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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

Preparing all Bauder students for on or above grade level work in middle school and beyond by collaborating as educators and a community.

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

Cecilia Palmer

Position Title

Principal

Job Duties and Responsibilities

Performs all key educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other pertinent criteria/certification.

Leadership Team Member #2

Employee's Name

Shannen Paetzold

Position Title

Assistant Principal

Job Duties and Responsibilities

Performs all key educational responsibilities, functions,

and duties relevant to the position. Meets education and experience requirements, and any other pertinent criteria/certification.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

The School Leadership Team reviews previous year's formative and summative data to determine the needs of the school. The needs of the school drives the goals and action steps of the SIP. Team Leaders provide input at end of the year meetings and staff is surveyed in the Spring for input into the SIP plan for the following year. The SIP is shared with the SAC for input and suggestions along with budget approval.

SIP Monitoring

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

The School Based Leadership Team reviews, on a monthly basis, progress monitoring data, walkthrough data, and anecdotal classroom data to ensure all action steps are implemented. The School Leadership Team identifies the students with academic deficits for intervention and additional support. The SIP is reviewed quarterly and adjustments to action steps are made, if necessary, to ensure we are on target to meet or exceed our goals.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	20.2%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	30.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) 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	9	8	4	4	7				32
One or more suspensions	0	0	1	0	0	0				1
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	0	0	0	4	3	11				18
Level 1 on statewide Math assessment	0	0	0	4	2	5				11
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	3	17	32	7						59
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	26	10	36	7	16					95

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		8	6	7	4	1				26
One or more suspensions					1					1
Course failure in ELA						3				3
Course failure in Math										0
Level 1 on statewide ELA assessment				1	5	7				13
Level 1 on statewide Math assessment					6	8				14
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)		1	1	2						10

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

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

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

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 *	76			70	54	53	78	55	56
ELA Grade 3 Achievement **	81			72	54	53			
ELA Learning Gains	69						80		
ELA Learning Gains Lowest 25%	67						70		
Math Achievement *	81			77	61	59	82	51	50
Math Learning Gains	75						77		
Math Learning Gains Lowest 25%	61						59		
Science Achievement *	88			80	62	54	79	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress					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 (FPPi) than in school grades calculation.

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	75%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	598
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
75%	75%	75%	73%		68%	62%

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

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	54%	No		
Hispanic Students	65%	No		
Multiracial Students	55%	No		
White Students	76%	No		
Economically Disadvantaged Students	66%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	52%	No		
Hispanic Students	61%	No		
Multiracial Students	85%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
White Students	76%	No		
Economically Disadvantaged Students	60%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	59%	No		
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students	64%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Multiracial Students	83%	No		
Pacific Islander Students				
White Students	77%	No		
Economically Disadvantaged Students	67%	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	76%	81%	69%	67%	81%	75%	61%	88%					
Students With Disabilities	50%		58%		54%	58%	50%						
Hispanic Students	71%		54%		75%	58%							
Multiracial Students	50%				60%								
White Students	78%	86%	71%	66%	83%	76%	61%	89%					
Economically Disadvantaged Students	64%	74%	65%	61%	70%	57%	56%	82%					

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	70%	72%			77%			80%					
Students With Disabilities	51%	54%			51%			50%					
Hispanic Students	62%				62%			60%					
Multiracial Students	85%				85%								
White Students	72%	72%			78%			83%					
Economically Disadvantaged Students	55%	60%			61%			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	78%		80%	70%	82%	77%	59%	79%					
Students With Disabilities	48%		58%		60%	69%							
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	58%		65%		69%	71%		58%					
Multiracial Students	93%		80%		100%	60%							
Pacific Islander Students													
White Students	81%		81%	72%	84%	79%	63%	82%					
Economically Disadvantaged Students	69%		77%	69%	71%	69%	42%	75%					

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

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

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

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?

Our 3rd - 5th grade students performed 6% higher in ELA 4% higher in Math and 8% higher in 5th Grade Science. The schoolwide focus was on strategically using formative data to guide the instructional decisions to ensure mastery in ELA, Math and Science. We intentionally used a process for progress monitoring daily instruction and then intervening closely through adjusting of instruction on a daily basis to ensure students mastered the standards.

Lowest Performance

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

Although our FAST data showed increases for all assessed content areas, our Learning Gains for our L25 students continues to lag behind the achievement and progress of all of our students. Our Learning Gains for our L25 students in ELA fell at 66% and for Math it was 63%. These students need to be a focus for our interventions while maintaining the rigor for all of our students.

Greatest Decline

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

We did not have a decline in any of our data for ELA, Math nor Science. As previously stated, our Learning Gains for our L25 students are not aligned with the achievement and progress we are seeing with all of our students.

Greatest Gap

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

Our greatest gap is for our achievement and gains with our L25 students. Typically the performance of these students is at least 10% below the rest of our students. The demographics of Bauder have changed over the past few years and our students have various factors (i.e. parental support, background knowledge and experiences) that have impacted the learning gains for these students.

EWS Areas of Concern

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

Two areas of concern are the gains demonstrated by our L25 ELA students and the gains demonstrated by our L25 Math students in 3rd, 4th and 5th grade.

Highest Priorities

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

1. Continue to use formative data to drive instructional decisions daily in ELA and Math.
2. Targeted and intentional student supports for our L25 students in ELA and Math to align with Core instruction.
3. Engaging students in complex, grade-level content aligned to the rigor of the standard/benchmark.
4. Creating a culture of collaboration among teachers in ELA and Math where teachers learn from and inspire one another.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

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

Strategically focusing on using formative data to guide and instruct the decisions for instruction are crucial for students to receive what is needed for mastery of the Florida's B.E.S.T. Standards for ELA and Math as well as the Florida's State Academic Standards for Science.

Using progress monitoring strategies and techniques to guide instructional decisions ensures that we are continuously accelerating student learning of all students. Maximizing student learning and instruction through student accountability partnered with teacher accountability will ensure we are adjusting instruction on a daily basis to ensure students master the standards. Aligning instruction to the benchmark and actively engaging our students will ensure teachers can address the deficits in the moment of learning.

Measurable Outcome

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

In 2024-2025 our measurable outcomes will increase from 76% to 90% for ELA; 81% to 90% for Math; and from 88% to 90% for Science. In the 2023-2024 school year, our L25 ELA achievement as 66% and Math was 63%. The goal for the 2024-2025 school year will be to increase the achievement of our L25 students to 75% in ELA and 75% in Math.

Monitoring

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

Weekly, teachers will be analyzing formative assessments in Professional Learning Communities to make adjustments to their instruction. We will also analyze unit and cycle assessments in order to align our interventions to Core instruction and ensure our L25 students are on target for mastery. Our L25 students' progress will also be monitored through the PM1, PM2 and PM3 testing periods for ELA and Math. We will monitor instruction with feedback through classroom walkthroughs.

Person responsible for monitoring outcome

Cecilia Palmer

Evidence-based Intervention:

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

Description of Intervention #1:

Assessment and Feedback: The purpose of feedback is to help the learner get from where they are to where they need to be. Student assessment is not just important feedback for learners but is even more useful to teachers as they work to examine whether the learning goals were achieved, content was understood and methods were appropriate. Formative assessment checks throughout instruction will provide the teacher information to help evaluate the teaching and learning of content.

Rationale:

Effective teaching uses evidence of student thinking to assess progress toward understanding of the content and to adjust instruction continually in ways that support and extend learning. As teachers utilize formative assessment and provide feedback and remediation, this helps the learner get from where they are currently to where they need to be. Student assessment is important feedback for teachers to examine whether learning goals were achieved as well as help the teacher evaluate the teaching and learning of content to make necessary adjustments.

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

Consistency: Ensure that Every Lesson Explicitly Aligns with Defined Benchmarks

Person Monitoring:

Cecilia Palmer

By When/Frequency:

Weekly from August, 2024 through May, 2025

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

Teachers and administrators will use state and district resources to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards. This will be monitored through classroom walkthrough feedback, data analysis of student progress and collaborative planning minutes.

Action Step #2

Relevance: Cognitive Engagement with Content Using Real World and Hands on Activities

Person Monitoring:

Cecilia Palmer

By When/Frequency:

Weekly from August, 2024 through May, 2025

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

Teachers will provide all students with consistent opportunities to engage in complex, relevant, grade-level content, and hands on activities aligned to the rigor of the standard/benchmark. This will be monitored through classroom walkthroughs and analysis of student progress data during grade level PLCs.

Action Step #3

Assessment and Intervention to support the needs of each student

Person Monitoring:

Cecilia Palmer

By When/Frequency:

Weekly from August, 2024 through May, 2025

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

Teachers will identify the L25 students in their ELA Math and Science classrooms. Regular assessment and adjustments in teaching strategies will be made based on student performance to meet benchmarks. Teachers will engage in collaborative planning to ensure instructional supports are in place for all students during core instruction and during intervention groups.

Action Step #4

Professional development to design lessons to support students.

Person Monitoring:

Cecilia Palmer

By When/Frequency:

Monthly from August, 2024 through May, 2025

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

In addition to Just In Time Module Roll outs, ELA Champions and MAST representatives will be designated as teacher leaders in both primary and intermediate grade levels who will attend district training and bring back professional development to school staff. Through this professional development and focused collaboration, teachers will gain knowledge in the standard and best practices in whole group and small group instruction. Model classrooms will be developed giving teachers another experience to collaborate and enhance their skills. Monitoring will occur through PLCs, walk-throughs, and student progress monitoring data.

Area of Focus #2

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

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

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

Multi-sensory instruction uses visual, auditory, kinesthetic-tactile modalities in acquisition of reading and math skills. Direct and explicit instruction includes modeling of the skills along with guided practice until mastery is achieved. Direct explanations and clearly explained skills comprises explicit instruction. Teachers are clear, unambiguous, direct and visible until students meet mastery. Systematic instruction includes breaking lessons into sequential and manageable steps that go from

simple to complex skills.

Measurable Outcome

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

At the end of the 2023-2024 school year, 45% of our Students with Disabilities were proficient in ELA, 48% were proficient in Math, and 45% were proficient in Science. This is significantly below the proficiency performance of all students where ELA was 78%, Math was 85% and Science was 89%. Our goal is to have 65% of our Students with Disabilities demonstrating proficiency in ELA, Math and Science as measured by the FAST and NGSSS Spring Assessment.

Monitoring

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

Monthly, ESE, teachers will be collaborating with General Education teachers to analyze formative assessment data in Professional Learning Communities to make adjustments to their instruction and ensure appropriate supports are being provided to students with disabilities.

Person responsible for monitoring outcome

Cecilia Palmer

Evidence-based Intervention:

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

Description of Intervention #1:

Ensure whole group and small group instruction for students with disabilities in both ELA and Math is designed and implemented according to evidence-based principles.

Rationale:

Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate the content, the process, the product or the learning environments to help all students achieve more and feel more engaged in school.

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

Scaffolded instruction

Person Monitoring:

Shannon Paetzold

By When/Frequency:

Monthly, from August, 2024 to May, 2025

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

Ensure small group instruction and 1:1 specifically designed instruction is designed and implemented in alignment with evidence-based practices.

Action Step #2

Professional Development

Person Monitoring:

Shannon Paetzold

By When/Frequency:

Monthly, from August, 2024 to May, 2025

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

Provide general education teachers professional development on Specially Designed Instruction and high leverage practices. Participate in professional development associated with utilizing a multi-sensory, direct, explicit way of teaching. Monitor the use of appropriate practices and scaffolding to ensure students' needs are met.

IV. Positive Culture and Environment

Area of Focus #1

Other

Area of Focus Description and Rationale

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

Our students are having struggles with managing their emotions and utilizing calming and coping strategies to manage how they bare feeling. Through the use of an evidence-based Social and Emotional curriculum, we can build safe, supportive environments that foster learning and well-being for all.

Measurable Outcome

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

During the 2023-2024 school year, we had 139 requests for support in classrooms due to student emotional reactions. Our goal is to decrease the number of calls for assistance to 100 calls for

assistance.

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.

As we equip our teachers with evidence-based curriculum to address our students' social and emotional needs, we can monitor the use of the strategies by teachers and students through small group lessons, classroom walkthroughs and data analysis of assistance calls.

Person responsible for monitoring outcome

Lynn Jennings, Counselor

Evidence-based Intervention:

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

Description of Intervention #1:

The Zones of Regulation methodology and teaching approach is built upon leading neuroscience and cognitive theories, integrating evidence-based practices.

Rationale:

Over 80% of U.S. public schools reported in 2022 on the negative impact of the pandemic on child well-being and self-regulation. Students are struggling to manage their feelings and mental health, are more disruptive in the classroom, are in need of additional social, emotional, and behavioral support. Through an evidence-based curriculum students can benefit from increased self-awareness and social and emotional skills; a common language for communication, problem solving, and emotional understanding; more time spent on learning instead of on behavior management and a healthier, more inclusive school climate.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Professional Development

Person Monitoring:

Lynn Jennings

By When/Frequency:

Weekly during August, 2024 through October, 2024, then monthly November, 2024 to May, 2025

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

During the 2023-2024 school year, an overview of Zones of Regulation was provided to all staff. The school counselor received in-depth training to deliver the curriculum to staff and students during the 2024-2025 school year. The counselor will engage the students in lessons to focus on the Zones of

Regulation. These areas include: a. Improve competencies in co-regulation and self-regulation b. Self-Identify feelings, energy, and levels of alertness c. Build self-awareness of body signals as they relate to emotions d. Develop perspective-taking skills e. Integrate situational awareness with self-awareness to determine how to regulate f. Identify triggers and sparks that impact regulation g. Learn why regulation matters in relation to goals and well-being h. Identify, practice, and utilize effective regulation and wellness tools/strategies i. Understand when and how to use tools j. Build positive decision making and problem-solving skills k. Reflect on situations or experiences As teachers utilize the strategies and students implement the learning from the counselor, we will monitor the impact through teacher feedback, observations in classrooms, student surveys after lessons, and data analysis of assistance calls.

Action Step #2

Data Analysis

Person Monitoring:

Cecilia Palmer

By When/Frequency:

Monthly from August, 2024 to May, 2025

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

Monthly the SBLT will analyze the calls for assistance to determine supports for students who are dysregulated more than once. SBLT will communicate additional supports and plan of next steps with teachers.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii)

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

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

No

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