

Pinellas County Schools

DUNEDIN ELEMENTARY SCHOOL

A word cloud graphic with various educational terms. The largest words are 'students', 'school improvement', 'learning', 'leadership', 'success', and 'relationships'. Other words include 'mission', 'teaching', 'achievement', 'instruction', 'growth', 'vision', 'ambitious', 'analysis', 'collaboration', 'supportive environment', 'resources', 'areas of focus', 'relationships', 'striving', 'achievement', 'areas of focus', 'instruction', and 'growth'. A circular logo is positioned on the left side of the word cloud, featuring a sun rising over a path that leads to a graduation cap.

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 mission of Dunedin Elementary is to be responsive to the academic, emotional, and social needs of each child. We will work to close the opportunity gap by preparing all students for college and career readiness in a global society.

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

Christina Murphy

Position Title

Principal

Job Duties and Responsibilities

The principal and AP monitor the learning environment and support teacher growth through observation and feedback. Based on that data, teams are provided with differentiated supports from school leaders and coaches. Instructional Leader. Intentional focus on all aspects of school improvement. Develop and monitor goals and action steps developed by school leadership team. Curriculum Specialist/Learning Specialist. PBIS Coordinator. Safety and Operations Manager. Instructional walk throughs. Teacher observation and evaluation. Testing Coordinator. MTSS team member. ILT. CST. Oversee all curriculum area. Manage, analyze, and interpret school data from a variety sources, followed by effective action planning to identify and close achievement gaps to meet academic goals. Active participant in collaborative planning. Provide teachers with constructive and honest feedback to continuously improve instructional practice.

Leadership Team Member #2

Employee's Name

Tammy Killian

Position Title

Assistant Principal

Job Duties and Responsibilities

The principal and AP monitor the learning environment and support teacher growth through observation and feedback. Based on that data, teams are provided with differentiated supports from school leaders and coaches. Instructional Leader. Intentional focus on all aspects of school improvement. Develop and monitor goals and action steps developed by school leadership team. Curriculum Specialist/Learning Specialist. PBIS Coordinator. Safety and Operations Manager. Instructional walk throughs. Teacher observation and evaluation. Testing Coordinator. MTSS team member. ILT. CST. Oversee all curriculum area. Manage, analyze, and interpret school data from a variety sources, followed by effective action planning to identify and close achievement gaps to meet academic goals. Active participant in collaborative planning. Provide teachers with constructive and honest feedback to continuously improve instructional practice.

Leadership Team Member #3

Employee's Name

Cindy Borland

Position Title

Reading Coach

Job Duties and Responsibilities

Support ELA curriculum lesson planning aligned to standards. Support school leadership by helping to develop and implement goals and action steps to increase reading and writing achievement. Build capacity by increasing teacher leadership. Literacy Leader. Monitor all data related to ELA including computer-based learning programs. Promote a culture of collaboration and high standards for instruction. Help teachers create formative assessments within ELA. Oversee academic pacing calendar to ensure all grade level standards are taught. Facilitator of ELA PD. MTSS team member. Participate in instructional walk throughs. Attend monthly district coaching meetings and implement ideas/tasks. Apply and communicate knowledge of research based instructional practices that are effective. Analyze ELA data with teachers and school leadership team and assist with developing action plans. Assist teachers with collaborative planning around the ELA standards using district reading modules and resources. Pull small groups for students needing intervention and enrichment. Support curriculum planning and PLC's using extended planning time. Provide teachers with

constructive and honest feedback to continuously improve instructional practice.

Leadership Team Member #4

Employee's Name

Lynne Anthony

Position Title

Social Work/Attendance

Job Duties and Responsibilities

Assists our families and students with resources to address food insecurities, counseling resources, homelessness, crisis intervention and any other social emotional needs. In addition, she monitors our attendance and leads the Child Study Team which addresses barriers for student attendance which has a strong impact on academic performance. The social worker also serves on our MTSS and PBIS team.

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.

During the month of June, teachers from a variety of grade levels and roles joined the admin team for data analysis of the state assessments. Together a plan was developed on ways to address the deficiencies that still exist in all content areas. The SAC approved the Compact which describes the role each stakeholder will play in the learning during the school year. Families were offered input through a QR code link that was included in our monthly newsletter.

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))

Through ongoing data analysis, the MTSS and admin team will examine data and make decisions about outliers. The grade level teams will use data in their weekly collaborative planning sessions to insure meeting the needs of all students. Once per quarter, SIP will be reviewed during a faculty meeting. Input will be taken, and revisions or updates will be made, as needed.

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	69.7%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
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: B 2022-23: C* 2021-22: C 2020-21: 2019-20: 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	0	24	18	16	18	22				98
One or more suspensions				1		2				3
Course failure in English Language Arts (ELA)				1	1	1				3
Course failure in Math					1					1
Level 1 on statewide ELA assessment				0	17	30				47
Level 1 on statewide Math assessment					11	20				31
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	6	7	9	11						33
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	5	7	12	20					46

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	1	2	5	13	17				38

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	2	4	0	1					7
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	16	10	17	19	14	12				88
One or more suspensions	1		1	1	3	2				8
Course failure in ELA					1					1
Course failure in Math						2				2
Level 1 on statewide ELA assessment				26	20	31				77
Level 1 on statewide Math assessment				28	22	33				83
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)				54						160

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

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

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

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		3	3							6
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 *	50			34	54	53	48	55	56
ELA Grade 3 Achievement **	68			41	54	53			
ELA Learning Gains	55						50		
ELA Learning Gains Lowest 25%	47						38		
Math Achievement *	51			38	61	59	50	51	50
Math Learning Gains	54						61		
Math Learning Gains Lowest 25%	59						40		
Science Achievement *	52			28	62	54	33	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	52			31	64	59	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	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	502
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
56%	41%	47%	49%		56%	46%

* 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	44%	No		
English Language Learners	52%	No		
Black/African American Students	45%	No		
Hispanic Students	57%	No		
Multiracial Students	48%	No		
White Students	62%	No		
Economically Disadvantaged Students	53%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	16%	Yes	2	1
English Language Learners	31%	Yes	1	1
Black/African American Students	21%	Yes	4	1
Hispanic Students	40%	Yes	1	
Multiracial Students	42%	No		
White Students	49%	No		
Economically Disadvantaged Students	39%	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	36%	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	47%	No		
Native American Students				
Asian Students				
Black/African American Students	37%	Yes	3	
Hispanic Students	47%	No		
Multiracial Students	52%	No		
Pacific Islander Students				
White Students	59%	No		
Economically Disadvantaged Students	46%	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	50%	68%	55%	47%	51%	54%	59%	52%					52%
Students With Disabilities	18%	38%	52%	56%	24%	61%	68%	31%					47%
English Language Learners	43%	68%	52%	45%	56%	53%	57%	30%					66%
Black/African American Students	36%	60%	41%		42%	57%		33%					
Hispanic Students	50%	65%	60%	50%	59%	59%	60%	48%					63%
Multiracial Students	50%				46%								
White Students	65%	78%	61%		54%	39%		73%					
Economically Disadvantaged Students	45%	65%	50%	45%	47%	56%	63%	45%					64%

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	34%	41%			38%			28%					31%
Students With Disabilities	8%	8%			11%			9%					43%
English Language Learners	22%	38%			33%			0%					62%
Black/African American Students	13%	19%			33%			18%					
Hispanic Students	34%	42%			38%			26%					58%
Multiracial Students	46%				38%								
White Students	52%	54%			46%			45%					
Economically Disadvantaged Students	32%	38%			36%			29%					61%

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	48%		50%	38%	50%	61%	40%	33%					59%
Students With Disabilities	20%		27%		28%	63%	54%	6%					56%
English Language Learners	39%		56%	41%	51%	67%		17%					59%
Native American Students													
Asian Students													
Black/African American Students	38%		41%		32%	56%	36%	21%					
Hispanic Students	46%		50%	31%	55%	58%	50%	24%					60%
Multiracial Students	64%				40%								
Pacific Islander Students													
White Students	58%		58%		59%	72%		50%					
Economically Disadvantaged Students	50%		52%	50%	46%	54%	29%	31%					58%

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?

Science proficiency is the area of most improvement. We were supported by a district Science coach who helped teams plan for individual standard mastery, modeled and co-taught, and taught small groups of students around specific standards of need.

Lowest Performance

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

4th Grade ELA scores

Contributing factors include large class sizes, 1 new teacher, 2 teachers new to the 4th grade curriculum and these 2 teachers transitioned from departmentalized to self-contained. Excessive absences and tardies also impacted ELA instruction – students missed instruction and teacher instruction was also interrupted for all when opening the classroom door for students arriving late.

Greatest Decline

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

NONE

Greatest Gap

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

The greatest gap compared to the state average is the 4th grade ELA Reading scores with a student proficiency of 34.5% compared to the state average of 53% for an 18.5% deficit.

Contributing factors include large class sizes, 1 new teacher, 2 teachers new to the 4th grade curriculum and these 2 teachers transitioned from departmentalized to self-contained.

Excessive absences and tardies also impacted ELA instruction – students missed instruction and teacher instruction was also interrupted for all when opening the classroom door for students arriving late.

All 4th grade classes had low ELA proficiency.

EWS Areas of Concern

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

Attendance

Level 1 students in all content areas

Tardies

Highest Priorities

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

Tier I instruction

Teacher Efficacy

Attendance

ESE and Black Subgroup Data

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 Collaborative Planning, Differentiation, ELA, ELA required by RAISE (specific questions), Instructional Coaching, Intervention

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

Grades K-2 instructional practices specifically related to ELA will be to incorporate various strategies determined during collaborative planning meetings. Specific evidence-based strategies will include establishing learning goals that identify the critical content, incorporating teacher clarity, and student monitoring for evidence of achieving the desired result in every lesson.

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.

Collaborative Planning affects student learning as teachers dive deeper into benchmarks and are better able to identify the critical content, the content limits, and what instructional strategies are best suited to implement during each lesson. This was identified as a crucial need based on the results of our Proficiency levels which indicate there is a need for improvement in our core instruction.

Differentiation - using the Lindamood Bell for reading intervention for Tier 2 and Tier 3 students in grades 3, 4, 5.

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

Grades 3-5 instructional practices specifically related to ELA will be to incorporate various strategies determined during collaborative planning meetings. Specific evidence-based strategies will include establishing learning goals that identify the critical content, incorporating teacher clarity, and student monitoring for evidence of achieving the desired result in every lesson by using FAST style exit tickets.

Grades K-2: Measurable Outcome(s)

Kindergarten proficiency in Early Literacy will increase from 72% to 80% as measured by the STAR Early Literacy Assessment PM3.

Grades 1-2 proficiency in Reading will increase from 42% to 64% as measured by the STAR Reading Assessment PM3.

Grades 3-5: Measurable Outcome(s)

Grade 3-5 proficiency in ELA will increase from 50% to 64% as measured by the FAST Progress Monitoring Assessment PM3.

Grade 3 proficiency in ELA will increase from 67% to 75% as measured by the FAST Progress Monitoring Assessment PM3.

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.

In order to monitor collaborative planning, we will include one or more members of our leadership team at each meeting. We will also measure the effectiveness of collaborative planning through the monitoring of core instruction. Core instruction will be monitored formatively and summatively. Formative monitoring will include daily exit tickets, weekly Istation minutes and progress, ELFAC for grades K-2, and DreamBox progress. Summative monitoring will include each cycle of FAST/STAR assessments, ELA module assessments, Math benchmark assessments, and Science cycle assessments.

We will monitor the fidelity of differentiation through the use of walk-through tools for whole group and small group instruction as well as LindaMood Bell monitoring tools. We will also measure the effectiveness of differentiated instruction for Tier 2 and Tier 3 through Istation biweekly lessons, Reveal reteach lessons, and LindaMood Bell assessments.

These ongoing monitoring practices will provide us with real time data for the levels of student achievement. Once that data has been disaggregated, we will make adjustments to collaborative planning and whole/small group instruction in order to provide the appropriate instruction for students.

Person responsible for monitoring outcome

Cindy Borland - Reading Coach (and MTSS team)

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:

The evidence-based intervention that we will use for Grades 3-5 will be Lindamood Bell. This is a two-part program. The Seeing Stars program develops symbol imagery—the ability to visualize sounds and letters in words—as a basis for orthographic awareness, phonemic awareness, word attack, word recognition, spelling, and contextual reading fluency. The Visualizing and Verbalizing program develops concept imagery—the ability to create an imagined or imaged gestalt from language—as a basis for comprehension and higher order thinking. The development of concept imagery improves reading and listening comprehension, memory, oral vocabulary, critical thinking, and writing.

Rationale:

The rationale for this intervention is the reading data in grades 4 and 5. Both grades have over 40% of students identified as Tier 2 or Tier 3. The data suggests that we are not meeting the needs of the struggling students and the gap is not closing. The target audience for this research-based intervention is the Tier 2 and Tier 3 students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

The evidence-based interventions we will use for grades K-2 will be Flamingo and/or UFLI for small groups.

Rationale:

The rationale for these interventions is all students must begin reading to learn as they are learning to read so they are prepared to pull meaning from unstructured texts. As students build knowledge and vocabulary, they will be better prepared to grapple with more complex texts.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Development to all staff providing LMB interventions

Person Monitoring:

Cindy Borland - Reading Coach/Pro Ed Facilitator

By When/Frequency:

monthly

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

Staff Developers from LMB will provide ongoing professional development and coaching to build capacity in the ability to deliver the interventions with fidelity. Summer/Early Fall 2024 - Designated staff will complete Seeing Stars and Visualizing and Verbalizing workshops Throughout the school year, each participant will: *Attend the Introduction to School Partnerships event *Attend a one-on-one planning meeting before intervention begins *Participate in virtual, job-embedded support with

students for 30 minutes a week *Attend monthly collaborative meetings to discuss instructional topics
*Collaborate with Lindamood-Bell regarding progress of 3rd – 5th grade students participating in Tier 2 and 3 interventions Admin and Reading Coach will participate in and monitor these sessions regularly and follow up with walk through feedback for instructors.

Action Step #2

Implement LMB with fidelity

Person Monitoring:

Reading Coach and Admin

By When/Frequency:

Weekly

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

Admin and Reading Coach will observe and provide feedback to participants on a weekly basis regarding the delivery with fidelity of the LMB interventions.

Action Step #3

Collaborative Planning

Person Monitoring:

Admin and Reading Coach

By When/Frequency:

weekly

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

· Teachers, coaches, and administrators engage in Collaborative Planning to backwards plan, deepen understanding of the benchmarks/standards, as well as lessons designed to support students as they meet the rigorous demands of the grade-level benchmarks through the use of state and district resources (such as the BEST ELA/Math Benchmarks, FSASS Science Standards, PCS Gold Documents, Power Benchmarks, & Pop-Up Padlets, B1G-M, and other content resources) to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards · Use district PCS Modules curriculum to provide all students with consistent opportunities to engage in in complex, grade-level content, knowledge-building, and tasks aligned to the rigor of the standard/benchmark; and make strategic decisions about implementation of the curriculum to maximize impact on student learning, including, but not limited to planning, materials management, and use of collaborative structures for high-level engagement tasks. · Plan for active learning opportunities to increase joy and satisfaction in teaching and learning for each teacher and student by being interesting/relevant to students while ensuring materials management and pacing/scheduling are aligned to meet academic needs. · Use materials and assign tasks that are intriguing to students and seem relevant to students as determined by getting to know their students' interests.

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), 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.

Our students with disabilities data continued to remain far below 50% proficiency in all content areas:

ELA - 16%

Math - 19%

Science - 27%

A significant number of SWD students are in our ESE self-contained classrooms and curricular, planning and instructional support is needed.

Our black students continued to remain below 50% proficiency in all content areas:

ELA - 34%

Math - 35%

Science - 33%

Our school demographics show that 19% of our total population consists of black students. There is a significant gap between white and black students' proficiency in all content areas.

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.

Our students with disabilities data continued to remain far below 50% proficiency in all content areas:

ELA - 16%

Math - 19%

Science - 27%

A significant number of SWD students are in our ESE self-contained classrooms and curricular, planning and instructional support is needed.

Our black students continued to remain below 50% proficiency in all content areas:

ELA - 34%

Math - 35%

Science - 33%

Our school demographics show that 19% of our total population consists of black students. There is a significant gap between white and black students' proficiency in all content areas.

The goal is for both of these subgroups to achieve 50% proficiency in all content areas.

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.

School based instructional leadership team (Principal, Assistant Principal and Reading coach) will monitor data through the use of a grade and content level excel document to include common

assessments, formative and summative assessments, attendance, and subgroups.

Person responsible for monitoring outcome

Principal - Christina Murphy

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:

UFLI, Flamingo and LMB will be used as interventions with the students, as needed. Teachers and staff will provide a safe and equitable learning environment in which African American students build a growth mindset and increase perseverance to achieve academic, behavioral, and social/emotional success. In order to reduce the disparity within our black subgroup's data in attendance, discipline, and academics, professional development is necessary for ALL adults on our campus. The professional development should be on increasing the student engagement of our black students through the use of culturally responsive teaching practices, an equitable mindset, relevant topics and material and the setting of high expectations.

Rationale:

This strategy will bring awareness to the cultural needs of African American students by keeping students engaged during instruction, connected throughout the school community, and increase their proficiency in all subject areas. Systematic instruction to include breaking lessons into sequential and manageable steps that increase in difficulty level.

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

Monitoring with Feedback

Person Monitoring:

Admin and Reading Coach

By When/Frequency:

weekly

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

Monitor the use of appropriate practices and scaffolding to ensure students' needs are met. Weekly/ biweekly monitoring of various datapoints of students Providing teachers with feedback regarding effective instruction.

Area of Focus #3

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

No Answer Entered

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.

Collaborative Planning affects student learning as teachers dive deeper into benchmarks and are better able to identify the critical content, the content limits, and what instructional strategies are best suited to implement during each lesson. This was identified as a crucial need based on the results of our Proficiency levels which indicate there is a need for improvement in our core instruction.

Differentiation - using the Lindamood Bell for reading intervention for Tier 2 and Tier 3 students in grades 3, 4, 5.

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

Grades 3-5 instructional practices specifically related to ELA will be to incorporate various strategies determined during collaborative planning meetings. Specific evidence-based strategies will include establishing learning goals that identify the critical content, incorporating teacher clarity, and student monitoring for evidence of achieving the desired result in every lesson by using FAST style exit tickets.

Grades 4 and 5 will also specifically focus on using strategies to improve cognitive engagement with content by having students build content knowledge on specific topics and having multiple opportunities to write about them.

Grades K-2: Measurable Outcome(s)

No Answer Entered

Grades 3-5: Measurable Outcome(s)

Grade 4 proficiency in Reading will increase from 34% to 54% by May of 2025 as measured by the FAST ELA Assessment PM3.

Grade 5 proficiency in Reading will increase from 47% to 62% by May 2025 as measured by the

FAST ELA assessment PM3.

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 will occur by administration and the Reading Coach and their participation in collaborative planning with fourth and fifth grade level teams. The admin team will then conduct walk-throughs in all 4th and 5th grade classes on a weekly basis to ensure that implementation of curriculum is happening based on results of planning sessions.

Person responsible for monitoring outcome

Tina Murphy and Tammy Killian

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:

The evidence-based intervention that we will use for Grades 3-5 will be Lindamood Bell. This is a two-part program. The Seeing Stars program develops symbol imagery—the ability to visualize sounds and letters in words—as a basis for orthographic awareness, phonemic awareness, word attack, word recognition, spelling, and contextual reading fluency. The Visualizing and Verbalizing program develops concept imagery—the ability to create an imagined or imaged gestalt from language—as a basis for comprehension and higher order thinking. The development of concept imagery improves reading and listening comprehension, memory, oral vocabulary, critical thinking, and writing.

Rationale:

The rationale for these interventions is all students must begin reading to learn as they are learning to read so they are prepared to pull meaning from unstructured texts. As students build knowledge and vocabulary, they will be better prepared to grapple with more complex texts.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Professional Development to all staff providing LMB interventions

Person Monitoring:

Cindy Borland-Reading Coach (MTSS team)

By When/Frequency:

monthly

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

Staff Developers from LMB will provide ongoing professional development and coaching to build capacity in the ability to deliver the interventions with fidelity. Summer/Early Fall 2024 - Designated staff will complete Seeing Stars and Visualizing and Verbalizing workshops Throughout the school year, each participant will: *Attend the Introduction to School Partnerships event *Attend a one-on-one planning meeting before intervention begins *Participate in virtual, job-embedded support with students for 30 minutes a week *Attend monthly collaborative meetings to discuss instructional topics *Collaborate with Lindamood-Bell regarding progress of 3rd – 5th grade students participating in Tier 2 and 3 interventions Admin and Reading Coach will participate in and monitor these sessions regularly and follow up with walk through feedback for instructors.

Action Step #2

Implement LMB with fidelity

Person Monitoring:

Cindy Borland-Reading Coach (Admin Team)

By When/Frequency:

weekly

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

Admin and Reading Coach will observe and provide feedback to participants on a weekly basis regarding the delivery with fidelity of the LMB interventions.

Action Step #3

Collaborative Planning

Person Monitoring:

Admin Team

By When/Frequency:

weekly

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

Teachers, coaches, and administrators engage in Collaborative Planning to backwards plan, deepen understanding of the benchmarks/standards, as well as lessons designed to support students as they meet the rigorous demands of the grade-level benchmarks through the use of state and district resources (such as the BEST ELA/Math Benchmarks, FSASS Science Standards, PCS Gold Documents, Power Benchmarks, & Pop-Up Padlets, B1G-M, and other content resources) to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards · Use district PCS Modules curriculum to provide all students with consistent opportunities to engage in in complex, grade-level content, knowledge-building, and tasks aligned to the rigor of the standard/benchmark; and make strategic decisions about implementation of the curriculum to maximize impact on student learning, including, but not limited to planning, materials management, and use of collaborative structures for high-level engagement tasks. · Plan for active learning opportunities to increase joy and satisfaction in teaching and learning for each teacher and student by being interesting/relevant to students while ensuring materials management and pacing/scheduling are aligned to meet academic needs. · Use materials and assign tasks that are intriguing to students and seem relevant to students as determined by getting to know their students' interests.

Area of Focus #4

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

specifically relating to

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.

No Answer Entered

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.

No Answer Entered

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.

No Answer Entered

Person responsible for monitoring outcome

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:

Rationale:

Tier of Evidence-based Intervention:

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

Person Monitoring:

By When/Frequency:

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

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

We have a comprehensive PBIS plan. Staff, students, and their families are all trained on our PBIS processes. We also have a behavior team that addresses behavioral issues, and we use data to define which students may need Tier 2 or Tier 3 services, in which case, we use the MTSS process. This team uses a problem-solving worksheet as needed based on data (meet monthly).

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.

Positive Behavior and Intervention System will support the engagement and content-based tasks of our students in grades PreK-5th. PBIS will also improve the morale and culture of our school. 47 of our students received an Office Referral in the 23-24 school year. We would like to reduce that number to less than 40 through the use of improved PBIS supports.

School Leadership Team will monitor student progress of behavior and Office Discipline Referrals. The data will be reviewed monthly with any needed adjustments being put into place to modify and improve outcomes.

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 will occur through analysis of ODPs and minor infraction reports as recorded through FOCUS.

Student engagement will decrease the number of behaviors in any classroom setting and that will be monitored by walkthrough feedback.

Person responsible for monitoring outcome

Administrators

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:

We have decided to use the Second Step program on our morning news show daily. This will allow all

students to receive additional instruction in social skills and appropriate behaviors, actions, and reactions.

Rationale:

Some students are not yet equipped with the social skills needed to interact safely and appropriately in school settings. These skills are a responsibility of the school.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Teach the STAR guidelines

Person Monitoring:

ALL teachers/staff

By When/Frequency:

the first 10 days and ongoing

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

Students will learn the Guidelines for Success in every classroom. (STAR) S - Safety First T - Think, Learn, Achieve A - Act Kind R - Respect Others These commitments will create and develop a common language and understanding amongst all stakeholders.

Action Step #2

Use the 20 daily points / Dunedin Dollar rewards system to build and celebrate positive behaviors

Person Monitoring:

TBD

By When/Frequency:

ongoing

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

Every K - 5 student will have the ability to earn 20 points daily for STAR behavior. The points will lead to celebrations and rewards periodically throughout the year. There is also a token economy of Dunedin Dollars which students can use to "buy" preferred items/privileges from the school store.

Area of Focus #2

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.

Attendance continues to be a challenge for our students. 22% of our students had more than 10% of school days absent. 4% of our students had more than 20% of school days absent. This data comprises 27% of our entire school population.

Statistically speaking, there is a high percentage of level 1 or 2 deficient students represented in this

data.

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.

Our goal is to improve attendance to 90% of our students having 95% attendance. We will be more aggressive in our Child Study Team with our plan of action for improvement of the attendance of each learner.

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.

CST meetings occur biweekly and we will use these meetings to address concerns early and regularly. Each team member will play a role in contributing ideas and effort in increased attendance.

Person responsible for monitoring outcome

Lynne Anthony - Social Worker

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:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Person Monitoring:

By When/Frequency:

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

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