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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:

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

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

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Brooker Creek Elementary, a community that encourages growth by valuing each other's differences, respecting everyone and creating life-long learners.

### Provide the school's vision statement

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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

Josh Hodges

#### Position Title

Principal

#### Job Duties and Responsibilities

---

Oversees school instruction delivery.

### Leadership Team Member #2

#### Employee's Name

Kristie Gerber

#### Position Title

Assistant Principal

#### Job Duties and Responsibilities

---

Oversees school instruction delivery.

### Leadership Team Member #3

#### Employee's Name

Casey McMullen

**Position Title**

Teacher, K-12

**Job Duties and Responsibilities**

---

Plans and delivers instruction.

**Leadership Team Member #4**

**Employee's Name**

Johanna Ficca

**Position Title**

Teacher, K-12

**Job Duties and Responsibilities**

---

Plans and delivers instruction.

**Leadership Team Member #5**

**Employee's Name**

Beth McSunas

**Position Title**

Teacher, K-12

**Job Duties and Responsibilities**

---

Plans and delivers instruction.

**Leadership Team Member #6**

**Employee's Name**

Alexandria Schuler

**Position Title**

Teacher, K-12

**Job Duties and Responsibilities**

---

Plans and delivers instruction.

**Leadership Team Member #7**

**Employee's Name**

Amy Schwabe

**Position Title**

Teacher, K-12

**Job Duties and Responsibilities**

---

Plans and delivers instruction.

## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

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

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

---

School administration reviewed student data, current instructional teacher trends on campus, and created a plan with several teachers regarding the use of highly effective instructional strategies. This draft plan was shared with the staff and parents.

### 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))

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Data will be reviewed after students complete PM2 FAST assessments. Additionally, data will be reviewed after appropriate district assessments are completed. Grade levels will meet in PLC to review student data, complete item analysis to determine success towards previously taught standards, and to make action plans to reteach required standards. School administration will conduct frequent walkthroughs and monitor the implementation of small group instruction. Conversations with instructional staff regarding the student goals and success towards meeting them will take place throughout the year. Collaborative PLC cycles will be planned and implemented, ensuring that teachers will receive support during implementation.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2023-24 MINORITY RATE</b>	<b>24.0%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>18.1%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: A</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		7	7	10	8	5				37
One or more suspensions			1		1	2				4
Course failure in English Language Arts (ELA)				8	2	1				11
Course failure in Math				5	3					8
Level 1 on statewide ELA assessment					4	3				7
Level 1 on statewide Math assessment					2	1				3
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			1			1	1			3

#### Current Year 2024-25

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		6	12	12	6	7				43
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment					6	12				18
Level 1 on statewide Math assessment						4				4
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						2				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	1									1
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 *	77			69	54	53	77	55	56
ELA Grade 3 Achievement **	85			73	54	53			
ELA Learning Gains	65						68		
ELA Learning Gains Lowest 25%	50						55		
Math Achievement *	87			86	61	59	86	51	50
Math Learning Gains	68						65		
Math Learning Gains Lowest 25%	60						51		
Science Achievement *	81			82	62	54	75	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	60			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	573
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
72%	78%	68%	81%		77%	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	52%	No		
English Language Learners	60%	No		
Hispanic Students	70%	No		
Multiracial Students	77%	No		
White Students	72%	No		
Economically Disadvantaged Students	63%	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	66%	No		
Hispanic	85%	No		

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students				
Multiracial Students	79%	No		
White Students	77%	No		
Economically Disadvantaged Students	70%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

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

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students				
Hispanic Students	70%	No		
Multiracial Students				
Pacific Islander Students				
White Students	69%	No		
Economically Disadvantaged Students	55%	No		

### D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	77%	85%	65%	50%	87%	68%	60%	81%					60%
Students With Disabilities	48%	73%	50%	50%	71%	55%	50%	20%					
English Language Learners	50%				70%								
Hispanic Students	73%		58%		85%	75%		60%					
Multiracial Students	77%				77%								
White Students	78%	88%	64%	53%	88%	64%	59%	84%					
Economically Disadvantaged Students	68%	81%	63%	43%	79%	50%	58%						

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	69%	73%			86%			82%					
Students With Disabilities	54%	58%			74%			77%					
Hispanic Students	81%	85%			90%								
Multiracial Students	58%				100%								
White Students	68%	70%			84%			84%					
Economically Disadvantaged Students	60%	59%			86%			73%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	77%		68%	55%	86%	65%	51%	75%					
Students With Disabilities	43%		41%	38%	56%	40%	27%	40%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	82%		61%		81%	65%		60%					
Multiracial Students													
Pacific Islander Students													
White Students	77%		69%	56%	86%	65%	54%	74%					
Economically Disadvantaged Students	54%		50%	50%	71%	56%	50%	56%					

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

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

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

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?

---

ELA proficiency moved from 69% to 77%. This was achieved through an increased use of small group learning, a more detailed knowledge of standards, and using data to form instructional strategies.

##### Lowest Performance

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

---

ELA L25% gains had the lowest performance at 49%. This performance has a couple contributing factors. One, at a micro level, these students need a greater emphasis on foundational level skills during instructional. Though many of these students went up in score from PM1 to PM3, the number of points was not enough to qualify for gains. More selective, strategies for these students need to be use. Additionally, there are two tie back students that did not make gains at their respective campus.

##### Greatest Decline

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

---

Science proficiency had a 1% decline, 82% to 81%.

##### 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.

---

Brooker Creek ES outperformed the state averages.

##### EWS Areas of Concern

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

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1. Three 4th grade students scored a level one on the ELA FAST Assessment.
2. Four 3rd grade students scored a level one on the ELA FAST Assessment.
3. 37 students have attendance below 90%.

##### Highest Priorities

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

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1. ELA L25% Gains
2. Math L25% Gains
3. ELA proficiency and gains for SWD
4. Math proficiency and gains for SWD

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

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

### Area of Focus #1

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

### Instructional Practice specifically relating to Professional Learning Communities

#### Area of Focus Description and Rationale

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

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Professional development that includes opportunities for collaboration and reflection improves the impact of training. Teachers who participate in professional learning methodologies that promote collaboration and offer them opportunities for reflection apply what they learned nearly 90% of the time (Joyce and Showers). The world's top performing school systems enable teachers to work together and learn from one another while planning lessons jointly and observing each other teaching. Professional learning needs to be intensive and ongoing because the process of improving teaching and learning is not often smooth or instantly successful. Colleagues will work within a PLC by teaching and observing a lesson and reflect afterward to discuss what worked well and what could be adopted as part of a learning practice. This is part of the long-term process of continual improvement. This in-class professional learning is a hallmark of effective professional learning, allowing teachers to put knowledge into action.

#### Measurable Outcome

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

#### 23-24 School Year:

77% ELA Proficiency

64% ELA Learning Gains

49% L25 Learning Gains

85% 3rd Grade Proficiency

38% ELL Student Proficiency

40% ELL Learning Gains

87% Math Proficiency

80% Math Learning Gains

61% L25 Learning Gains

81% Science Proficiency

**24-25 School Year:**

80% ELA Proficiency

70% ELA Learning Gains

65% L25 Learning Gains

90% 3rd Grade Proficiency

60% ELL Student Proficiency

60% ELL Learning Gains

90% Math Proficiency

80% Math Learning Gains

70% L25 Learning Gains

85% Science Proficiency

**Monitoring**

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

---

Student learning will be monitored during the various assessments throughout the year including the FAST assessments and various district assessments. Students will be monitored at PM2 to determine if they are on pace to make learning gains. Additionally, students will be monitored throughout the monthly Reading ISIP assessments to ensure learning pacing is on track.

**Person responsible for monitoring outcome**

Josh Hodges

**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:**

Collective PLC learning cycles will be implemented. The learning cycles will focus on the development and usage of teacher clarity (.75 effect size), student self-questioning techniques (.64 effect size), reciprocal teaching strategies (.74 effect size), and teacher feedback (.75 effect size). These cycles will allow teachers opportunities to grown within their practice and provide them a structured system in which to practice the strategies and refine skills as a team.

**Rationale:**

The following strategies/practices have a high effect size, making them valuable pieces to include in lessons: Teacher clarity (.75 effect size) Student self-questioning techniques (.64 effect size) Reciprocal teaching strategies (.74 effect size) Teacher feedback (.75 effect size). These strategies have all been proven to be highly effective (Visible Learning for Literacy, Fisher, Frey, and Hattie). When combined, these strategies combine to complement a teaching lesson and make it more impactful for the students.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

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

**Action Step #1**

Cultivate a trusting and motivating culture where curiosity, improvement, and risk-taking are valued.

**Person Monitoring:**

Josh Hodges

**By When/Frequency:**

on-going, all year

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

This will be a multi-faceted program. The process will involve a team of teachers selecting the strategies, the team working to create teacher buy-in, the creation of clear and purposeful implementation plan, and the support of the implementation.

**Action Step #2**

Schedule two days for grade levels to participate in a culminating learning cycle experience.

**Person Monitoring:**

Josh Hodges

**By When/Frequency:**

Two times- Fall and Spring

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

Two learning cycles will be scheduled and substitute teachers purchased. The sub teachers will rotate throughout the day, following a schedule, which will release teachers to observe and be observed, with a particular focus on the instructional strategies that have been selected and implemented. The successful completion of the learning cycle will indicate the successful completion of the action step.

**Action Step #3**

Faculty book study- Visible Learning for Literacy

**Person Monitoring:**

Kristie Gerber

**By When/Frequency:**

Bi-Weekly/ January, 2025

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

Staff members will participate in a faculty book study using Visible Learning for Literacy. This book will support teachers in their practice, particularly regarding the chosen reading strategies.

## 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.

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Professional development that includes opportunities for collaboration and reflection improves the impact of training. Teachers who participate in professional learning methodologies that promote collaboration and offer them opportunities for reflection apply what they learned nearly 90% of the time (Joyce and Showers). The world's top performing school systems enable teachers to work together and learn from one another while planning lessons jointly and observing each other teaching. Professional learning needs to be intensive and ongoing because the process of improving teaching and learning is not often smooth or instantly successful. Colleagues will work within a PLC by teaching and observing a lesson and reflect afterward to discuss what worked well and what could be adopted as part of a learning practice. This is part of the long-term process of continual improvement. This in-class professional learning is a hallmark of effective professional learning, allowing teachers to put knowledge into action.

#### 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.

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##### 23-24 School Year:

77% ELA Proficiency  
 64% ELA Gains  
 49% L25 Gains  
 85% 3rd Grade Proficiency

87% Math Proficiency  
 80% Math Gains  
 61% L25 Gains

81% Science Proficiency

##### 24-25 School Year:

80% ELA Proficiency  
 70% ELA Gains

65% L25 Gains

90% 3rd Grade Proficiency

90% Math Proficiency

80% Math Gains

70% L25 Gains

85% Science Proficiency

### **Monitoring**

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

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Student learning will be monitored during the various assessments throughout the year including the FAST assessments and various district assessments. Students will be monitored at PM2 to determine if they are on pace to make learning gains. Additionally, students will be monitored throughout the monthly Reading ISIP assessments to ensure learning pacing is on track.

### **Person responsible for monitoring outcome**

Josh Hodges

### **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:**

Collective PLC learning cycles will be implemented. The learning cycles will focus on the development and usage of teacher clarity (.75 effect size), student self-questioning techniques (.64 effect size), reciprocal teaching strategies (.74 effect size), and teacher feedback (.75 effect size). These cycles will allow teachers opportunities to grown within their practice and provide them a structured system in which to practice the strategies and refine skills as a team.

#### **Rationale:**

The following strategies/practices have a high effect size, making them valuable pieces to include in lessons: Teacher clarity (.75 effect size) Student self-questioning techniques (.64 effect size) Reciprocal teaching strategies (.74 effect size) Teacher feedback (.75 effect size). These strategies have all been proven to be highly effective (Visible Learning for Literacy, Fisher, Frey, and Hattie). When combined, these strategies combine to complement a teaching lesson and make it more impactful for the students.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement:**

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

#### **Action Step #1**

Cultivate a trusting and motivating culture where curiosity, improvement, and risk-taking are valued.

#### **Person Monitoring:**

Josh Hodges

#### **By When/Frequency:**

on-going, all year

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

This will be a multi-faceted program. The process will involve a team of teachers selecting the strategies, the team working to create teacher buy-in, the creation of clear and purposeful implementation plan, and the support of the implementation.

#### **Action Step #2**

Schedule two days for grade levels to participate in a culminating learning cycle experience.

#### **Person Monitoring:**

Josh Hodges

#### **By When/Frequency:**

Two times- Fall and Spring

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

Two learning cycles will be scheduled, and substitute teachers purchased. The sub teachers will rotate throughout the day, following a schedule, which will release teachers to observe and be observed, with a particular focus on the instructional strategies that have been selected and implemented. The successful completion of the learning cycle will indicate the successful completion of the action step.

#### **Action Step #3**

Faculty book study- Visible Learning for Literacy

#### **Person Monitoring:**

Kristie Gerber

#### **By When/Frequency:**

Ongoing/ January 2025

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

Staff members will participate in a faculty book study using Visible Learning for Literacy. This book will support teachers in their practice, particularly regarding the chosen reading strategies.

## **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

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reviewed.

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Implementing goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating success.

### **Measurable Outcome**

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

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80% of students in grades 1-5 will meet their own academic goal.

### **Monitoring**

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

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Students will establish a baseline data piece during the PM1 testing session. Teachers will work with students to establish goals for PM2 and PM 3. These goals will be monitored by students, teachers, and administrators.

### **Person responsible for monitoring outcome**

Kristie Gerber

### **Evidence-based Intervention:**

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

#### **Description of Intervention #1:**

Self-reported grades/student expectations (ES 1.44) Goals (ES .50)

#### **Rationale:**

Students perform better when they know their end goals and when strategies to meet goals are discussed along the way. As students improve and their success is recognized, positive emotion creates an intrinsic desire within students to keep improving.

#### **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**

Goal Setting Around Progress Monitoring Cycle

#### **Person Monitoring:**

Kristie Gerber

#### **By When/Frequency:**

September, December and April

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

Establish baseline scores for students in grades 1-5 during the PM 1 cycle. From these scores and using available data, determine how many points are needed to reach proficiency as well as how many points are needed to make learning gains. Set goals for PM 2 and PM 3 using above mentioned data.

**Action Step #2**

Celebrating Goal Attainment

**Person Monitoring:**

Kristie Gerber

**By When/Frequency:**

Ongoing through May

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

Meet with L25 students individually to review PM 1 scores and their goals for PM 2 and PM 3. Celebrate goal achievement for PM 2 and PM 3 as the testing cycle ends.

**Action Step #3**

Goal Setting Training - Staff and Students

**Person Monitoring:**

Kristie Gerber

**By When/Frequency:**

August/September

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

Create and implement a goal setting training for staff that addresses the process of setting goals and how goals drive the work we conduct with students. Create and deliver a goal setting workshop for students addressing the importance of goals, how to select goals, monitoring goals, and goal attainment.

## 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.

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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))

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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)

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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))

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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))

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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))

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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)).

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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)).

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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))

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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.

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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).

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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