

Pinellas County Schools

ANONA ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The Anona community will unite to create and maintain a quality and safe learning environment enabling each student to succeed.

Provide the school's vision statement

100% Student Success

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Denise Ballard

Position Title

Principal

Job Duties and Responsibilities

Coordinate and maintain essential functions of the school. Manage employees, budgeting, and student processes for the school.

Leadership Team Member #2

Employee's Name

Ann Palmer

Position Title

Assistant Principal

Job Duties and Responsibilities

Coordinate and maintain daily functions of the school setting under the guidance of the principal. School based assessment coordinator, EL Chairman.

Leadership Team Member #3

Employee's Name

Scott Kanehl

Position Title

Behavior Specialist

Job Duties and Responsibilities

Planning and coordinating of Positive Behavior Supports for all students at Anona.

Leadership Team Member #4

Employee's Name

Jennifer Pray

Position Title

Guidance Counselor

Job Duties and Responsibilities

Oversee the PBIS System and character development for students.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

All staff were involved in process of creating the SIP for the 2024 2025 school year. Teachers reflected upon last year's goals and modified the goals, continued the goals, or created new goals based on the data. Community members were given the same opportunity to reflect, ask questions, and make suggestions for the upcoming year. The leadership team and volunteers were involved in the writing of the plans for next year and will continue to work with the leadership team throughout the year with monitoring of implementation.

SIP Monitoring

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

School Leadership team will monitor the impact on student achievement through monthly SBLT meetings and PLC discussions. Updates will occur to the plan as needed through data collection.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	38.1%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	76.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: A

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	19	11	15	14	15				74
One or more suspensions	0	3	0	1	0	7				11
Course failure in English Language Arts (ELA)	0	0	0	4	1	0				5
Course failure in Math	0	0	0	1	1	2				4
Level 1 on statewide ELA assessment	0	0	0	8	3	12				23
Level 1 on statewide Math assessment	0	0	0	6	4	8				18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	0	7	3	11				23

Current Year 2024-25

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		13	10	19	4	3				49
One or more suspensions					1					1
Course failure in ELA				3	2					5
Course failure in Math				1	3					4
Level 1 on statewide ELA assessment				4	10	11				25
Level 1 on statewide Math assessment				4	7	5				16
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

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

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

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

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	64			64	54	53	67	55	56
ELA Grade 3 Achievement **	70			65	54	53			
ELA Learning Gains	64						74		
ELA Learning Gains Lowest 25%	59						65		
Math Achievement *	83			79	61	59	81	51	50
Math Learning Gains	76						81		
Math Learning Gains Lowest 25%	63						76		
Science Achievement *	81			86	62	54	76	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	69			64		59			

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	72%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	647
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
72%	74%	74%	68%		79%	64%

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

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	47%	No		
English Language Learners	69%	No		
Black/African American Students	50%	No		
Hispanic Students	79%	No		
Multiracial Students	60%	No		
White Students	71%	No		
Economically Disadvantaged Students	60%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	37%	Yes	1	
Hispanic Students	71%	No		
Multiracial Students	69%	No		
White Students	75%	No		
Economically Disadvantaged Students	66%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	51%	No		
English Language Learners				
Native American Students				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Asian Students				
Black/African American Students				
Hispanic Students	74%	No		
Multiracial Students	85%	No		
Pacific Islander Students				
White Students	75%	No		
Economically Disadvantaged Students	75%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	64%	70%	64%	59%	83%	76%	63%	81%					69%
Students With Disabilities	33%	33%	54%	47%	54%	58%	50%	50%					
English Language Learners	30%				90%								87%
Black/African American Students	55%				45%								
Hispanic Students	56%	73%	61%		88%	91%		92%					92%
Multiracial Students	53%		67%		68%	50%							
White Students	69%	70%	66%	65%	87%	75%	53%	86%					
Economically Disadvantaged Students	52%	58%	52%	47%	74%	69%	57%	74%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	64%	65%			79%			86%					
Students With Disabilities	33%	21%			47%			46%					
Hispanic Students	63%				78%								
Multiracial Students	62%				76%								
White Students	67%	65%			83%			84%					
Economically Disadvantaged Students	54%	50%			71%			87%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	67%		74%	65%	81%	81%	76%	76%					
Students With Disabilities	33%		50%	33%	55%	69%	64%	55%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	64%		75%		75%	81%							
Multiracial Students	75%				94%								
Pacific Islander Students													
White Students	68%		73%	64%	84%	81%	76%	81%					
Economically Disadvantaged Students	62%		71%	75%	80%	86%	73%	79%					

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.

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

III. Planning for Improvement

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

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

Most Improvement

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

Based on the Spring FAST for 2024, math for grades 3 - 5 showed the most improvement. Grade level PLC's planned collaboratively based on standards and the approach to teaching of each content. Teachers utilized computer based learning to help targeted areas of need for each student during intervention and students needing additional supports were offered tutoring outside the math block.

Lowest Performance

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

Based on the Spring FAST for 2024, ELA in 4th grade showed the lowest performance, in comparison to other grade levels. ESSA group, ESE, showed lowest performance in all ESSA groups in reading and math. Contributing factors to this need for improvement include the need for faculty and administrators to develop a deeper understanding of collaborative structures for student learning, the connection between reading and writing, and a need for understanding of student-centered learning.

Greatest Decline

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

Based on the Spring FAST for 2024, ELA in 5th grade showed the greatest decline compared to the Spring FAST for 2023. Contributing factors to this need for improvement include the need for faculty and administrators to develop a deeper understanding of collaborative structures for student learning, the connection between reading and writing, and a need for understanding of student-centered learning.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

All areas were above the state average based on last year's data from the Spring FAST for 2023 to

2024.

EWS Areas of Concern

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

The number of students with a Level 1 in ELA in grades 3 - 5 has increased from the previous year.
The number of students with a Level 1 in Math in grades 3-5 has increased from the previous year.
The number of students with 10% or higher absences has increased from the previous year at 18% of student population.

Highest Priorities

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

Increase teacher knowledge of intervention, resources and small group instructional practices.
Teacher development on collaborative strategies for student engagement.
Provide all students with consistent opportunities to engage in complex, grade-level content and activities aligned to the rigor of the standards.
Reduce the number of students with 10% or high absences.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to 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.

Achievement data from FAST and on-going progress monitoring showed an increase in the number of scholars scoring a Level 1 in both ELA and Math. Students needing additional interventions in both ELA and Math will have access to specific intervention resources and skills based on the learning target for the low achieving Standard. This will help students grow in targeted interventions and show a growth in the proficiency overall in both ELA and Math.

Measurable Outcome

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

Proficiency in ELA will increase to 69% and math will increase to 86% proficiency and science will be maintained at 79% proficiency overall from the previous school year 2023 - 2024 as measured by ongoing progress monitoring.

Monitoring

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

Attendance in professional development for specific intervention practices, resources and small group instruction. Monitoring of use and effectiveness of resources and small group instruction. Ongoing progress monitoring of student achievement will be monitored during PLC and SBLT meetings monthly.

Person responsible for monitoring outcome

Denise Ballard

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:

Leadership team will make strategic decisions about implementation of standards-based intervention resources and small group learning targeted instruction. PLC's will engage in professional development for specific intervention resources and small group instruction.

Rationale:

If teacher's knowledge of effective differentiated small group instructional strategies and resources increases, then student achievement will increase.

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

Leadership team will meet to plan for intervention resources and small group instruction.

Person Monitoring:

Ann Palmer

By When/Frequency:

On-going

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

Meeting attendance and action plans will be monitored for implementation.

Action Step #2

Teachers will engage in professional development about small group instruction and differentiated intervention resources.

Person Monitoring:

Denise Ballard

By When/Frequency:

On-going

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

Professional Development attendance and implementation of instruction will be monitored.

Area of Focus #2

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

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

Area of Focus Description and Rationale

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

According to end of year progress monitoring data and Springs 2023 FAST, 50% of BLK students were proficient in ELA and 36% were proficient in Math. While this area has grown in achievement

from the previous year, it is below the school proficiency.

Measurable Outcome

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

With proper supports, the achievement level of Blk students will increase 5% in ELA and 5% in Math on the 2025 Spring FAST.

Monitoring

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

Data will be monitored through ongoing classroom progress monitoring, district-based assessments, and FAST data. Adjustments to teaching/learning will be monitored for growth and brought forth to the SBLT team monthly.

Person responsible for monitoring outcome

Jennifer Pray

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:

Leadership team will make strategic decisions about implementation of standards-based intervention resources and small group learning targeted instruction. PLC's will engage in professional development for specific intervention resources and small group instruction. Based on this, BLK student achievement will increase in both math and ELA.

Rationale:

In order to better engage students in core learning lessons, differentiated lessons, interventions, and enrichment activities are necessary. PLC's and Leadership team members that engage in planning for, implementation of, and monitoring will provide necessary supports for BLK students and will see the achievement level increase.

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

Track sub-group data and analyze data during PLC and SBLT meetings.

Person Monitoring:

Jennifer Pray

By When/Frequency:

On-going

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

Monthly on-going progress monitoring will take place and brought forth to the PLC and SBLT team to analyze and make adjustments as needed for growth.

Action Step #2

Development of individualized plans for students below grade level.

Person Monitoring:

Jennifer Pray

By When/Frequency:

On-going

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

Monthly on-going progress monitoring will take place and brought forth to the PLC and SBLT team to analyze and make adjustments as needed for growth.

Area of Focus #3

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

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

Achievement data for ESE students from Spring 2024 FAST and on-going progress monitoring showed ELA and math proficiency lower than non-ESE students.

Measurable Outcome

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

The percentage of ESE students scoring proficient will increase by 5% in ELA and Math on the 2025 Spring FAST.

Monitoring

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

Data will be monitored through ongoing classroom progress monitoring, district-based assessments, and FAST data. Adjustments to teaching/learning will be monitored for growth and brought forth to the SBLT team monthly.

Person responsible for monitoring outcome

Scott Kanehl

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:

Leadership team, with guidance from ESE teachers, will make strategic decisions about implementation of standards-based intervention resources and small group learning targeted instruction for ESE students. PLC's will engage in professional development for specific intervention resources and small group instruction. Based on this, ESE student achievement will increase in both math and ELA.

Rationale:

In order to better engage students in core learning lessons, differentiated lessons, interventions, and enrichment activities are necessary. PLC's and Leadership team members that engage in planning for, implementation of, and monitoring will provide necessary supports for ESE students and will see the achievement level increase.

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

- Ensure instructional supports are in place for all students during core instruction and intervention, based on data, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced tasks for students above benchmark.

Person Monitoring:

Denise Ballard

By When/Frequency:

May 2025

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

PLC agenda and notes from each meeting will be monitored for planning and implementation.

Action Step #2

Professional Development in ESE student needs, i.e. visual schedules, communication systems for students with special needs.

Person Monitoring:

Denise Ballard

By When/Frequency:

October 2024

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

Attendance at Professional Development will be monitored.

Action Step #3

IEP team will review individual student specialty designed instruction services and minutes for needed supports.

Person Monitoring:

Denise Ballard

By When/Frequency:

May 2025

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

Each IEP meeting will be attended by a leadership team member.

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.

The number of students with 10% or higher absences has decreased from the previous year but continue to remain at 18% for the school. This impacts the achievement level of students across grade levels due to frequent absences and missing critical content for learning targets.

Measurable Outcome

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

The number of students for the 2024-2025 school year with 10% or higher absences will decrease by 5% when compared to 2023-2024 school year.

Monitoring

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

Monitoring of attendance will take place bi-weekly by the CST team for trends in attendance. If monitoring and intervention occurs for attendance, then student achievement will increase.

Person responsible for monitoring outcome

Denise Ballard

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:

If monitoring of student attendance and assisting families with understanding the importance of engagement in learning in school, then student achievement will increase.

Rationale:

In order to increase engagement of students and families, student attendance needs to increase. Monitoring of attendance and setting up monitoring for families in needs, student attendance will increase and achievement will rise.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Social worker will provide resources/ideas to families in need.

Person Monitoring:

Tricia Ames

By When/Frequency:

On-going

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

CST team will discuss the needs of students with frequent absences during bi-weekly meetings and monitor supports provided to each family.

Action Step #2

Positive reinforcement of student high attendance with "At Ten Dance" party and/or activities.

Person Monitoring:

Ann Palmer

By When/Frequency:

Monthly

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

CST team will monitor and implement reward system for all scholars and create a plan to support students in need based on attendance data.

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.

Anona's School Improvement Plan is located at:

<https://www.pcsb.org/Domain/8>

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))

Anona's Family Engagement Plan is located at:

<https://www.pcsb.org/Page/33189>

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))

Data focused PLC's, intentional collaborative planning between classroom teachers and interventionists, SBLT continuously reviews relevant data and communicates findings to all stakeholders. Plan for school wide training in student engagement and differentiated learning groups.

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))

Anona has increased opportunities for participation in activities for community partnerships. Number of partnerships grew significantly as a result of these activities. Local church provides pack a sack for students in need.

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))

Anona Elementary staff create emotionally supportive classrooms where students feel safe to engage in challenging tasks and have equitability of voice. The teachers design authentic and meaningful lessons where students are engaged and deeply invested in their learning while developing a positive attitude towards school. Anona staff members utilize affective statements that honor students' feelings, promote supportive relationships, and empower them to solve problems. Anona has four guidelines for success: 1.) Be safe 2.) Be respectful 3.) Be responsible 4.) Try your best.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

N/A

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

Anona has four guidelines for success: 1.) Be safe 2.) Be respectful 3.) Be responsible 4.) Try your best. Our positive behavior support systems align with the GFS and correlate with student conduct grades. Students receive daily behavior grades that align with our GFS. The criteria for earning their daily behavior grades are clearly defined and easy to understand. At the end of each grading period, students earning an E, V, or S on their report cards are eligible to attend grade-level behavior celebrations. The students who have not met expectations and receive an N or U for their conduct grades are provided reteaching and goal-setting opportunities with the counselor and behavior specialist. Reteaching of guidelines for success and goal setting are communicated to families. Guidelines for Success are taught to students at the beginning of the school year and retaught monthly by classroom teachers. Additionally, during morning announcements, student anchors

provide a daily reminder of expectations to students and staff.

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)).

Leadership team will make strategic decisions about implementation of standards-based intervention resources and small group learning targeted instruction. PLC's will engage in professional development for specific intervention resources and small group instruction.

Strategies to Assist Preschool Children

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

School invited PreK students to Summer Bridge program to orient to K. Students moving to K at Anona are also invited to the Kindergarten Boot Camp for all students to begin familiarizing themselves with K expectations and learning. Families are also invited to intro to K night with kindergarten teachers to learn about expectations and involvement with their child in the kindergarten classroom

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00