

Pinellas County Schools

# PERKINS 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:

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

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

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

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

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

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

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

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

## Purpose and Outline of the SIP

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

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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The mission of Perkins Elementary School is to provide a positive learning environment and quality educational experiences, thus enabling our students to reach their full potential academically, socially, creatively, and culturally through the cooperative efforts of the family, school and community.

### Provide the school's vision statement

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100% Student Success

## B. School Leadership Team

### School Leadership Team

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

### Leadership Team Member #1

#### Employee's Name

Jeffrey Moss

#### Position Title

Principal

#### Job Duties and Responsibilities

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**Strategic, instructional, operational and safety leadership. Monitoring and evaluation of staff; Financial oversight of school budgets. Hiring, recruitment, retention.**

### Leadership Team Member #2

#### Employee's Name

Jessica Flint

#### Position Title

Assistant Principal

#### Job Duties and Responsibilities

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**Assist in all strategic, instructional, operational, evaluation and safety leadership, Magnet Program Coordinator.**

## **Leadership Team Member #3**

### **Employee's Name**

Kimberly Stickle

### **Position Title**

School Counselor

### **Job Duties and Responsibilities**

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**Lead Student Services and help ensure students' success and well-being through counseling, Data-based intervention and problem-solving.**

## 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.*

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Our school brought a multidisciplinary team together in June to review stakeholder feedback, student performance data, and feedback presented by the team in terms of a comprehensive needs assessment across several aspects of our academic performance, instructional leadership, and improving culture and climate through rebooting/expanding our PBIS and general processes/procedures at Perkins. School Advisory Council also meets to review the components of our SIP and offer constructive feedback, and ultimately approval of the plan.

### SIP Monitoring

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

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Administrative/coaching instructional walkthroughs, collaborative PLCs to closely monitor students' performance data and the progression of learning targets across core curriculum, and flexible planning and implementation of small-group differentiated instruction/intervention will all be utilized to measure the impact/progress of our goals, and make adjustments as needed throughout the school year.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>73.1%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>95.9%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: B 2022-23: B* 2021-22: C 2020-21: 2019-20: B</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	1	9	10	17	12	14				63
One or more suspensions				1	1	1				3
Course failure in English Language Arts (ELA)				1						1
Course failure in Math				2	3					5
Level 1 on statewide ELA assessment				8	3	14				25
Level 1 on statewide Math assessment				6	7	18				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)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	5	6	15				27

#### 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	2	4	1	9	0	0				16
Students retained two or more times	0	0	0	1	0	0				1

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		13	19	12	12	15				71
One or more suspensions						1				1
Course failure in ELA										0
Course failure in Math					2					2
Level 1 on statewide ELA assessment					16	18				34
Level 1 on statewide Math assessment					16	21				37
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			1		9	5				15

**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	2	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 *	55			53	54	53	52	55	56
ELA Grade 3 Achievement **	57			56	54	53			
ELA Learning Gains	65						59		
ELA Learning Gains Lowest 25%	75						43		
Math Achievement *	55			53	61	59	54	51	50
Math Learning Gains	65						61		
Math Learning Gains Lowest 25%	48						40		
Science Achievement *	59			56	62	54	62	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress					64	59			

\*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) 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	479
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
60%	55%	53%	41%		57%	55%

\* 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	48%	No		
Black/African American Students	48%	No		
Hispanic Students	63%	No		
Multiracial Students	77%	No		
White Students	85%	No		
Economically Disadvantaged Students	52%	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	26%	Yes	4	3
Black/African	33%	Yes	4	

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
American Students				
Hispanic Students	75%	No		
Multiracial Students	78%	No		
White Students	83%	No		
Economically Disadvantaged Students	44%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	25%	Yes	3	2
English Language Learners				
Native American Students				



## 2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Asian Students				
Black/African American Students	35%	Yes	3	
Hispanic Students	77%	No		
Multiracial Students	75%	No		
Pacific Islander Students				
White Students	79%	No		
Economically Disadvantaged Students	44%	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%	57%	65%	75%	55%	65%	48%	59%					
Students With Disabilities	35%	64%	52%	60%	38%	55%	50%	31%					
Black/African American Students	35%	47%	54%	74%	35%	52%	50%	36%					
Hispanic Students	59%		71%		64%	59%							
Multiracial Students	77%				77%								
White Students	89%	82%	79%		86%	85%		86%					
Economically Disadvantaged Students	44%	52%	56%	73%	42%	55%	49%	46%					

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%	56%			53%			56%					
Students With Disabilities	26%	27%			24%			25%					
Black/African American Students	30%	33%			35%			35%					
Hispanic Students	72%				72%			80%					
Multiracial Students	82%				73%								
White Students	84%	86%			77%			83%					
Economically Disadvantaged Students	41%	48%			43%			42%					

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	52%		59%	43%	54%	61%	40%	62%					
Students With Disabilities	26%		32%	10%	29%	26%							
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	25%		40%	40%	33%	45%	31%	30%					
Hispanic Students	68%		67%		73%	100%							
Multiracial Students	80%				70%								
Pacific Islander Students													
White Students	81%		80%		77%	72%		83%					
Economically Disadvantaged Students	38%		48%	38%	42%	54%	37%	50%					

## 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?

---

Overall, proficiency for our students with disabilities increased from 26% in 2022-23 to 34% in 2023-24. Our school focused on providing inclusion instructional practices and ideal testing conditions for high-stakes assessments.

##### 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 persistent area of lowest performance for our school is the achievement gap for our students who are Black/African American. This subgroup of students' proficiency level was 33% in 2022-23 and grew only 1 point in 2023-24 to 34%. We have several needed areas of growth that will contribute positively to reducing our persistent achievement gap, including:

- data analysis
- targeted interventions and response to data
- culturally responsive strategies

##### Greatest Decline

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

---

While all areas improved, they only improved slightly, so our focus this year will be to target improvement for our SWD and black students.

##### Greatest Gap

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

---

Our gaps in student success are evenly distributed across all three major content areas, however our math and science achievement are lagging most when compared to state and local average for grades 3-5.

##### EWS Areas of Concern

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

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While all areas improved, they only improved slightly, so our focus this year will be to target improvement for our SWD and black student subgroups through targeted core and small group instruction.

**Highest Priorities**

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

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Collaborative Planning and PLCs (teachers, coach, and administrators)

Targeted Small Group Interventions

Data Analysis and (PD around Data)

PBIS (New Tier 1 PBIS structures- reboot)

## 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.

### 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.

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At Perkins, our students in the ESE and Black/African American subgroups have been underperforming as compared to their peers, and as result, only ~35% of these students in each subrgoup have met proficiency on state assessments PM-3 for ELA and Math. This is therefore a critical area of needed growth at our school.

#### Measurable Outcome

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

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#### 2023-24, Students with disabilities, 32% scored as proficient in ELA PM-3 and 32% in Math PM-3:

- We will help our students with disabilities grow across content areas to increase our subgroup to at least 50% proficiency in ELA and 50% proficiency in Math by Spring 2025, as measured by FAST PM-3 test scores.

#### 2023-24, Black/African American Students, 35% scored as proficient in ELA PM-3 and 35% in Math PM-3:

- We will help our students who are Black/African grow across content areas to increase our subgroup to at least 50% proficiency in ELA and 50% proficiency in Math by Spring 2025, as measured by FAST PM-3 test scores.

#### Monitoring

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

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#### We will monitor our growth towards this ESSA subgroup goal through the following:

- Regular and ongoing monitoring of various student progress monitoring data and growth
- Collaborative PLC meetings, including teacher teams, administration and instructional coach,



where we will have various data chats each semester, delving into the nuances of students' individualized performance and areas of needed growth.

- Instructional walkthroughs by administration and coach to help monitor teacher clarity for learning targets, success criteria for students, and student engagement for learning.

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

Jeffrey Moss, Principal

### **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:**

We will strategically focus our collaborative structures for planning and professional learning on ELA and Math instruction by ensuring increased collaborative planning time for teacher teams, access to curriculum resources and instructional supports, targeted professional development, cycles of coaching, and collaboration and feedback from administration and ELA coach.

#### **Rationale:**

Through collaborative planning structures, our school will establish a more universal framework for high quality instruction and responsiveness to students' individual needs through small-group intervention. This framework will ensure effective planning that results in more consistent instructional practices across grade levels and classrooms (ex: how/when core instruction vs. small-group intervention occurs; how/where learning targets are used to drive student learning, etc.).

#### **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**

Administration will have quarterly data chats with teachers to help monitor student growth and achievement.

#### **Person Monitoring:**

Jeffrey Moss

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

Quarterly: August, October, January, March

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

PLC meetings throughout the year will focus on student data trends, instructional groupings, needed adjustments, and other pertinent strategies to drive student success across our ESSA subgroups.

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

Professional development with teachers to learn more about how to interpret data in terms of growth,

achievement, and other benchmark-related indicators.

**Person Monitoring:**  
Jeffrey Moss

**By When/Frequency:**  
August - October 2024

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

PD held during pre-service and in small-group PLC meetings to establish our framework for interpreting data, setting student learning goals, and relating this PD to our students' progress monitoring data throughout the school year.

### **Action Step #3**

Data chats with Students

**Person Monitoring:**  
Jeffrey Moss

**By When/Frequency:**  
October 2024, January, March-April 2025

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

Teachers/other trusted staff will hold data chats with students throughout the year to review their progress. We will focus on a variety of measures, such as FAST, STAR data, ELFAC, and other curriculum-based assessments and intervention throughout the year.

### **Action Step #4**

Targeted, small-group instruction with clarity

**Person Monitoring:**  
Jeffrey Moss

**By When/Frequency:**  
Ongoing, August 2024 to May 2025

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

Through collaborative planning and monitoring ongoing data, we will ensure that targeted, small-group instruction with clarity that aligns with content standards occurs for students across subgroups, allowing teachers the opportunity to closely monitor student growth and move students higher academically.

## **Area of Focus #2**

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

### **Instructional Practice specifically relating to ELA**

#### **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 2023-24, approximately 55% of all students in grades 3-5 met ELA proficiency levels on PM-3. Broken down by grade-level, achievement was as follows:

- 3rd grade: 58% proficiency
- 4th grade: 57% proficiency, with 64% overall Learning Gains and 80% for students in L25
- 5th grade 49% proficiency, with 65% overall Learning Gains and 70% for students in L25

While this ELA data represents some improvements, it still indicates that 45% of students in grades 3-5 scored level 1 or 2, and ~35% of students in grades 4-5 did not make annual learning gains as measured from Spring 2023 to Spring 2024.

### **Measurable Outcome**

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

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In order to increase our level of student proficiency in Grades 3-5 overall from 55% to 62% and specifically Grade 3 proficiency from 58% to 65% as measured in Spring 2025 on FAST PM-3, we will ensure whole group and small group instruction in the ELA block both reading and writing is designed and implemented according to evidence-based principles.

### **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.

---

- Ongoing monitoring of students' various ELA growth and achievement data
- Instructional walkthroughs of ELA classrooms by administration and ELA coach, looking for key components of our ELA framework, evidence of teacher clarity, and students' engagement in their own goals and success.
- Active collaboration among teacher teams, administration and coach at weekly PLC meetings.

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

Jeffrey Moss, Principal

### **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:**

We will ensure that our whole group and small group ELA instruction in both reading and writing is designed and implemented according to evidence-based principles, including systematic approaches to: Improve students' phonemic awareness; grow students' working vocabulary knowledge; help all students elevate their reading fluency and writing abilities to proficiency; ensuring each student receives specially designed instruction and interventions that help them to accelerate their reading fluency level, as well as their working vocabulary and language usage abilities, to elevate toward ELA proficiency.

#### **Rationale:**

- Explicit instructional practices are critical for teaching novices (i.e., elementary students) in learning new content, skills, or concepts. Effective instruction requires: 1) full, clear explanations; 2) teacher

modeling; 3) providing a "worked-out" sample with full teacher explanation; 4) full guidance during student practice; and 5) timely, teacher corrective feedback. -Moreover, 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 (alphabetic), 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**

Instructional Supports in Place for EACH Student

**Person Monitoring:**

Administrators and Coach

**By When/Frequency:**

Weekly monitoring, August 2024 to May 2025

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

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, language/vocabulary acquisition supports, as well as extensions/more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data.

**Action Step #2**

Students Building Reading Stamina for Grade-Appropriate Texts

**Person Monitoring:**

Administrators and Coach

**By When/Frequency:**

Weekly Monitoring, August 2024 to May 2025

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

Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback.

**Action Step #3**

Utilize ELA Walkthrough Tool for Instructional Monitoring

**Person Monitoring:**

Administrators and Coach

**By When/Frequency:**

Cycles of Walkthroughs, Monthly, August 2024 to April 2025

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

Utilize the ELA Walkthrough tool and other ELA tools to provide weekly feedback to individual ELA teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

**Action Step #4**

Closely Monitor and Intervene for ELA Achievement Gaps

**Person Monitoring:**

Administrators, Coach & Teacher Teams

**By When/Frequency:**

Ongoing, August 2024 to May 2025

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

Monitor students' achievement and growth, discussing trends during common planning and collaborative PLC meetings. Implement a plan for identifying students not meeting benchmark, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

**Area of Focus #3**

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

**Instructional Practice specifically relating to Math**

**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 2023-24, approximately 55% of all students in grades 3-5 met Math proficiency levels on PM-3. Broken down by grade-level, achievement was as follows:

- 3rd grade: 52% proficiency
- 4th grade: 58% proficiency, with 62% overall Learning Gains and 36% for students in L25
- 5th grade 54% proficiency, with 65% overall Learning Gains and 52% for students in L25

While this Math data represents a slight improvement, it still indicates that 45% of students in grades 3-5 scored level 1 or 2, and ~37% of students in grades 4-5 did not make annual learning gains as measured from Spring 2023 to Spring 2024.

**Measurable Outcome**

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

---

In order to increase our level of student proficiency in Math from 55% to 62% as measured in Spring 2025 on FAST PM-3, utilize district curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students.

**Monitoring**

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

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- Ongoing monitoring of students' various Math growth and achievement data
- Instructional walkthroughs of Math classrooms by administration, looking for key components

of our math framework, (including effective use of district math resources), evidence of teacher clarity, and students' engagement in their own goals and success.

- Active collaboration among teacher teams, administration at weekly PLC meetings.

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

Jeffrey Moss, Principal

### **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:**

Teachers will implement mathematics tasks that promote reasoning and problem solving for all students.

### **Rationale:**

By shifting from Routine tasks to Reasoning tasks, students are engaged in high-cognitive-demand tasks with multiple solution pathways. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies. - Source: Effective Mathematics Teaching Practices (Principles to Actions, NCTM 2014)

### **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**

Focused and Collaborative Planning for Math

### **Person Monitoring:**

Administrators

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

Ongoing, August 2024 to May 2025

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

Teachers and administrators schedule and facilitate ongoing mathematics topic planning sessions by grade level, using district provided resources and methods for planning effective core instruction and intervention for math.

### **Action Step #2**

Increase Rigor of Math Teaching and Learning

### **Person Monitoring:**

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

Administrators

Ongoing, August 2024 to May 2025

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

Teachers and administrators will ensure all students are provided with consistent opportunities to engage in complex, grade-level content and activities aligned to the rigor of the standard/benchmark.

**Action Step #3**

Increase Student Exposure to Released/Simulated FAST Math Test Item

**Person Monitoring:**

Administrators

**By When/Frequency:**

Opportunities each quarter, 2024-25

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

Teachers and administrators will ensure all students are provided with consistent opportunities to engage with practice FAST Test items (released items, etc.) to increase students' familiarity and confidence with the way in which they are tested on high-stakes assessments.

**Action Step #4**

Provide Targeted PD to Teachers on Mathematical Thinking/Reasoning (MTR) Standards

**Person Monitoring:**

Administration

**By When/Frequency:**

August-October 2024

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

During pre-service and early semester PLC opportunities, teachers will be provided with professional development around the MTRs to help move students thinking, reasoning, and engagement in mathematics. We will roll this out so that our schoolwide framework includes MTRs being posted in all K-5 classrooms and evidence of use in teaching & learning.

**Area of Focus #4**

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

**Instructional Practice specifically relating to Science****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 2023-2024, on the Science State Assessment (SSA), 59% of all 5th grade students demonstrated proficiency. This means that over 40% of our cohort scored a level 1 or 2. We aim to improve our 5th graders' readiness for success with science content in middle school and beyond, and therefore will take intentional steps to improve our students' level of proficiency.

**Measurable Outcome**

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

Based on the overall level of ELA and Math proficiency by our incoming 5th grade cohort, we will

seek to increase our 5th Grade Science proficiency to 65% as measured on SSA, spring 2025.

### **Monitoring**

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

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- Ongoing monitoring of students' science benchmark data, unit test performance, and mock SSA scores (broken down by various standards)
- Instructional walkthroughs of Science classrooms by administration, looking for evidence of teacher clarity, target-task alignment, and student engagement in their learning.
- Active collaboration among teacher teams, administration at various PLC meetings focused on science teaching & learning.

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

Jeffrey Moss, Principal

### **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:**

We will increase teacher clarity during science instruction by utilizing district curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students.

#### **Rationale:**

Teacher Clarity is teaching that is organized and intentional. It brings a forthrightness and fairness to the classroom because student learning is based on transparent expectations. Students are provided expectations at the start of the lesson through the learning goal. Students work through a hands-on or text-dependent lesson and then evaluate their learning through an exit ticket or other type of formative assessment.

#### **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**

Collaborative Planning Focused on Science Standards (Grades 1-5)

#### **Person Monitoring:**

Administration

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

Ongoing, August 2024 to May 2025



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

During collaborative planning across grades 1-5, teachers will make strategic decisions about implementation of the curriculum to maximize impact on student learning, including, but not limited to common planning, materials management, and use of collaborative structures for high-level engagement tasks.

**Action Step #2**

Ensure Rigorous Science Instruction

**Person Monitoring:**

Administrators

**By When/Frequency:**

Ongoing, August 2024 to May 2025

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

We will provide all students with consistent opportunities to engage in complex, grade-level content and activities aligned to the rigor of the standard/benchmark; as well as ample opportunities for cycles of practice, review, games, etc.

**Action Step #3**

Ensure High Expectations for All Students in Learning Science Content Standards

**Person Monitoring:**

Administration

**By When/Frequency:**

Ongoing, August 2024 to May 2025

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

We will articulate and advance high expectations for all students consistent with the shared vision for teaching and learning. This will include creating a culture of students understanding their various areas of relative strength and needed growth in terms of Science content vocabulary and concepts (i.e., tracking ongoing data, gamifying vocabulary terms, etc.).

**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**

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.

In 2023-24, approximately 49% of all students in grades 5 met ELA proficiency levels on PM-3, resulting in over 50% of our 5th grade students scoring less than proficient. This data indicates a specific need for us to improve instructional practice, monitoring students' ELA progress, and helping students grow their ELA achievement in grade 5.

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

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We will ensure collaborative planning structures and standards-aligned teaching in which students build reading, writing, thinking and speaking skills across the ELA standards/benchmarks.

Concurrent to this collaborative structure for ELA planning and PLC work, we will closely monitor individual students performance and work closely with each student to set and work towards high-growth ELA achievement goals.

**Grades K-2: Measurable Outcome(s)**

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No Answer Entered

**Grades 3-5: Measurable Outcome(s)**

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Through collaborative planning structures and standards-aligned teaching with consistent monitoring of students' progress, we will increase the ELA achievement of our 5th grade students from below 50% proficient to at least 60% proficient as measured on FAST PM-3 in spring 2025.

**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.

Teachers, administrators and ELA coach will collaborative weekly around ELA planning for standards-aligned instruction, PLC for data monitoring, and communicating daily learning targets and areas of focus to students in order to provide clarity and focus to their learning across the ELA standards. Administrators and ELA coach will also conduct instructional walkthroughs with feedback to support our growth in this goal.

**Person responsible for monitoring outcome**

Jeffrey Moss, Principal

**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**

Utilize ELA Walkthrough Tool for Instructional Monitoring with feedback for Grade 5

**Person Monitoring:**

Administrators and ELA Coach

**By When/Frequency:**

Ongoing, August 2024 through May 2025

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

Administrators and ELA coach will establish instructional look-fors and communicate these to teachers for the purpose of conducting focused instructional walks for ELA.

**Action Step #2**

Teachers ensure ELA learning targets and related anchor charts to support teaching & learning

**Person Monitoring:**

Principal and Assistant Principal

**By When/Frequency:**

Daily practice, by September 2024

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

Teachers will support clarity of instruction and students' awareness of daily learning targets by clearly communicating standards-aligned targets and related supporting info through the use of ELA anchor charts.

**Action Step #3**

Ensure each 5th grade student has appropriate ELA supports to aid growth and achievement

**Person Monitoring:**

Administrators and ELA Coach

**By When/Frequency:**

Ongoing, August 2024 to May 2025

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

Teachers will collaboratively plan standards-aligned core ELA instruction and needed supports through whole-group (core) and small-group differentiated groups.

## 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.

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We will improve our positive culture and environment for learning through a reboot and systematic implementation of our PBIS systems at Perkins Elementary School.

#### Measurable Outcome

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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.

---

We will achieve 100% of staff and students aware of and able to describe our rebooted PBIS components as measured by focused walkthroughs and related surveys, by March 2025.

**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.

---

We will provide direct instruction to students and professional development for staff to include our rebooted PBIS components and implementation at Perkins. Our Site-Based Leadership/PBIS team will also monitor student discipline data trends and the ongoing implementation of our PBIS from intermittent school walkthroughs to look for evidence of implementation (posters, expected procedures in action, various student and staff incentives being utilized as positive reinforcements).

**Person responsible for monitoring outcome**

Kimberly Stickles (School Counselor) and 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:**

Our school will improve our practices in order to provide an environment that is supportive of students' academic and positive behavior development through a systematic approach to PBIS. This will include proactive instruction at the start of each semester to ensure students and staff are keenly aware of our PBIS systems, enhancing the elements of student recognition and rewards to build greater student motivation and positive outcomes, and close monitoring of PBIS data and regular sharing of such data with school staff.

**Rationale:**

When school stakeholders clearly define expectations, preferred outcomes, and a continuum of intervention and supports to help all student reach their best potential, then collaborative learning and meaningful relationships can persist throughout our school community.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

**Action Step #1**

Reboot Roll-out of PBIS at Perkins Elementary

**Person Monitoring:**

**By When/Frequency:**

School Counselor/Administrators

August-October 2024

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

Roll-out our rebooted/revised PBIS plan through professional development for teachers and staff (i.e., during pre-service and PLC meetings) in which we clearly define our PBIS systems, outcomes, and preferred reinforcements for positive student behaviors.

**Action Step #2**

Targeted Student PBIS Assemblies

**Person Monitoring:**

School Counselor/Administrators

**By When/Frequency:**

August 2024 (initial) & January 2025 (mid-year reset)

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

Administrators and School Counselor will lead grade-level specific PBIS Assemblies to initially teach (and later, review) schoolwide expectations, guidelines for success across areas of our campus/ learning environments, and how our system of reinforcement/rewards works to support 100% student success.

**Action Step #3**

Classroom PBIS Lessons and Maintenance w/ Interactive Modeling

**Person Monitoring:**

School Counselor and Administrators

**By When/Frequency:**

Ongoing, August 2024 to May 2025

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

Teachers (classroom & specialists) will provide direct instruction for all students about our PBIS expectations, procedures, and opportunities for reinforcement, focusing on how our guidelines for success look and sound in each area of our school. We will incorporate interactive modeling to teach and reteach our systems to fidelity.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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

#### Dissemination Methods

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

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

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No Answer Entered

#### Positive Relationships With Parents, Families and other Community Stakeholders

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

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

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No Answer Entered

#### Plans to Strengthen the Academic Program

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

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No Answer Entered

#### How Plan is Developed

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

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No Answer Entered

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

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

#### **Improving Student's Skills Outside the Academic Subject Areas**

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

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No Answer Entered

#### **Preparing for Postsecondary Opportunities and the Workforce**

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

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No Answer Entered

#### **Addressing Problem Behavior and Early Intervening Services**

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

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No Answer Entered

#### **Professional Learning and Other Activities**

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

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No Answer Entered

#### **Strategies to Assist Preschool Children**

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

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No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

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

### Process to Review the Use of Resources

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

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We formed a team of ten, including both administrators, two specialists, our ELA instructional coach, our school counselor and four classroom teachers to review all aspects of our recent school performance data, as well as a comprehensive discussion around general needs for school improvement. This discussion and our data trends formed the basis for identifying focused areas of growth for our school.

### Specifics to Address the Need

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

---

#### We identified our most needed areas of growth as the following:

- Consistency in our framework for core instruction and small group intervention to ensure each student meets their potential
- Need for more collaborative PLC and planning meetings to include active participation by teachers, administrators and coach
- PBIS reboot to strengthen our schoolwide systems, procedures and expectations for student success
- Content-specific instructional strategies to address our clear areas of needed growth in ELA, Math and Science

Our need to improve the above areas will also help us close our achievement gap(s) for students who are Black/African American and Students with Disabilities. This work will therefore include ongoing data-monitoring, student data chats/goal-setting, and instructional improvements to cause significant growth for our students.



## 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