FUGUITT ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

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 Fuguitt Elementary is to prepare tomorrow's leaders today by engaging and inspiring students for success by connecting learning to real life.

Provide the school's vision statement

The vision of Fuguitt Elementary is 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
Dr. Dustin Adams

Position Title
Principal

Job Duties and Responsibilities

The principal and AP monitor the learning environment and support teacher growth through observation and feedback. Using data, teams are provided with differentiated supports. 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. 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. supervision and retention of high-quality instructional support staff. Create a culture of rigorous learning, belonging and engagement for stakeholders

Leadership Team Member #2

Employee's Name
Eliza Lentz

Position Title
Assistant Principal

Job Duties and Responsibilities

The principal and AP monitor the learning environment and support teacher growth through observation and feedback. Using data, teams are provided with differentiated supports. 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. 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. supervision and retention of high-quality instructional support staff. Create a culture of rigorous learning, belonging and engagement for stakeholders.

Leadership Team Member #3

Employee's Name
Kristi Sullivan

Position Title
School Social Worker

Job Duties and Responsibilities

Social worker, attendance, child study team

Leadership Team Member #4

Employee's Name
Vanessa Fisher

Position Title
School Counselor

Job Duties and Responsibilities

 School Counselor, MTSS, PBIS, ELL and 504 Coordinator

Leadership Team Member #5

Employee's Name
Nancy Harkins

Position Title
School Psychologist

Job Duties and Responsibilities

 MTSS, Assessing and assisting in supporting individual student needs

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

All Fuguitt stakeholders are involved in the development of the SIP plan which include SIP committee members that represent all grade levels and departments. Input and feedback was provided for the creation of the SIP plan from school staff and SAC through surveys and SIP meetings. Review and reflection will be done throughout the school year through SAC, SIP and surveys.

SIP Monitoring

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

 The SIP will be regularly monitored for effective implementation with the use of purposeful planning and data chat protocols. SIP focused data chats with SBLT, grade level/specialist teams and content area committees will take place quarterly. These data chats will include data diving from school-wide, grade level to individual students. Significant priority will be monitoring those students with an achievement gap and students with Early Warning systems. During these data chats, action planning will occur for instructional implementation to address the needs of the students in order for the students to make progress and close the achievement gap. The plan will be revised as necessary through SBLT/SIP committee meetings with feedback from all stakeholders.

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	52.4%
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) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.	2023-24: B 2022-23: B* 2021-22: A 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		19	24	21	18	26				108
One or more suspensions		1		2		2				5
Course failure in English Language Arts (ELA)					5	0				5
Course failure in Math					5	1				6
Level 1 on statewide ELA assessment				12	21	12				45
Level 1 on statewide Math assessment				15	21	10				46
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	3	10	16				30

Current Year 2024-25

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

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

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		20	24	16	24	18				102
One or more suspensions				1		1				2
Course failure in ELA				4	1	1				6
Course failure in Math				5	5	2				12
Level 1 on statewide ELA assessment				4	20	13				37
Level 1 on statewide Math assessment				3	23	14				40
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				5	16	12				33

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	3						4
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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	55			53	54	53	58	55	56
ELA Grade 3 Achievement **	58			38	54	53			
ELA Learning Gains	61						71		
ELA Learning Gains Lowest 25%	52						68		
Math Achievement *	65			56	61	59	57	51	50
Math Learning Gains	70						73		
Math Learning Gains Lowest 25%	58						69		
Science Achievement *	70			65	62	54	55	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	56			48	64	59		64	64

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	537
Total Components for the FPPI	9
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
60%	57%	64%	53%		62%	42%

* 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	42%	No		
English Language Learners	56%	No		
Black/African American Students	53%	No		
Hispanic Students	64%	No		
White Students	63%	No		
Economically Disadvantaged Students	57%	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	27%	Yes	1	1

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
English Language Learners	48%	No		
Black/African American Students	41%	No		
Hispanic Students	41%	No		
Multiracial Students	66%	No		
White Students	62%	No		
Economically Disadvantaged Students	54%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	42%	No		
English Language Learners	64%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Native American Students				
Asian Students				
Black/African American Students	53%	No		
Hispanic Students	54%	No		
Multiracial Students	79%	No		
Pacific Islander Students				
White Students	67%	No		
Economically Disadvantaged Students	60%	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	55%	58%	61%	52%	65%	70%	58%	70%					56%
Students With Disabilities	39%		45%		35%	50%	42%						
English Language Learners	60%		50%		40%	80%							48%
Black/African American Students	43%		47%		54%	70%	50%						
Hispanic Students	56%	82%	53%		67%	87%		60%					40%
White Students	59%	62%	71%	50%	67%	63%	45%	86%					
Economically Disadvantaged Students	47%	50%	56%	57%	58%	68%	64%	66%					50%

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	53%	38%			56%			65%					48%
Students With Disabilities	29%	20%			24%			35%					
English Language Learners	36%				36%							71%	
Black/African American Students	42%	39%			36%			47%					
Hispanic Students	43%	23%			49%			50%					
Multiracial Students	54%				77%								
White Students	61%	42%			66%			77%					
Economically Disadvantaged Students	49%	30%			49%			63%				77%	

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	58%		71%	68%	57%	73%	69%	55%					64%
Students With Disabilities	30%		44%	36%	29%	55%	53%	44%					
English Language Learners	47%		90%		40%	80%							64%
Native American Students													
Asian Students													
Black/African American Students	42%		66%	64%	34%	65%	62%	38%					
Hispanic Students	44%		71%		41%	59%		55%					
Multiracial Students	83%				75%								
Pacific Islander Students													
White Students	65%		69%	57%	68%	77%	75%	61%					
Economically Disadvantaged Students	54%		65%	68%	51%	71%	66%	46%					60%

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?

3rd grade ELA proficiency showed significant increase from 42% to 58%. Actions that led to improvements in this area included: focused instruction and strategic use of the 30-minute Intervention time, strategic grouping of ESE students as well as smaller group sizes that positively impacted instruction. Intentional hiring for the 3rd grade teacher vacancy, support from ELA district ISD with focus on standards-based instruction, utilized RAP tutor for students who had a need for remediation in phonics skills. Phonics based intervention (UFLI) for students as a Tier 2/3 intervention with title 1 hourly interventionist, enrollment in Promise Time for those students who were not meeting grade level expectations and intentional teacher facilitator for the 3rd grade ELA Promise Time group. 3rd Grade teachers PD during the school year was focused on deeper understanding of the ELA grade 3 benchmarks.

Lowest Performance

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

The data component with the lowest performance was 4th Grade ELA. Contributing factors to this low performance included several variables. The fourth-grade team departmentalized subject areas. This occurred after an adjustment to units after the 10-day count. The two ELA teachers were new to the grade level and subject area. The ELA Teachers needed significant support in learning and understanding the grade level benchmarks in order to teach the benchmarks deeply. Other factors included inconsistent student and staff attendance in the grade level and significant student behaviors that impeded the learning environment. Additionally, a fourth grade teacher took a leave at the beginning of that impacted the learning environments due to inconsistency of personnel and lack of solid foundational processes and procedures within the grade level. Many students that were easily distracted and demonstrated gaps in ELA skills had ELA in the afternoon. The data this year shows trends from the previous year as the cohort of students had low proficiency in 3rd grade.

Greatest Decline

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

The greatest decline from the prior year was shown in 4th grade ELA.

Greatest Gap

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

The greatest gap compared to the state average was shown in 4th Grade ELA.

EWS Areas of Concern

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

Attendance rate, Level 1 in ELA and Math, ESE student performance, ELL student performance, L25 student performance

Highest Priorities

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

Attendance rate, ELA student achievement, L25 student achievement, Standards based planning and instruction

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

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

Instructional practice specifically relating to benchmark-aligned instruction will focus on supporting our instructional teachers in engaging in professional development and facilitating instruction that is focused on each content area strand, standard, benchmark and spiraled standards and their vertical progression.

This area of focus was Identified thru student achievement data, discussions from instructional staff during PLCs throughout the year, SBLT observations, classroom walkthroughs and surveys.

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.

ELA: Increase ELA proficiency from 50% to 62%
Math: Increase Math proficiency from 58% to 70%
Science: Increase Science proficiency by from 61% to 70%
as measured the by FAST/SSA assessment.

Monitoring

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

This area of focus will be monitored for desired outcomes through multiple means of monitoring that include: formal and informal observations using summative and formative assessments, FAST PM data, district unit/benchmark assessments, walkthrough observation data focused on standards-based and target/task alignment. Review and discussion will occur during PLCs, data chat protocols, individual data chats, SBLT/MTSS meetings, quarterly SIP meetings and through feedback from staff developer and instructional leaders.

Person responsible for monitoring outcome
Dustin Adams

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:
ELA: Identifying critical Content

Rationale:
As teachers become more skilled in this strategy, they will see significant changes in students' abilities to process and understand new content because they are able to identify which content is critical and understand how learned content scaffolds in complexity. A classroom of scholars identifies critical content within standards, but also studies, recognizes, and celebrates as knowledge grows increasingly more sophisticated

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Math: academic discourse, cognitive engagement with content and support productive struggle in learning mathematics.

Rationale:
Facilitate meaningful mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments. Use and connect mathematical representations. Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving. Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships

Tier of Evidence-based Intervention:
Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #3:
Science: Prior Ability (Hattie, 0.82 effect size)

Rationale:
Prior Ability: Activating and integrating prior knowledge is one of the most powerful teaching strategies. It is important to slow down, ask our students what they already know about the matter, and make important connections to what is to come. Understanding the scope and sequence of the science standards will provide teachers a larger picture of learning - past, present, and future. Activating prior knowledge helps students see the connections between previous learning and new instruction, builds on what students already know, provides a framework for learners to better

understand new information and gives instructors formative assessment information to adapt instruction.

Tier of Evidence-based Intervention:
Tier 3 – Promising 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
ELA: Action Steps

Person Monitoring:	**By When/Frequency:**
Dustin Adams	monthly/ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
-Secure ELA ISD for monthly PLCS for support and coaching model. -Ensure all teachers that are new to grade level/ELA attend ELA module rollout trainings. -Provide TDEs for new teachers in grades 3,4,5 for coaching support. -Provide common planning time for grade level PLCs and cross-grade level articulation -Instructional teachers participate in modeling and coaching cycle supports to engage in backwards planning, deepen understanding of the BEST ELA benchmarks, as well as lessons designed to support students as they meet the rigorous demands of grade level benchmarks.

Action Step #2
Science: Action Steps

Person Monitoring:	**By When/Frequency:**
Eliza Lentz	Monthly/ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
-During collaborative planning, engage in standards articulation to gain a deeper understanding of prior knowledge and future learning to support student's holistic understanding of the Big Ideas in Science. -Participate in academic discourse in classrooms and across the school utilizing the 50 power science words to provide continuity of academic vocabulary.

Action Step #3
Math: Action Steps

Person Monitoring:	**By When/Frequency:**
Eliza Lentz	Quarterly/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
-Teachers and administrators engage in common planning utilizing the BEST instructional Guide to Mathematics (B1G-M) to support implementation of the BEST Standards. -Teachers new to grade level participate in Just-in-Time Topic roll out training and implement the instruction materials, understanding how the materials connect to evidence-based practices and BEST standards. -Ensure instructional supports are in place for all students during core instruction and intervention based on data including supports for students with exceptional needs and English language supports.

Action Step #4
All content areas: Purposefully combine/stack standards and benchmarks to support learning so that a benchmark is spotlighted and supporting benchmarks that enhance instruction are incorporated in the lesson to meet the demands of the spotlighted benchmark.

Person Monitoring:	By When/Frequency:
Eliza Lentz	Quarterly/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
-Work with team leaders, teacher leaders, SBLT, instructional teachers, interventionists, and ISD to identify benchmarks and supporting benchmarks at the beginning of content area units. -Facilitate PLCS focused on identifying and understanding critical content and supporting benchmarks. -Secure ISD to facilitate PD coaching cycle with focus on combining/stacking critical benchmarks and identifying supporting benchmarks. -Ensure feedback, progressional development and PLC's support the content area standards and promote strong alignment between standard, target, and task.

Action Step #5
All content areas: Common planning and Vertical Articulation in PLCs focused on benchmark aligned instruction, vocabulary, and instructional strategies

Person Monitoring:	By When/Frequency:
Eliza Lentz	Quarterly/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
-PLCS and common planning time will be planned for cross grade level/department articulation, discussion of subject area benchmarks, graphic organizers, skills/strategies used by grade level teams to ensure consistency when needed. -Administrator's quick glance will be shared monthly with all staff members -Common vocabulary for content areas will be discussed and shared among teams and with students to ensure continuity.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Create master schedule that allows for collaboration between gen ed and ESE teachers to ensure students receive all services and accommodations throughout their school day.
This is the 2nd year that this subgroup has been below 41% proficiency. These students have already been identified as demonstrating gaps in relation to their grade level peers and supports must be in place for them in order for them to work toward closing that gap and being academically successful.

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.

30% of SWD demonstrated proficiency in the 23-24 school year. In the 24-25 school year, the SWD subgroup will increase by 10% to 40% 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.

This area of focus will be monitored for desired outcomes through multiple means of monitoring that include: formal and informal observations using summative and formative assessments, FAST PM data, district unit/benchmark assessments, walkthrough observation data focused on standards-based and target/task alignment. Review and discussion will occur during PLCs, data chat protocols, individual data chats, SBLT/MTSS meetings, quarterly SIP meetings and through feedback from staff developer. PLCs with VE resource teachers will provide insight to needs and areas for improvement.

Person responsible for monitoring outcome
Eliza Lentz

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:
Collaborative planning and focused PLCs planned for instructional strategies, benchmark aligned tasks and Specialized Designed Instruction.

Rationale:
ESE students require remediation and skill development in order to meet the BEST standards through collaborative planning and appropriate scaffolding of grade level material alongside the gen teacher; to provide timely support for increases in proficient performance

Tier of Evidence-based Intervention:
Tier 3 – Promising 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
Collaborative PLCs

Person Monitoring: **By When/Frequency:**

Eliza Lentz   Quarterly/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide opportunities for ESE and gen ed teachers to co plan for differentiated instruction and support delivery of services

Action Step #2
Personalized IEP goals

Person Monitoring: **By When/Frequency:**
Christine Holubeck   Quarterly/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Utilize multiple sources of data to design instruction and progress monitoring that aligns with the students' IEP goals

Action Step #3
Metacognitive strategies PD

Person Monitoring: **By When/Frequency:**
Eliza Lentz   Quarterly/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Utilize metacognitive strategies in content-based instruction to teach students critical memory and engagement strategies they can use to attain and access grade level content

Area of Focus #3

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.

In the 23-24 school year, 36% of the Black/African-American students demonstrated proficiency in ELA. Our goal is to eliminate the gap between the proficiency rates in ELA for black and non-black students. The gap is occurring due to lack of purposeful differentiation of grade level content and inefficient high yield engagement strategies during instruction.

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

The Black/African-American subgroup will increase proficiency by 5% from 36% to 41% proficiency by 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.

This area of focus will be monitored for desired outcomes through multiple means of monitoring that include: formal and informal observations using summative and formative assessments, FAST PM data, district unit/benchmark assessments, walkthrough observation data focused on standards-based and target/task alignment. Review and discussion will occur during PLCs, data chat protocols, individual data chats, SBLT/MTSS meetings, quarterly SIP meetings and through feedback from staff developer and instructional leaders. The Data analytics platform will be used to monitor the data of the students within this subgroup.

Person responsible for monitoring outcome
Dustin Adams

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:
Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content–what the student needs to learn or how the student will get access to the information; (2) process–activities in which the student engages in order to make sense of or master the content; (3) products–culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment–the way the classroom works and feels. The most important factor in differentiation that helps students achieve more and feel more engaged in school is being sure that what teachers differentiate is high-quality curriculum and instruction. For example, teachers can make sure that: (1) curriculum is clearly focused on the information and understandings that are most valued by an expert in a particular discipline; (2) lessons, activities, and products are designed to ensure that students grapple with, use, and come to understand those essentials; (3) materials and tasks are interesting to students and seem relevant to them; (4) learning is active; and (5) there is joy and satisfaction in learning for each student.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

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

Action Step #1
Ensure black students are participating in extended learning opportunities

Person Monitoring:	**By When/Frequency:**
Eliza Lentz	Quarterly/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ensure black students are participating in extended learning opportunities such as Promise Time tutoring in ELA and Math, STEM Academy and any other extended learning opportunities offered.

Action Step #2
PBIS/Restoratives Practices

Person Monitoring:	**By When/Frequency:**
Dustin Adams	Quarterly/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ensure teachers and staff members are implementing PBIS strategies and restorative practices to create a safe learning environment for all.

Action Step #3
Mentors

Person Monitoring:	**By When/Frequency:**
Dustin Adams	Semester/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Identify Black students and prioritize assigning a mentor through academic and EWI data.

Action Step #4
Engaging Materials

Person Monitoring:	**By When/Frequency:**
Eliza Lentz	Quarterly/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Use materials and assign tasks that are interesting to students and relevant to students.

Area of Focus #4

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

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.

Establish and implement processes that create a system of support for ELs.

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.

25% of SWD demonstrated proficiency in the 23-24 school year. In the 24-25 school year, the SWD subgroup will increase by 10% to 35% 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.

This area of focus will be measured using Progress monitoring data, ELFAC, and through CELLA/ WIDA testing. Additionally, informal observations and data will be taken and reviewed through classroom teachers and the bilingual assistant.

Person responsible for monitoring outcome

Vanessah Fisher

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:

Creating systems of support

Rationale:

As schools become more organized and focused on developing its own philosophy and a system of support for delivering EL services, they will see remarkable positive changes in students' performance and sense of belonging, as well as remarkable positive changes in the ability and capacity of staff to service the students in appropriate ways.

Tier of Evidence-based Intervention:

Tier 3 – Promising 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

Organize EL Team

Person Monitoring:	**By When/Frequency:**
Dustin Adams	October

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Utilize the EL ES -Year at a Glance to get the ESOL team and the administrative team organized for the year ahead

Action Step #2
EL strategic scheduling

Person Monitoring:	**By When/Frequency:**
Eliza Lentz	September

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Schedule LY students by language proficiency clusters to optimize the support they receive from classroom teachers and bilingual assistant.

Action Step #3
EL Strategies

Person Monitoring:	**By When/Frequency:**
Eliza Lentz	Quarterly/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Utilize specific strategies listed above to create an inclusive learning environment for ELs [undifferentiated instruction designed for fluent English speakers is insufficient to meet the needs of ELs' linguistic and cultural needs; therefore, if these strategies are not implemented, the school is not providing adequate services to ELs].

Area of Focus #5

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

Strategically focus on grade 2 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

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.

To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action steps will enable students to read words (alphabetics), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

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

Strategically focus on grade 4 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

Grades K-2: Measurable Outcome(s)

The % of students in 2nd Grade scoring below a level 3 will decrease by 10% from 52% to 42%.

Grades 3-5: Measurable Outcome(s)

The % of students in 4th Grade scoring below a level 3 will decrease by 10% from 63% to 53%.

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.

This area of focus will be monitored for desired outcomes through multiple means of monitoring that include: formal and informal observations using summative and formative assessments, FAST PM data, district unit/benchmark assessments, walkthrough observation data focused on standards-based and target/task alignment. Review and discussion will occur during PLCs, data chat protocols, individual data chats, SBLT/MTSS meetings, quarterly SIP meetings and through feedback from staff developer and instructional leaders.

Person responsible for monitoring outcome
Dustin Adams

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:
-Provides print rich, explicit, systematic, and scaffolded instruction -Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

Rationale:
To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action steps will enable students to read words (alphabetics), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

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 Learning

Person Monitoring:	**By When/Frequency:**
Eliza Lentz	Ongoing

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

Professional Learning Communities (PLCs) are guided by assessment data and are ongoing, engaging, interactive, collaborative, and job-embedded and provide time for teachers to collaborate, research, conduct lesson studies, and plan instruction. ⬥ School-based teams are provided professional learning sessions on the science of reading and evidence-based literacy instruction, materials, and assessment. ⬥ School-based teams provide training to teachers that integrate the six components of reading (phonemic awareness, phonics, fluency, oral language, comprehension, and vocabulary) into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies.

Action Step #2
Literacy Coaching- ISD

Person Monitoring:	**By When/Frequency:**
Dustin Adams	Quarterly

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

Literacy coaches work with school principals to plan and implement consistent professional learning using strategies that demonstrate a significant effect on improving student outcomes. ⬥ Literacy coaches prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching, modeling, and mentoring in classrooms daily. ⬥ Literacy coaches support and train teachers to administer assessments, analyze data and use data to differentiate instruction.

Action Step #3
Literacy Leadership

Person Monitoring:	**By When/Frequency:**
Dustin Adams	Quarterly

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

⬥ School Literacy Leadership Teams are meeting regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading. ⬥ Build capacity by identifying teachers, coaches and district staff who can support training in the use of evidence-based curriculum, instruction, and intervention aligned to the B.E.S.T. ELA Standards. ⬥ School Literacy Leadership Team plan family reading nights grounded in family friendly evidence-based practices to support the homeschool connection

IV. Positive Culture and Environment

Area of Focus #1

Other

Area of Focus Description and Rationale

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

A Schoolwide discipline process is essential for maintaining a positive learning environment for all students. Schoolwide expectations for PBIS and discipline must be communicated and taught explicitly to all stakeholders in order to maintain the optimum learning environment where learning can be facilitated.

Measurable Outcome

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

The number of referrals per student will decrease by 25% for students that have more than 1 referral incidents.

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 data of disciplinary referrals, behavior call log, minor behavior incidents, PBIS committee team review, SBLT MTSS/review and through quarterly SIP review meetings.

Person responsible for monitoring outcome

Dustin Adams

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:

Create a positive school culture through Positive Behavior Interventions and Supports (PBIS).

Rationale:

A consistent and predictable environment where expectations from PreK-5 are explicit so that our school community knows how to be successful.

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Guidelines for Success

Person Monitoring:	**By When/Frequency:**
Dustin Adams	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All staff will revisit the Guidelines for success quarterly to explicitly review the expectations for our positive learning environment.

Action Step #2
Fuguitt PBIS/ Climate & Culture Handbook

Person Monitoring:	**By When/Frequency:**
Eliza Lentz	Semester

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Whole staff will review the expectations in the Fuguitt PBIS/Climate & Culture Handbook and reference for points to review with students, proactive behavior strategies and disciplinary behavior consequences.

Action Step #3
PK-5 Schoolwide Behavior system

Person Monitoring:	**By When/Frequency:**
Dustin Adams	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
A PK-5 schoolwide behavior system will be developed, explicitly taught, implemented and reviewed. This behavior system will address high frequency problem areas, expectations, and consequences for misconduct. Additionally, it will include means of positive incentives and methods of support in cases where students may need additional interventions.

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.

Regular attendance is critical in order for students to succeed in school; a plan must be implemented to obtain evidence as to the cause of the absences and provide an intervention that will promote

student attendance. The high absence rate directly affects student learning as students are missing daily instruction in new content and additionally are not receiving remediation instruction to address learning gaps. The lack of structure, routine and repetitive exposure to academic content prevents students from building the foundation needed for student 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.

Decrease the percentage of students with an absence rate greater than 10% from 32% to 16%. Decrease the percentage of students with an absence rate greater than 20% from 8% to 4%.

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.

The Child Study Team will monitor the progress and take steps to communicate with families and staff to improve attendance.

Person responsible for monitoring outcome

Dustin Adams

Evidence-based Intervention:

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

Description of Intervention #1:
The goal of CST is to give families the support they need and provide students with a positive school experience in order to increase attendance. Along with a system for tracking, problem-solving, and monitoring attendance, a system for celebrating outstanding attendance can facilitate improved attendance.

Rationale:
It is imperative to understand why students are absent in order to find a solution. As CST works to build relationships with families and students who are at risk of frequent absences, they will be able to work together to find solutions. By promoting attendance school-wide, students and families will grow to see the importance of daily attendance and reap the benefits of being in school and on time each and every day.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Attendance incentives

Person Monitoring:	**By When/Frequency:**
Kristi Sullivan	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Develop and implement a classroom or grade-level recognition program to celebrate classes/grade levels with outstanding attendance.

Action Step #2
Identify students/Communication

Person Monitoring:	**By When/Frequency:**
Kristi Sullivan	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
CST to review data from 2023-24 to identify at risk students and communicate this information with teachers, so they can provide support from day one. Communication with parents with chronic tardies and absences will occur from administration, counselor and school social worker.

Action Step #3
Climate & Culture

Person Monitoring:	**By When/Frequency:**
Dustin Adams	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Work to provide students with a positive climate and culture will take place through student experiences in the class and in after school enrichment clubs.

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.

Fuguitt's SIP information will be disseminated to all stakeholders of the Fuguitt community. In addition to access on the school website, the SIP will be available in the front office at the Title I parent Station, through school newsletters, during our Title I annual meeting, and during SAC/ PTA meetings in parent friendly language.

https://www.pcsb.org/fuguitt-es

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))

Fuguitt will work consistently on building positive relationships with parents, families and other community stakeholders by providing opportunities for them to become involved in the Fuguitt community such as offering parent/family engagement nights/events, volunteering, and mentoring. We will offer opportunities teach parents how to support learning at home through parent tutoring, training videos on Clever, Focus or other frequently used items across grade levels/across the school. Surveys will be given frequently to provide parents and families opportunities to give input regarding how we can continue to improve our positive relationships between home and school. The Title I compact will be referenced throughout the year to review the expectations for all stakeholders. Communication methods will include student planners and utilizing the FOCUS platform. Training

information will be communicated and opportunities for support will be held for families in this new communication method. Schoolwide communication will be translated to accommodate those families who are non-english speaking in order to ensure these families can maximize the shared responsibility of their children's learning.

https://www.pcsb.org/fuguitt-es

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))

Fuguitt plans to strength the academic program in the school through implementing focused PLCs in all grade levels/departments and will prioritize the management of time, reviewing the standards/benchmarks that school need for reteaching within the day and throughout the year (spiral review). Content specific data chats will be scheduled and action planning will be held after each unit/module. We will utilize certified staff instructionally to support all students in the areas of need.

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))

Fuguitt has partnered with YMCA/JWB for Promise Time. WE have other partnerships with local law enforcement for safety training sessions, Kiwanis to support our PBIS initiative, and other local business to support our classrooms and students in the aspect of academics and behaviorally. Family resources is housed on campus to assist families in need of housing, clothing and physicals.

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)).

The Title I support assistant is responsible for assisting in the organizing and implementing of academic and behavioral support programs (PBIS, MITSS) at Fuguitt. Some of the ways this is achieved: Assists teachers with data analysis, supports with documentation relative to the problem-solving process, assists teachers with involving scholars, parents and families at all levels of the MTSS process, and participates in monthly training to remain current on techniques and services related to enrichment, intervention and prevention.

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