say each letter sound in a word, starting at the leftmost letter and moving right, and then join all the sounds together to form the word. Teach students to “sound out smoothly,” elongating and connecting the sounds as much as possible (e.g., /m̩m̩m̩a̩a̩a̩n̩n̩/ rather than /m/.../a/.../n/). This will help students remember and combine the sounds to arrive at the correct word. Another way to demonstrate chunking or sounding out is to use a pocket chart with letter tiles, magnetic letters, or an Elkonin sound box. Space the letters out initially, and then move the tiles together as you read the word. Students can follow along with tiles on their desks. Listen for students who add a strong schwa sound (/◊/, or “uh”) after stop sounds (e.g., /b/ pronounced as buh). This may affect students’ ability to blend sounds into recognizable words. Encourage them to minimize the schwa sound for sounds that require a brief vowel sound (e.g., voiced consonants such as /b/ and /d/) and to eliminate the schwa sound for other consonants, to make it easier to recognize a word as they blend the sounds together. The panel recommends teaching students to check their pronunciation by asking themselves if the word they produced by blending the letter sounds is familiar to them (i.e., if it “makes sense” or if it is a “real word”). If the word is not familiar to them, ask them to read the word again to make sure they blended correctly.

Action Step #5

Instruct students in common sound-spelling patterns.

Person Monitoring:

Rena Nelson

By When/Frequency:

Weekly

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

Demonstrate to students how letters are often combined to form unique sounds that appear in multiple words (e.g., -ng). Present letter combinations to students one at a time, with ample time to focus on each combination and its pronunciation, and with plenty of examples from familiar words to illustrate the pronunciation. Begin with initial consonant patterns, and as students advance, introduce vowel patterns and syllable-construction patterns. Learning to recognize these patterns in words enables students to identify more complex words by pronouncing smaller parts of the word as they read. Teachers can use the following activities to introduce and practice sound–spelling patterns: Give students word cards with and without the target pattern, and ask them to sort the cards into groups or sort them on a word wall in the classroom; Ask students to think of words that use a given spelling pattern and pronunciation. If these words are at the students’ reading level, ask students to try writing them. Writing practice will extend students’ familiarity with each pattern and help them internalize the different spelling patterns. Use Elkonin sound boxes to build words with specific sound–spelling patterns. Each distinct and recognizable sound should have its own sound box; consonant digraphs and other letter combinations that produce one sound should have one box for the group of letters. For silent-e words, place the e outside the set of boxes.

Action Step #6

Teach students to recognize common word parts.

Person Monitoring:

Rena Nelson

By When/Frequency:

Weekly

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

Once students have learned a few common spelling patterns, show them how to analyze words by isolating and identifying meaningful word parts within them that share a similar meaning or use.

Breaking down words into smaller, meaningful word parts can enable young readers to effectively read more challenging words. Students can also use their knowledge of the meaning of different word parts to infer meaning for a multisyllabic word. Teach students about suffixes (e.g., -s, -ed, -ing, -est), contractions (e.g., aren't, it's, you're), forms of prefixes (e.g., dis-, mis-, pre-), and basic roots (e.g., aqua, cent, uni), and how to combine them to create words. Have students practice the new word parts by writing words or manipulating parts of the words to create new words (e.g. adding the suffix -ing to the words park, call, and sing), and then read the words aloud. The panel also recommends having students practice building and modifying words by adding prefixes and suffixes to words in an exercise that expands on the earlier work with Elkonin sound boxes. Help students decode more complex words by teaching a word-analysis strategy: identify the word parts and vowels, say the different parts of the word, and repeat the full sentence in which the word appears. Model the word-analysis strategy by using words that students have recently encountered in text, and mark individual word parts on the board. When students read the word, have them adjust the vowel sounds as needed to achieve a recognizable word when said at speed. For example, they may need to pronounce vowels with the schwa sound that usually sounds like a short u or sometimes a short i (e.g., the o in harmony). As students apply the steps independently, post instructions on the classroom wall or provide students with written instructions to use as a reference.

Action Step #7

Have students read decodable words in isolation and in text.

Person Monitoring:

Rena Nelson

By When/Frequency:

Weekly

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

Provide students with opportunities to practice the letter sounds and sound–spelling patterns taught in the classroom using word lists, decodable sentences, short decodable texts, or texts that contain many examples of words spelled with recently learned letter sounds or sound–spelling patterns. Give each student a copy of a word list and/or connected text passage for the letter combination being taught, or write or display the words and passage on a board for the whole group to read together. Ask students to underline the letter combination in each word in the word list, and then in the appropriate words in the passage.

Action Step #8

Teach regular and irregular high-frequency words so that students can recognize them efficiently.

Person Monitoring:

Rena Nelson

By When/Frequency:

Weekly

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

Help students learn to quickly recognize words that appear frequently in all kinds of text, known as high-frequency words. Because these words occur so often in text, learning to recognize them quickly will speed up the reading process so that students can focus more on the meaning of the text. Teach students high-frequency words with irregular and regular spellings. Irregular words have exceptions to the typical sound–spelling patterns and are not easy for early readers to decode. Teach these words holistically—that is, as whole words, rather than as combinations of sound units. For regular words, have students apply their letter–sound skills—for example, using Elkonin sound boxes—to identify the word initially. Have students practice reading the words frequently until they learn to recognize them quickly. Teachers can use the following activities to teach and provide practice on high-frequency words: Use flashcards to directly teach any new words. Show students a word and pronounce it. Have students repeat the word, spell the word, and then say the whole word again. Then mix up the

cards and provide practice so students learn to recognize the words quickly; Select a small number of high-frequency words that students have just encountered in a text. Read a word aloud, and then ask a student to point to the word in the text, spell the word, and repeat the word aloud; Create a word wall of high-frequency words in the classroom. Have students read the word wall with a partner. Refer to the wall often, and ask students to point out a word on the wall when they come across it; Present students with a list of new high-frequency words to learn. Teach each word. Then ask students to write the words on large cards or construction paper, with different students writing different words. Have them add the words to the word wall in the classroom; Write the words on flashcards and have students practice them in small groups; Have students practice their high-frequency words outside of their regular literacy instruction.

Action Step #9

Introduce non-decodable words that are essential to the meaning of the text as whole words.

Person Monitoring:

Rena Nelson

By When/Frequency:

Weekly

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

Non-decodable words are comprised of irregular sound–spelling patterns or sound– spelling patterns that students have not yet learned. Books may include complex words that contain sound–spelling patterns that students have not learned, but that are important to the story or information (e.g., Tyrannosaurus rex, pigeon, and villain). Before introducing a new text, determine if it includes any non-decodable words and, if so, identify a few that are repeated often within the text, are meaningful, and that students will encounter in future texts or settings. Introduce these non-decodable words to students in advance of reading the new text, including their spelling and meaning. Teaching non-decodable words expands students’ reading opportunities beyond decodable texts. The panel recommends limiting the number of these words introduced at a time, because learning them holistically places considerable demands on students’ memory.

Area of Focus #3

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.

Over the last four (4) years, the number of students requiring additional intervention in reading is increasing each school year. This conclusion is based on the percentage of students in grades kindergarten through second who score below of the 40th percentile, as well as the percentage of students in grade three who score below Level 3. When additional intervention efforts are needed, it reduces the amount of time available for high-quality, Tier 1 core instruction. The compounding factors of increased time spent on intervention with decreased time utilized for grade-level core instruction creates a cycle where growth is dependent on intervention rather than grade-level instruction. Over time, this dependency creates an ever-increasing need for intervention, reducing the percentage of students performing at or above 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.

By the end of the 2024-25 school year, the percentage of students scoring below the 40th percentile as measured by Star Early Literacy and Star Reading (PM 3) will be reduced as follows:

- Kindergarten: 35%
- First Grade: 35%
- Second Grade: 35%

By the end of the 2024-25 school year, the percentage of students scoring below Level 3 as measured by the ELA F.A.S.T. (PM 3) assessment will be reduced as follows:

- Third Grade: 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.

Using a comprehensive data wall, the School-Based Leadership Team (SBLT) will monitor the progress and achievement of all students following each statewide and district progress monitoring assessment in both ELA and math. Results will be displayed by subgroup for both ELA and math further stratified by grade level and teacher. For students not making progress or meeting proficiency targets, additional support from the instructional coach and/or administrative team will be provided.

Person responsible for monitoring outcome

James Mills (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:

Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Rationale:

Twenty-two studies that examined the effectiveness of interventions with connected text meet WWC group design standards and include a relevant outcome. Although 18 studies showed positive effects on word reading, oral reading accuracy, oral reading fluency, and/or reading comprehension outcomes, eight of these studies also reported no discernible effects on other outcomes in these areas. In addition, three studies found no discernible effects for any outcome, and one study found a negative effect for one outcome. Because of this inconsistent pattern of positive effects, the panel and staff did not assign a strong evidence rating to this recommendation. The 18 studies that found

positive effects contributed to the moderate level of evidence; the remainder of this paragraph focuses on those studies. Nine of these studies had interventions that included all three components and the interventions in an additional five studies aligned with two components. Fifteen studies meet WWC group design standards without reservations. The studies collectively included diverse students in kindergarten through grade 3; 11 studies examined students at risk for reading difficulties, and the other seven studies examined general education students. The interventions in 11 studies were delivered one-on-one, while six studies examined interventions implemented with small groups of students, and one intervention used a combination of small groups and whole-class instruction. Sixteen studies occurred in the United States, and two studies occurred in the United Kingdom. Overall, the 18 studies related found an inconsistent pattern of positive effects. Therefore, the panel and staff assigned a moderate level of evidence.

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

As students read orally, model strategies, scaffold, and provide feedback to support accurate and efficient word identification.

Person Monitoring:

Rena Nelson

By When/Frequency:

Weekly

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

To help students practice decoding and word identification, plan activities in which students receive support from a more proficient reader—such as a teacher, parent, or another student—who can provide constructive feedback or support. Work one-on-one or in small groups with students, modeling the use of effective word-reading strategies in oral reading, and providing prompting and scaffolding when students encounter challenging words. The activities can use instructional-level text with examples of recently taught sound–spelling patterns. Instructional-level text provides some challenge without overwhelming the student. Students reading an instructional-level text should be able to read most of the words and grammatical structures, missing no more than one word out of every 10. When students encounter words that they find difficult to read, remind them to apply the decoding and word-recognition skills and strategies they have learned and to then reread the word in context. When students cannot decode words or sound–spelling patterns using their existing knowledge and strategies—such as the irregular words of and was—simply tell students the words or sound–spelling patterns and ask them to repeat the word. The panel recommends asking the student to reread the sentence to be sure the word makes sense. The panel discourages teachers from allowing students to use guessing strategies to identify unfamiliar words, because these will not be effective with more-advanced texts. For example, discourage students from guessing unknown words using beginning letters or pictures. The panel also cautions against giving hints that encourage students to guess a word as if answering a riddle (e.g., “What do you call the place where you live?” if students cannot make sense of the letters h-o-m-e). As students’ reading skills develop, scaffold by providing fewer prompts and supports and expecting students to apply skills and strategies independently. For example, rather than prompting the student to sound out a word, the teacher can

ask the student, “What can you try?” This encourages the student to identify and then implement the strategy independently. Eventually, students will begin to identify unknown words without prompting from the teacher. This process of gradually releasing responsibility to students is important for students’ growth as independent readers, and it is essential to the development of word-reading skills. Students may again need teacher support when they progress to more challenging types of words and more challenging texts.

Action Step #2

Teach students to self-monitor their understanding of the text and to self-correct word-reading errors.

Person Monitoring:

Rena Nelson

By When/Frequency:

Weekly

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

Teach students to monitor their understanding as they read and to correct word reading errors when they occur. Competent readers can recognize when the text does not make sense because they have misread a word, and can correct their mistake. Often students do not recognize word-reading errors because they have not been paying attention to their own reading to know whether their reading made sense. Model and teach self-monitoring and self-correction using activities such as the “Fix It” game and integrate these strategies with word-reading and fluency instruction. Model each step in the game so that students understand what they need to do. Then play one or two rounds of the game with students in small groups to demonstrate the types of errors they should look for and how to correct them. When a student makes a word reading error on a word he or she should be able to read, pause so the student can correct the error; provide support if needed. Rather than simply telling the student the correct word, have students reread the sentence in which the misread word appears. For students who cannot identify the error word on their own, read the sentence(s) exactly as the student did, including the error. Ask the student, “Did that make sense?” or “Did that sound right?” Use these scaffolds less frequently as students begin to independently self-monitor and self-correct their errors.

Action Step #3

Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.

Person Monitoring:

Rena Nelson

By When/Frequency:

Weekly

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

Have students practice to develop reading fluency—the ability to read orally at a natural pace and with expression, including appropriate pauses at the ends of sentences. Through modeling and feedback, help students understand how to read the text in meaningful phrases rather than word by word. Model expression and phrasing in fluent reading. Introduce students to punctuation marks, and explain how to interpret them. Provide feedback and additional modeling on how to phrase text and read with expression, including which words to emphasize. Decrease the support for expressive reading as students begin to read text in progressively longer phrases. Using familiar texts, model how to read accurately at a fluent pace. Initially, set a slow, steady pace for student reading, and gradually increase the reading rate and accuracy, moving on to more challenging text. When reading text along with students, read with expression in a quiet voice and set a pace that reflects students’ word-reading abilities, slowing down a bit for words that present particular challenges. To develop fluency when students read independently the text should be at their independent level, and when students read with feedback the text should be at their instructional level. It is important not to ask

students to read frustration-level text without feedback, as it can lead them to practice ineffective word-reading strategies that reduce comprehension. Activities to practice reading fluently include the following: individual oral reading with support; individual oral reading with a recording device, with teacher feedback provided later; partner reading; choral reading in small groups with careful monitoring to ensure that all students are participating, as opposed to copying their peers; echo reading, where a more experienced reader (often the teacher) reads a section of text aloud and then the student reads the same section aloud; alternated reading, where the student and a more experienced reader (often the teacher), take turns reading continuous sections of text; simultaneous reading, where the student(s) and teacher read the same text aloud at the same time; individual oral reading with computerized reading devices, provided that the text is read at a pace appropriate to the students' reading rate. When working with e-books or other computerized reading devices, make sure that the text used is appropriate to students' word reading and comprehension abilities so that students actively practice oral reading. To support oral reading fluency, give students assignments for both repeated reading—in which they read the same text multiple times for mastery—and wide reading—in which they read many different texts. In repeated reading, students are less likely to practice incorrect word reading or to guess unknown words. They are repeatedly exposed to the same words, which should help students recognize them more efficiently. Wide reading, on the other hand, exposes students to more diverse vocabulary and world knowledge. Teachers can support students' fluency practice in the following ways: Preempt word-reading challenges presented in new texts by identifying and practicing challenging words with students before they read the full text; Remind students that the purpose of reading is to derive meaning from the text. To support comprehension, regularly ask students a few questions after reading a text.

Action Step #4

Utilize supplemental reading resources that meet students where they are and address skills deficiencies based on an individualized approach.

Person Monitoring:

Rena Nelson

By When/Frequency:

Weekly

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

Student achievement data from all universal screener and progress monitoring assessments will be examined to determine tiering of students and further organization by skill area. During the allocated intervention time, students will participate in learning centers to reinforce skills being taught. Teachers will utilize resources such as the Florida Center for Reading Research (FCRR) activities, iReady Online Instruction, Amira, iReady Teacher Toolbox, and Amira for the learning centers and the teacher-led center.

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.

18% of students (46 students) in grades K-3 were absent more than 10% of the school year. The majority of absences were concentrated in grades K and 1. Districts experiencing higher concentrations of poverty face an even greater challenge. In almost half (41%) of the most economically challenged districts, the vast majority (75%) of their schools have extreme levels of chronic absence. In these districts, 75% or more of their students receive FRPL. By contrast, in the majority (65%) of more affluent districts, no school has an extreme level of chronic absence. In these districts, fewer than 25% of students receive FRPL. The impact of absences on achievement carries forward year after year. At every grade level, students who were chronically absent last year start the following year further behind their peers. For example, in research, chronically absent 1st grade students in 2015-2016 started the following year at an achievement level 32 percentile points below those 1st grade students who had no absences in the prior year. This gap increased to 41 percentile points by the end of the 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 the end of the 2024-25 school year, the daily attendance rate will be 92% for all students in grades K-3.

Monitoring

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

Monthly meetings with the administrative team, school social worker, and district attendance staff will be utilized to review the weekly attendance reports, interventions provided by the school social worker, and plan next steps to intervene with chronically absent students. The goal of these meetings is to ensure consistent communication and development of supports for students who have ongoing attendance issues.

Person responsible for monitoring outcome

James Mills

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:

Systemic, multi-pronged district and school approach leveraging family engagement and school connectedness.

Rationale:

A new demographic analysis of 2021-22 school year chronic absence data from the U.S. Department

of Education reveals that the pandemic-induced dramatic increase in chronic absence affects students from all backgrounds and localities and is widening inequities. This analysis shows that districts, with support from states and community partners, must take a multi-pronged approach. Even greater efforts are needed in districts serving large proportions of economically challenged students. In our first analysis *Rising Tide of Chronic Absence Challenges Schools*, we showed that in the 2021-22 school year chronic absence nearly doubled, rising from 16% before the pandemic to nearly 30% by 2021-22 school year. This means chronic absence affected nearly 30% of students, or 14.7 million. This attendance crisis has a broad impact on learning given that two-thirds (66%) of enrolled students attended a school with high or extreme levels of chronic absence. When chronic absence reaches high levels, the educational experience of peers, not just those frequently missing school, is also affected. National assessment data for 2022 show these increases in chronic absence are associated with significant declines in student achievement and threaten efforts to recover from the pandemic. Reducing chronic absence and increasing student engagement is in everyone's interests. A deeper look into the 2021-22 data released through Ed Data Express, shows that chronic absence directly affects students from all backgrounds. (All figures are rounded to the nearest 100,000.) While approximately 5.3 million chronically absent students are found in cities, another 5.1 million are in suburbs. Nearly 2.6 million live in rural areas and 1.5 million live in towns. Click [here](#) to download national demographic data for the 2021-22 school year. Chronic absence also affects students of all ethnicities. In the 2021-22 school year, the largest number of chronically absent students were white (5.2 million), followed by Latino (5 million) and African American (2.9 million). Chronic absence is especially challenging for Pacific Islander and Native American students who experienced much higher rates even though their numbers are smaller. Chronic absence also affected large numbers of students with disabilities (2.7 million) and English learners (1.9 million). Addressing the wide-spread absenteeism in the aftermath of the pandemic requires districts, supported by states, schools and communities, to take the lead in an all-hands approach. What works is developing consistent messaging across the community, re-establishing for families and students a connection to schools, and implementing a comprehensive array of proven attendance practices and interventions that addresses areas where students and families are struggling the most. At the same time, the unprecedented chronic absence in schools following the challenges created by the pandemic are deepening educational inequities. Students from populations that have historically had less access to equal opportunities to learn are much more likely to be enrolled in schools facing extreme levels of chronic absence. When this is the case, the educational experience of peers, not just chronically absent students, is affected by the constant churn of students in classrooms which affects both teaching and learning. Poverty is a driving factor shaping the size and scale of the pandemic's impact on a school's chronic absence challenge. Between the 2017-18 and 2021-22 school years, the greatest increases in chronic absence occurred among schools serving higher portions of students experiencing poverty. Among schools with 75% or more of their students receiving free or reduced-price lunch (FRPL), schools with extreme chronic absence levels nearly tripled, from 25% to 69%. Among schools with 50% to 75% FRLP, it increased from 14% to 50%. Schools serving greater proportions of nonwhite students were similarly much more likely in 2021-22 to experience high and extreme levels of chronic absence than prior to the pandemic. This finding likely reflects an overlap with concentrations of poverty. When districts serve multiple schools facing extreme levels of chronic absence, they must move forward with a system-wide approach. Districts should train teams to take a data-informed approach to engaging students and families and implement a coordinated set of tiered interventions. In 2021-22, about a third of all districts were faced with the harsh reality that more than half of their schools experienced extreme levels of chronic absence. Districts experiencing higher concentrations of poverty face an even greater challenge. In almost half (41%) of the most economically challenged districts, the vast majority (75%) of their schools have extreme levels of chronic absence. In these districts, 75% or more of their students receive FRPL. By contrast, in the majority (65%) of more affluent districts, no school has an extreme level of chronic absence. In these

districts, fewer than 25% of students receive FRPL. An effective approach must also be tailored to local realities. For example, community organizations that can become potential partners are often more plentiful in urban or suburban areas than in more sparsely populated rural areas. On the other hand, rural areas may be able to leverage longstanding formal and informal relationships among staff at schools, local community members and other agencies. An examination of data on school levels of chronic absence in 2021-22 suggests that urban areas are especially affected by the increase in the number of schools facing extreme chronic absence. In cities, 60% of schools now have extreme chronic absence, compared with only 23% before the pandemic. The larger the proportion of schools affected by chronic absence, the more important it will be to take a systemic and comprehensive tiered approach. A new study by Learning Heroes found that schools with higher levels of family engagement had significantly lower increases in chronic absence during the pandemic. In addition, the positive impact of family engagement was greater for families with incomes below the poverty line. This research confirms earlier evaluations that showed for example that relational home visits and using an app (Talking Points) to improve communications in the home language with families also improved attendance. Existing evidence indicates that building a sense of connection to school — for all students and families — is an effective universal prevention action for absenteeism. It is also something all schools can do. Students are connected to schools when they believe there is an adult at school who knows and cares about them, they have a supportive peer group, they engage at least some of the time in activities they find meaningful and which help others, and they feel seen and welcome in school. Activities during the school day and in after school or summer learning programs can promote school connectedness.

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

Fully implement the district attendance procedures consistent with the Comprehensive School-Based Attendance & Truancy Intervention Procedures Manual as the established Tier 1 support system.

Person Monitoring:

Destiny Tolbert

By When/Frequency:

Weekly

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

During Phase One and Phase Two, students and families will be notified regarding the district's attendance policy and will notify parent(s) by phone and/or email once a student has three (3) cumulative days of unexcused absences within a ninety (90) day period.

Action Step #2

Provide additional, more intensive supports for students needing Tier 2 intervention.

Person Monitoring:

Destiny Tolbert

By When/Frequency:

Weekly

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

Phase Three (Tier 2 Support) is provided once a student has five (5) cumulative days of unexcused absences within a thirty (30) day period. Tier 2 support will involve the school social worker adding the student to the Attendance Intervention Team (AI) for monitoring. The school social worker will

develop a Student Attendance Contract as part of this tier. After eight (8) cumulative days of unexcused absences within a ninety (90) day period certified letters will be generated and mailed to parents.

Action Step #3

Refer students to the district Truancy Compliance Officer for intervention review and a required, in-person parent conference.

Person Monitoring:

Destiny Tolbert

By When/Frequency:

Weekly

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

Phase Four (Tier 3 Support) is provided once a student has ten (10) unexcused absences within a 90-day period. The student's truancy packet will be referred to the district's Truancy Compliance Officer. Students may also receive a grade lock of 45% and may be subject to suspension from extra-curricular activities until improved attendance is documented.

Action Step #4

Refer student and parent(s) to local judicial resources, refer families to outside agencies for services, and/or petition for the suspension of temporary cash assistance,

Person Monitoring:

Destiny Tolbert

By When/Frequency:

Weekly

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

Phase Five (Tier 4 Support) is provided once a student has fifteen (15) unexcused absences in a 90-day period. Once this occurs, certified letters will be generated and sent to the parent with

Action Step #5

Recognize and celebrate students who have achieved perfect attendance following each grading period.

Person Monitoring:

Destiny Tolbert

By When/Frequency:

Quarterly

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

Students achieving perfect attendance for the quarter will be recognized with a perfect attendance certificate and ice cream social.

Action Step #6

Implement attendance challenges throughout the school year to promote and encourage attendance.

Person Monitoring:

Destiny Tolbert

By When/Frequency:

Monthly

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

Attendance challenges will be held each month where students will compete to increase the Average Daily Attendance (ADA). Attendance rates will be displayed in the front office and parent pick-up/drop-off so that families can view attendance rates by grade level. The attendance challenge will set a goal each month by grade level and a prize will be awarded to the winning grade level who increased their ADA the most.

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.

Disseminating the School Improvement Plan (SIP) and Schoolwide Program (SWP) progress to stakeholders is crucial for transparency and collaboration, as required by ESEA 1114(b)(4). Listed below is our structured plan for how this information is effectively shared:

1. School Website - <https://ges.gadsschools.org/>
2. Binder in the front office
3. Shared at our Title I Annual Meeting
4. Shared during SAC meetings 3 times a year.

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))

Building positive relationships with parents, families, and community stakeholders is crucial for achieving the school's mission, supporting student needs, and keeping parents informed of their child's progress. Listed below is our approach to achieve our goals.

1. Regular School Messenger calls, newsletters, emails, and flyers for school events, academic achievements, and important announcements.
 - Utilization of FOCUS where parents can access real-time updates on their child's academic progress, attendance, and behavior.
 - Conducting parent-teacher conferences at regular intervals to discuss student progress

- and set academic goals collaboratively.
- Conducting Admin Data Chats with students and their parents to discuss learning goals and student growth needs.
2. Organize family engagement events and workshops throughout the school year, focusing on topics relevant to parenting, academics, and student well-being.
 - Family literacy, math and science nights where parents and children participate in learning activities and receive content resources.
 - Student performances and celebrations to promote diversity awareness, performing arts, STEM, and academic accomplishments.
 3. Forge partnerships with local businesses, organizations, and community leaders to enhance educational opportunities and support services for students.
 - Mentoring programs where community members volunteer their time to support students academically and socially.
 - Volunteer programs where community members donate their time to assist with classroom needs, fieldtrips, and learning initiatives.
 4. Establish a school advisory committee, a PTA, and digital input forum that provides a forum for parents to voice their concerns, ideas, and suggestions for improving school policies and programs.
 5. Implement regular surveys to solicit input from parents and families about their experiences with the school, areas for improvement, and suggestions for enhancing communication and engagement efforts.
 6. Maintaining the school website and marquee: <https://ges.gadsdenschools.org/>

By implementing these strategies, our school cultivates strong partnerships with parents, families, and community stakeholders, ensuring they feel valued, informed, and actively involved in supporting student success and fulfilling the school's mission.

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 master schedule was created to ensure that the ELA, Math, and intervention block time was maximized to provide intentional and consistent instruction and support to students. Each content area will be strategically planned for through the use of collaborative planning and cross-curricular activities to increase the academic programs in ELA, math, science, and social studies. Required instruction as outlined in statute, along with commemorations recognized by the Florida Department of Education is in place to provide a breadth and depth of content-area knowledge.

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))

Research indicates that for sustainable school improvement efforts, collective ownership is necessary. Through a distributive leadership model, our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of all students. The grade-level teams will attend professional development throughout the school year provided by the leadership team. During School Advisory Council (SAC) meetings, the leadership team will collaborate with stakeholders to reflect on implementation and determine the next steps. Faculty, staff, and community stakeholders are surveyed at various times during the school year to collect feedback regarding our schoolwide program. Input from district departments such as Academic Services, Information Technology Services, Exceptional Student Education (ESE), and English to Speakers of Other Languages (ESOL) is solicited as well.

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 utilize a student referral form for teachers to complete on students that they are concerned about in academics, behavior, or mental health. Once the teacher fills in the form, our MTSS person routes the information to our school counselor or resource teacher who sets up a meeting to support the teacher with their area of student concern(s). Our counselor has school-based mental health services to meet with students identified as needing extra support. The school counselor also facilitates the use of character traits for each month to support students in character development and life skills.

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))

Not applicable

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 implement a schoolwide Positive Behavior Intervention Supports (PBIS) as our Tier 1 behavior management system. ClassDojo is used by all administration, faculty, and staff to recognize students for meeting expectations. It is also used to communicate with families. The Superflex curriculum (K-2) and Zones of Regulation (3) are being used by the school social worker to support students in need of behavioral and social supports.

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)).

We use grade-level Professional Learning Communities (PLCs) to review student assessments and

data and how this information steers instruction in the classroom. Professional development is provided for teachers based on the school focus and instructional needs observed in the classroom. Additional support is provided by a state-level literacy director to provide embedded coaching in the areas of data analysis, core instruction, and intervention.

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 employs several strategies to facilitate the transition of preschool children from early childhood education programs to local elementary school programs. First, it establishes a strong collaboration between preschool and elementary school staff to ensure continuity in curriculum and teaching practices through the Professional Learning Community (PLC) process. Professional development is aligned to the educational standards and expectations. Additionally, the school implements orientation programs and transition activities for preschoolers and their families, such as school visits, classroom tours, and meetings with kindergarten teachers. The school also provides resources and support for parents, including workshops and informational sessions on what to expect in elementary school and how to support their child's learning at home. Individualized transition plans are created for children with special needs to ensure they receive appropriate support and accommodations. Through these comprehensive strategies, the school aims to create a seamless and positive transition experience for all preschool children entering elementary school. These sessions are organized and facilitated through staff with the district's Head Start office.

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 administrative team reviews the use of resources that are supported by funding sources inclusive of general funds and, when available, those funds dedicated to school improvement activities. The process to determine funding allocations focuses on both student and staff instructional capacity and the needs of the instructional staff. Once deficiencies are identified, the team develops plans to address the 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).

Based on student performance data and the comprehensive needs assessment following the analysis of 2023-24 achievement data, the following resources were procured to support students. Each supplemental resource is used based on grade-level schedules and student need based on data.

1. iReady Online Instruction (ELA and math)
2. iReady Teacher Toolbox (ELA and math)
3. Florida B.E.S.T. Workbooks (ELA and math)
4. Magnetic Reading

Resources and available funding are shared during School Advisory Council (SAC) meetings. Teachers and staff are also informally polled to use the funds to cover instructional needs. The decision to use the funds will be fluid and work alongside initiatives and changes in needs and expected outcomes of our action steps.

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