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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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

McMullen Booth Elementary believes in educating the whole child to become global thinkers. We are preparing our students to be lifelong learners who share open-mindedness and a spirit of inquiry. Students will acquire an awareness of their place in the world, and how they impact those around them.

Provide the school's vision statement

100% student success.

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Stephanie Whitaker

Position Title

Principal

Job Duties and Responsibilities

- Manage the safety and security of the campus to optimize the learning environment.
- Monitor classrooms to ensure best practices are implemented with fidelity in accordance with FL standards, district curriculum, and school improvement plan.
- Monitor subgroups to ensure that access to curriculum is being provided and accommodates the specific learning needs of diverse groups of students.
- Ensures members of the school leadership team and teacher leadership team have the tools needed to lead their teams to carry out the school's mission and vision.
- Work directly with ELA teachers to develop ELA PLC's, monitoring for teacher clarity and student mastery of standards.

Leadership Team Member #2

Employee's Name

Nicole Alderman

Position Title

Assistant Principal

Job Duties and Responsibilities

- Assists principal in monitoring the safety and security of the campus to ensure access to an optimal learning environment.
- Assist principal in the monitoring of classroom instruction.
- Work with MTSS coach and specialists to develop optimal testing conditions for progress monitoring.
- Develop and facilitate Mathematics PLC lesson study cycles. Monitor for teacher clarity.

Leadership Team Member #3

Employee's Name

Kimberly Sullivan

Position Title

MTSS coach

Job Duties and Responsibilities

- Monitor Tier 1, Tier 2, Tier 3 data trends.
- Work with school psych and social worker to ensure students at Tier 2 are making adequate progress towards SIP goals.
- Develop instructional support schedules to support the school improvement goals.
- Provide literacy coaching specific to grades K-2 UFLI

Leadership Team Member #4

Employee's Name

Nichole Garcia

Position Title

Behavior Specialist

Job Duties and Responsibilities

- Work with ASD units to develop comprehensive ESE supports to ensure both social/emotional and academic progress is being achieved.
- Carry out the PBIS system with administration to ensure optimal time is spent on instruction.

Leadership Team Member #5

Employee's Name

Francine Neugebauer.

Position Title

IB coordinator

Job Duties and Responsibilities

- Facilitate weekly cooperative planning sessions.

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.

Process for collecting input:

School Leadership: 5 members from the school leadership team were involved in the development of the school improvement plan. Principal, assistant principal, School Counselor, behavior specialist, 1 primary representative, 1 intermediate representative, and 1 representative for ESE.

Teachers: Teachers were given the opportunity to leave reflective feedback in the spring relating to the goals established for this school year and left feedback relating to the development of the goals for this school year.

Teachers and staff: During the first day back, teachers and staff will leave feedback relating to the SIP goals.

Parents/community: Parents were given the opportunity to leave feedback in April of 2024 and will again have the opportunity to leave feedback in August of 2024 during the open house family night and SAC meeting.

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))

Because of our intentionality in designing our schoolwide systems (PLC, collaborative planning, data chats, etc) in a way that completely supports the SIP goals, we are in a cycle of biweekly monitoring of the progress we are making in the implementation of the strategies and the impacts it is having on student achievement.

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	56.8%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL)* BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: C* 2021-22: C 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	7	13	11	14	21	0	0	0	66
One or more suspensions	0	1	1	1	1	0	0	0	0	4
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	18	27	10	0	0	0	55
Level 1 on statewide Math assessment	0	0	0	17	26	12	0	0	0	55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	13	14	11	18						56
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	16	8	8	17	26					75

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	3	6	13	0	0	0	23

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	3	0	0	5	0	0	0	0	0	8
Students retained two or more times										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	3	2	10	8	10	9				42
One or more suspensions						1				1
Course failure in ELA	1	1	13	11	9	10				45
Course failure in Math	1	1								2
Level 1 on statewide ELA assessment					26	22				48
Level 1 on statewide Math assessment					28	30				58
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)		2	1	8						19

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		2	16	11	21	18				68

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	1								2
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†
ELA Achievement *	52		50	54	53	52	55	56
ELA Grade 3 Achievement **	57		53	54	53			
ELA Learning Gains	61					55		
ELA Learning Gains Lowest 25%	50					40		
Math Achievement *	54		46	61	59	56	51	50
Math Learning Gains	65					59		
Math Learning Gains Lowest 25%	55					41		
Science Achievement *	61		38	62	54	42	62	59
Social Studies Achievement *							65	64
Graduation Rate							57	50
Middle School Acceleration							52	52
College and Career Readiness								80
ELP Progress	40		41	64	59	56		

*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)	ATSI
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	517
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
57%	48%	50%	44%		55%	44%

* 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	39%	Yes	3	
English Language Learners	40%	Yes	1	
Black/African American Students	44%	No		
Hispanic Students	52%	No		
Multiracial Students	95%	No		
White Students	63%	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	24%	Yes	2	1
English Language Learners	41%	No		
Black/African American Students	35%	Yes	4	
Hispanic Students	45%	No		
White Students	53%	No		
Economically Disadvantaged Students	42%	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	34%	Yes	1	
English Language Learners	48%	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	40%	Yes	3	
Hispanic Students	48%	No		
Multiracial Students	75%	No		
Pacific Islander Students				
White Students	57%	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	52%	57%	61%	50%	54%	65%	55%	61%					40%
Students With Disabilities	25%	26%	55%	50%	33%	48%	31%	40%					44%
English Language Learners	25%	25%	48%	53%	36%	48%	31%	36%					62%
Black/African American Students	38%	18%	62%		35%	48%		64%					
Hispanic Students	36%	39%	59%	71%	40%	58%	56%	45%					60%
Multiracial Students	90%				100%								
White Students	66%	77%	60%	33%	67%	76%	57%	67%					
Economically Disadvantaged Students	42%	49%	55%	54%	45%	58%	52%	55%					57%

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	50%	53%			46%			38%					41%
Students With Disabilities	27%	26%			24%			17%					26%
English Language Learners	39%	46%			35%			32%					53%
Black/African American Students	39%	38%			22%			40%					
Hispanic Students	41%	55%			43%			32%					52%
White Students	56%	59%			52%			43%					
Economically Disadvantaged Students	40%	46%			39%			31%					52%

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%		55%	40%	56%	59%	41%	42%					56%
Students With Disabilities	27%		31%	24%	37%	46%	47%	0%					56%
English Language Learners	44%		48%	46%	49%	55%	50%	33%					56%
Native American Students													
Asian Students													
Black/African American Students	42%		36%		36%	46%							
Hispanic Students	46%		49%	40%	56%	57%	47%	35%					55%
Multiracial Students	70%				80%								
Pacific Islander Students													
White Students	57%		67%		59%	59%		45%					
Economically Disadvantaged Students	48%		49%	26%	48%	51%	39%	40%					47%

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?

The area which experienced the most improvement was science which rose from 38% proficiency to 62% proficiency as measured by the 5th grade SSA.

These observed growth was a combination of both 5th grade science teachers being in their 2nd year of teaching the science standards and their second year collaborating together to better unpack the science specifications. The teachers documented time with the district science coach and this was evidenced within their classrooms. Priority was given to mastery of science vocabulary and a comprehensive review plan was implemented which increased time on science by 20-30 minutes daily from February-May.

Lowest Performance

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

ESE performance across all tested areas continues to be a challenge. During the 2023-2024 school year, we had an increase in the number of students in our Self-Contained ASD units tested in grades 3-5 due to a larger cluster of self-contained students in grade 3 compared to other tested grades. In these same units, we also saw 2/3 new teachers, continuing to develop their skillset in developing specially designed instruction to each student.

Another trend contributing to this subgroup data trends is a continued increase of students who are both ESE and ELL.

Greatest Decline

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

The data component experiencing the greatest decline over the prior year is the ELL subgroup across tested areas. As noted above in the analysis of our ESE subgroup, 19 of our 66 ELL students are ELL and ESE. This number continues to increase each year, with students presenting multi-dimensional learning challenges.

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 when compared to the state is occurring specifically in our fourth grade data. We have been working to align teaching strategies across classrooms and strengthen the collaboration between teachers for greater standard understanding and alignment. This year two of the teachers are seeing their second year in 4th grade general education and with intentional support, specific to mathematics we will increase these proficiency and growth scores.

EWS Areas of Concern

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

1. Retentions in the primary grades directly related to early literacy (substantially deficient early literacy)
2. Students with 10 or more absences K-5.

Highest Priorities

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

1. ESE proficiency and growth across all tested areas. Specific attention given to students receiving support directly related to autism.
2. Mathematics proficiency 3-5
3. Continued attention given to proficiency of students in our black subgroup in both mathematics and ELA.
4. Early Literacy resulting in increased proficiency and growth in grades 3-5.
5. Proficiency and growth of students in our English Language Learners Subgroup.

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 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 order to meet our goal of being a B rated school, it is imperative that we raise our ELA proficiency to 60% or above, as well as raise our overall learning gains to 70% and our L25 student gains to 60%. To best meet the needs of the students, our teachers need the opportunity to collaborate in lesson study cycles during PLC's where the ELA teachers will cycle through the process of analyzing data, identifying standards of need, unpacking the standards of concern for teacher clarity and then using that information to plan a concise lesson which will be modeled and observed by the remainder of the team. During this lesson study, we will be modeling high yields strategies and observing the impact this is having on student understanding. This allows for all the teachers within grade levels and across the school to strengthen their content knowledge and deepen their understanding of how to move students through standards mastery. By providing on the job professional development, embedded into their days, we are ensuring that all teachers are able to participate in their professional learning opportunities.

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.

By continuing to focus on our culture of collaboration, through demonstration and model classrooms where teachers can learn from each other, our ELA proficiency of 51% in Grades 3-5 will increase to 60% in Grades 3-5.

Specific to 3rd grade proficiency, we will increase our proficiency from 58% to 62% by the PM3 FAST testing cycle.

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 through the PLC lesson study cycle, collecting ongoing data

related to the standards being targeted looking for standards mastery and through the progression of proficiency through the FAST progress monitoring cycles.

Person responsible for monitoring outcome

Stephanie Whitaker

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:

Create a culture of collaboration by establishing demonstration/model classrooms at each grade level where ELA teachers learn from and inspire one another. Evidence-Based Strategies to support:
Collaborative learning Provide models such as step-by-step demonstrations Obtain a high success rate through teaching in small steps, guiding practice, and employing mastery learning techniques

Rationale:

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

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

Trusting Learning Environment and Culture

Person Monitoring:

Stephanie Whitaker

By When/Frequency:

Bi Monthly

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

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

Action Step #2

Setting Model Classroom Expectations

Person Monitoring:
Stephanie Whitaker

By When/Frequency:
Bi Monthly

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

We will begin our PLCs by setting guidelines and expectations for how to act while in a model classroom. We will practice and discuss what to look for and how to behave while being in the model classrooms. This is to ensure model classroom teachers and students feel comfortable and supported while being in their classroom.

Action Step #3

Engage in Lesson Studies

Person Monitoring:
Stephanie Whtaker

By When/Frequency:
Bi Monthly

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

Once a culture and routine for model classrooms is established, the team will come together for a lesson study. The team will break apart benchmarks, analyze assessment data and plan a lesson tailored to that benchmark and needs of students. Coverage will be provided to teachers to allow them to model for each other. They will then meet at PLC to debrief and begin the cycle again.

Action Step #4

Additional Opportunities

Person Monitoring:
Stephanie Whitaker

By When/Frequency:
Bi Monthly

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

Additional opportunities for data analysis and modeling as necessary.

Area of Focus #2

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 order to meet our goal of being a B rated school, it is imperative that we raise our proficiency to 60% or above in the area of mathematics, as well as raise our overall learning gains to 70% and our L25 student gains to 65%. To best meet the needs of the students, our teachers need the opportunity to collaborate in lesson study cycles during PLC's where the mathematics teachers will cycle through the process of analyzing data, identifying standards of need, unpacking the standards of concern for teacher clarity and then using that information to plan a concise lesson which will be modeled and observed by the remainder of the team. During this lesson study, we will be modeling high yields

strategies and observing the impact this is having on student understanding. This allows for all the teachers within grade levels and across the school to strengthen their content knowledge and deepen their understanding of how to move students through standards mastery. By providing on the job professional development, embedded into their days, we are ensuring that all teachers are able to participate in their professional learning opportunities.

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.

By continuing to focus on our culture of collaboration, through demonstration and model classrooms where teachers can learn from each other:

- Our Math proficiency of 53% in Grades 3-5 will increase to 60% in Grades 3-5
- Our Math gains from 65% in Grades 3-5 to 70% in Grades 3-5.
- Our L25 Math gains to rise from 55% to 65%.

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 by data collected through lesson studies, benchmark assessments and state testing data.

Person responsible for monitoring outcome

Nicole Alderman

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:

Create a culture of collaboration by establishing demonstration/model classrooms at each grade level where Math teachers learn from and inspire one another. Evidence-Based Strategies to support: Collaborative learning provide models such as step-by-step demonstrations, obtain a high success rate through teaching in small steps, guiding practice, and employing mastery learning techniques

Rationale:

Professional development that includes opportunities for collaboration and reflection improves the impact of training in startling ways. Teachers who participate in professional learning methodologies that promote collaboration and offer them opportunities for reflection apply what they learned nearly 90% of the time (Joyce and Showers). The world's top performing school systems enable teachers to

work together and learn from one another while planning lessons jointly and observing each other teaching. Professional learning needs to be intensive and ongoing because the process of improving teaching and learning is not often smooth or instantly successful. Peer coaches work with colleagues by modeling or coteaching a lesson and reflect afterward to discuss what worked and what could be improved. This is part of the long-term process of continual improvement. This in-class professional learning is a hallmark of effective professional learning, allowing teachers to put knowledge into action.

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

Trusting Learning Environment and Culture

Person Monitoring:

Nicole Alderman

By When/Frequency:

Bi Monthly

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

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

Action Step #2

Setting Model Classroom Expectation

Person Monitoring:

Nicole Alderman

By When/Frequency:

Bi Monthly

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

We will begin our PLCs by setting guidelines and expectations for how to act while in a model classroom. We will practice and discuss what to look for and how to behave while being in the model classrooms. This is to ensure model classroom teachers and students feel comfortable and supported while being in their classroom.

Action Step #3

Engage in Lesson Studies

Person Monitoring:

Nicole Alderman

By When/Frequency:

Bi Monthly

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

Once a culture and routine for model classrooms is established, the team will come together for a lesson study. The team will break apart benchmarks, analyze assessment data and plan a lesson tailored to that benchmark and needs of students. Coverage will be provided to teachers to allow them to model for each other. They will then meet at PLC to debrief and begin the cycle again.

Action Step #4

Additional Opportunities

Person Monitoring:

Nicole Alderman

By When/Frequency:

Bi Monthly

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

Additional opportunities for data analysis and modeling as necessary.

Area of Focus #3

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.

Prior to the 2023-2024 school year, our science proficiency ranged between 35-45% for a 5 year span. During the previous school year, we ensured the fifth grade had the time and resources to deepen their content knowledge and understanding of the science specifications. As we saw a dramatic rise in proficiency to 62%, we need to work to ensure that this becomes a trend and we do not want to lose the gains we have made in this area as a school. By monitoring both whole group and small group instruction during science we can ensure that instruction is designed and implemented according to the evidence based principles including design of lessons (lesson clarity), prior ability (what 3rd-4th grade standards require remediation), and feedback during classroom discussions to push students towards content mastery.

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.

We will increase our science proficiency from 62% proficiency as measured by the SSA to 70% proficiency as measured by SSA.

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 through district benchmark assessments as well as ongoing through student progress on review games that will be played weekly in relation to 3rd and 4th grade standards.

Person responsible for monitoring outcome

Stephanie Whitaker

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:

Intentional monitoring of whole group and small group instruction to ensure instruction is designed and implemented according to evidence based principles. This includes a focus on teacher clarity during lesson (understanding of the standards and the specification related to the standard), prior ability (data analysis of what 3rd and 4th grade standards need remediation), formative assessment and feedback.

Rationale:

Ensuring that teachers have clarity around the standards being presented in a specific lesson ensures that time is optimized on the mastery of the standard and spent on activities that directly relate to standard mastery. Students need a clear understanding of what the standard is and what specifically they are responsible for understanding and at what level. If the teachers and interventionist providing review and remediation within science do not have a firm grasp on the science specifications, it could be easy for the purpose of a lesson to veer in another direction in the science content because of the interconnection and depth of science standards. By being aware of the prior knowledge students bring relating to a standard, the teacher can plan for review activities that not only address the standard from that grade level, but fill in misconceptions that may have been learned from prior spiraling standards. This will strengthen the framework students are building in relation to that standard and allows connections to be made by the student.

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

Core instruction

Person Monitoring:

Stephanie Whitaker

By When/Frequency:

Ongoing

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. EL supports as well as supports for students above and below the standard. Ensure teachers have a clear understanding of Standard specifications and vocabulary needed for successful mastery of each standard. Ensure students have opportunity for wonderings, utilizing 3-1 instructional routine, higher-order questioning is prioritized, and STEM investigations are implemented to promote curiosity.

Action Step #2

Goal Setting

Person Monitoring:

By When/Frequency:

Stephanie Whitaker

Ongoing

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

Implement goal setting opportunities for students where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data and celebrating successes. In addition, implement student-led conferences to allow students to engage in discourse around their academic goals and progress specifically relating to science.

Action Step #3

Small group review

Person Monitoring:

Stephanie Whitaker

By When/Frequency:

Ongoing

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

Monitor lunch review sessions weekly provided by school wide staff, with focus on vocabulary and standards presented in grades 3-4 based on student need.

Area of Focus #4

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 order to make our goal of getting a school grade of a B, it is crucial to focus on the Math proficiency of our Black Student subgroup. We intend to raise our Math proficiency for this group from 36% in Grades 3-5 to 50% in Grades 3-5. This growth with the subgroup with greatly impacts the overall performance of our school to reach our ultimate goal of a B school grade. To best meet the needs of these specific students we plan to pair our Black students with an adult mentor that will meet with their student twice a month. This will happen during lunch for a data a chat and then another time informally for a check-in. Through this mentor relationship and monthly reflections on their data, we will be able to meet their needs through targeted interventions and be able to track progress throughout the year and make adjustments when needed.

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.

By focusing on positive adult relationships through our mentor program, monthly data chats and targeted interventions, our Math proficiency for our Black student subgroup of 36% in Grades 3-5 will increase to 50% in Grades 3-5.

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 goal of increased Math proficiency for our Black student subgroup will be monitored twice a month by their mentor. They will look at current Math benchmark assessments, FAST data and student feedback to gage what next steps are and how to best intervene with each student.

Person responsible for monitoring outcome

Kim Sullivan

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:

An additional adult on campus will provide feedback to assigned student with a benchmark that the student is struggling to perform mastery on. The feedback will be individualized to the student the adult mentors and will be in conjunction with a monthly data chat in Math.

Rationale:

This helps the student get from where they currently are to where they need to be. Once a learner receives feedback, they can make setting realistic goals.

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

Mentor Matching

Person Monitoring:

Kim Sullivan

By When/Frequency:

Monthly

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

A mentor will be matched with a student from the Black subgroup. This pairing will be intentional to be an adult that the student is familiar with and can provide a level of support needed for that specific student.

Action Step #2

Monthly Check-Ins

Person Monitoring:

Kim Sullivan

By When/Frequency:

Monthly

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

The mentor will be responsible for three tasks a month with their assigned student: 1. A monthly data chat. 2. A monthly informal check-in. 3. A monthly classroom visit during the Math block. Goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising goals based on data, and celebrating successes.

Action Step #3

Mentor Debrief

Person Monitoring:

Kim Sullivan

By When/Frequency:

Monthly

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

Each month, all mentors will meet to debrief on the progress of their assigned student. Changes to interventions can be discussed at this time.

Area of Focus #5

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.

Because of our diverse student population, the needs of our ESE students are also very diverse. Being a school that has systems of support specific to students with Autism, as well as our large EL population who are both English Language Learners and students identified as needing ESE supporting services, developing specially designed instruction provides specific challenges in the classroom setting. This area continues to be a critical need year over year. This prior year we have seen a shift in our teaching staff for our students requiring ESE services, which also increases the crucial need of support within this subgroup.

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.

By increasing monitoring of specially designed instruction within small group and 1:1 settings, we will observe a 10% increase in proficiency of our ESE subgroup, increase ELA proficiency from 23% to 33% and increasing our mathematics proficiency from 32% to 42%.

Monitoring

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

Student learning outcomes will be analyzed monthly in collaboration of School based leadership team and the ESE department, as well as scheduled individual data chats monthly with teachers providing support to students receiving ESE supports. By increasing the opportunities for monitoring and collaborating through data analysis and directly tying this conversation to specially designed instruction we can ensure that student needs are being fluidly met through adjusted instructional practices.

Person responsible for monitoring outcome

Stephanie Whitaker

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

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

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

Specially designed instruction

Person Monitoring:

Nichole Garcia

By When/Frequency:

August

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

Ensure ESE staff have clear understanding of specially designed instruction.

Action Step #2

Monitoring

Person Monitoring:

Stephanie Whitaker

By When/Frequency:

Weekly ongoing

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

Monitor the use of appropriate practices and scaffolding to ensure student needs are being met.

Action Step #3

PLC

Person Monitoring:

Stephanie Whitaker

By When/Frequency:

Ongoing

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

Ensure teachers have the opportunity to collaborate and analyze specially designed instruction and the impact it is having on student progress and growth.

Area of Focus #6

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.

As we continue to monitor our ELL subgroup, we see a trend that 1/3 of our ELL students are also identified as in need of ESE supports. This observed trend coupled with a considerable change in our ELL department for the upcoming school year indicates that this subgroup presents a critical need in order to reverse the trend we are beginning to see with ELL growth and proficiency across tested areas.

Measurable Outcome

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

By establishing and implementing processes that create a system of support for EL's, students in this subgroup will demonstrate 55% growth in both ELA and mathematics, as well as an increase in both mathematics and ELA proficiency of 10%. Increasing from 23% to 33% in ELA and 32% to 42% in mathematics.

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.

Students in grades 3-5 will be monitored through district formative and benchmark assessments, as well as through progress monitoring benchmarks. Increased Tier 2 monthly data chats with the School based leadership team in collaboration with the ELL department, in addition to increased attention to ELL growth during individual data chats.

Person responsible for monitoring outcome

Stephanie Whitaker

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:

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

Rationale:

As schools become more organized and focus on developing their own philosophy and system of support for delivering EL services, they 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 the appropriate way.

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

Collaboration and streamlining

Person Monitoring:

Stephanie Whitaker

By When/Frequency:

August

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 ensure the EL team and administrative team are organized for the year ahead.

Action Step #2

Scheduling

Person Monitoring:

Nicole Alderman

By When/Frequency:

August

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

Meet to ensure students were appropriately clustered in the spring of 2024 to best provide

appropriate supports within the classroom setting from both classroom teacher, EL teacher and EL supporting services.

Action Step #3

Data monitoring

Person Monitoring:

Kim Sullivan

By When/Frequency:

Ongoing monthly

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

Develop calendar of Tier 2 EL data monitoring for monthly data analysis and action planning/problem solving to fluidly address needs of students within subgroup.

Action Step #4

Testing

Person Monitoring:

Nicole Alderman

By When/Frequency:

Ongoing

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

Continue to analyze testing accommodations and environment for each student within subgroup to ensure students are testing in a setting with maximizes the individual supports needed based on level of need.

Action Step #5

Support Schedule

Person Monitoring:

Kim Sullivan

By When/Frequency:

Ongoing monthly

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

Continue to adjust support schedule to meet the needs seen through monthly data analysis and data chats to directly support academic success for standards based instruction.

Action Step #6

Professional Development

Person Monitoring:

Stephanie Whitaker

By When/Frequency:

Ongoing Monthly

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

Provide ongoing job embedded professional development opportunities which focus on visible thinking strategies and engagement strategies to create learning environments which support student level of need and English proficiency.

Area of Focus #7

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

Ensure the successful implementation of the UFLI phonics model in grades K-2.

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.

By increasing attention on grades K-2 early/foundational skills, this would lead to a systemic increase in literacy proficiency school wide. Currently we have subgroups that continue to score below the 50% proficiency mark in grades 3-5 which can be directly correlated to foundational literacy.

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

Small group and whole group monitoring and data analysis to ensure students have appropriate access to grade level text and state standards.

Grades K-2: Measurable Outcome(s)

By ensuring that students in grades K-2 have consistent access to foundational literacy reading instruction, including the successful implementation of UFLI in grades K-2 with fidelity, we will see an overall increase in reading proficiency of 10%.

Grades 3-5: Measurable Outcome(s)

By ensuring that whole group and small group English Language arts instruction is presented to the rigor of the standard and identifies and addresses small group intervention needs of students to access standards of need, ELA proficiency in grades 3-5 will increase by 10% from 51% to 61% and overall growth will also see an equal increase of 10%.

Monitoring

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

Monthly monitoring of English Language Arts work done in PLC, with a lesson study focus on the areas of Foundational Literacy in grades K-2 and whole/small group English Language Arts instructional strategies in grades 3-5. Lesson studies will focus on professional development related to the successful implementation of these components and addressing the needs of the students and the instructional practitioner in meeting these needs.

Person responsible for monitoring outcome

Stephanie Whitaker

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:

1. Provide print rich, explicit, systematic, and scaffolded instruction. 2. Teach students to decode words, analyze word parts, and recognize words. 3. Reinforce the effectiveness of instruction in alphabets, fluency, and vocabulary. 4. Provide instruction in broad oral language skills. 5. Teach students how to use reading comprehension strategies. 6. 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, relate words to their oral language and read connected text with sufficient accuracy and fluency to understand what they need.

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

Literacy Leadership Team

Person Monitoring:

Stephanie Whitaker

By When/Frequency:

Ongoing Monthly

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

School Literacy team will meet regularly to look at data to make informed decisions about what professional learning supports (PLC) supports need to be in place to maximize student growth in reading and use this team to build capacity and model ELA classrooms where job embedded professional development can be provided bi-weekly.

Action Step #2

Assessment

Person Monitoring:

Stephanie Whitaker

By When/Frequency:

Ongoing Monthly

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

Through the Lesson Study model classroom PLC model analyze formative assessments given to students to test mastery of standards in relation to the targeted areas. Use this to adjust instruction in relation to the targeted areas.

Action Step #3

Professional Learning

Person Monitoring:

By When/Frequency:

Stephanie Whitaker

Ongoing 2xmonthly

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

Professional learning communities (PLC) are guided by assessment data and are ongoing, engaging, interactive, collaborative and job-embedded, providing time for teachers to collaborate, research and conduct lesson studies. These sessions provide teachers opportunities to deeply understand the six components of reading.

IV. Positive Culture and Environment**Area of Focus #1**

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.

After looking at our early warning systems, the number of students who continue to have 10 or more absences per year continue to be an ongoing challenge. As we continue to work to increase attendance, this will have a direct impact on student access to instruction resulting in increased growth of these students on tested standards.

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.

By adding a consistent streamlined attendance component to our existing PBIS system, we will decrease the number of students with 10 or more absences in each grade level as follows:

Grade 1: From 7 to 4

Grade 2: From 13 to 8

Grade 3: From 11 to 7

Grade 4: From 14 to 7

Grade 5: From 21 to 10

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 two times monthly by our Child Study Team. This monitoring and adjustment to practices within our PBIS system will have a direct impact on the number of students

chronically absent which will result in growth goals achieved by students attending school.

Person responsible for monitoring outcome

Nichole Garcia

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:

By utilizing our PBIS system, students will be randomly selected for points in the PBIS rewards system and positive behavior referral ticket equaling additional peer free time during lunch, which based on survey data is a desired outcome for students. Students identified as having 10 or more absences the previous year will be specifically targeted with increased opportunities for rewards through this program.

Rationale:

Effective implementation of a school wide Positive behavior intervention system has positive impacts on student behavior, specifically when specifically targeted to address the tier 2 and tier 3 needs of students. These intervention systems can be used to target attendance in much the same manner as we use this system to partner with students and their families.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

PBIS adjustment

Person Monitoring:

Nicole Alderman

By When/Frequency:

Ongoing Weekly

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

Adjust PBIS system in place to account for attendance component. Weekly opportunities for attendance recognition and extra layers of rewards for increased attendance.

Action Step #2

Monitoring

Person Monitoring:

Nicole Alderman

By When/Frequency:

Ongoing Monthly

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

Through Child Study Team, monitor students identified from previous year and adjust to account for students experiencing attendance challenges during the current school year. Add these students to the Tier 2 PBIS system of increased opportunity for reward.

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.

<https://www.pcsb.org/booth-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))

<https://www.pcsb.org/domain/6523>

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))

Aligned with the goals in our areas of focus, our main objective is to continue to strengthen the culture of collaboration, which will lead to deeper standard knowledge and clarity, grade level calibration of the implementation of lessons and a streamlined approach to professional learning communities across subject areas. These collaborative sessions will give building educators the opportunity to plan for enrichment and accelerated curriculum through these learning communities.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under

ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

Our students have access to a school based counselor 5 days per week during all school hours. Through the MTSS process, teachers can connect families and the school counselor in order to provide layers of mental health services to benefit our families and their students. Through partnerships with the Rotary club and other local organizations, students have access to mentor services and lunch bunch services providing support emotionally and academically.

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)).

1. Strong PBIS program utilizing PBIS rewards.
2. Identification of students needing tier 2 supports and aligning resources needed in addition to the Tier 1 system.
3. Strong MTSS process and early identification of students that need support beyond Tier 1 and 2.
4. Monthly behavior meetings to identify areas of concern on campus.
5. Monthly reporting of behavior data.

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)).

1. Bi-Monthly grade level PLC's.

2. Weekly facilitated collaborative planning
3. Monthly year 1 and 2 new teacher support group
4. Just in time training for teachers on site.
5. Lesson study opportunities
6. Reading Literacy Leaders (ELA champs)
7. IB leaders professional development monthly
8. Monthly individualized data chats.

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))

1. A ready set kindergarten event for families to visit their school in January. This allows families to begin to understand what the transition to kindergarten will entail and gives families early access to kindergarten readiness materials and school based resources.
2. Through a Kindergarten summer screening opportunity students have the opportunity to spend a morning on campus with school based kindergarten teachers in preparation of the upcoming school year.

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.

Members of leadership assisted in the development of the use of resources outlined in this plan to meet the needs identified as areas of concern.

All staff members will have the opportunity to review the proposed use of resources prior to the first day of school in August.

Community and Families will be given overview of the use of resources outlined in this plan in August.

Community and staff will be updated on use of resources quarterly.

Resources will be monitored monthly by the school-based leadership team.

Specifics to Address the Need

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

1. MTSS coach needed to monitor ongoing data collected through PLC work, small group work and ongoing progress monitoring. This is directly related to data presented in both Mathematics and ELA plan detailed in area of focus. Ongoing need for data analysis with teachers.
2. MTSS coach also being utilized in the capacity of coach for UFLI implementation in grades K-2 to ensure resources and support is provided for implementation with fidelity. Time calendared out weekly for coaching and small group support. Data supporting this resource provided in RAISE initiative area of FOCUS.
3. Possibility of substitutes needed for teachers to have extended opportunity to observe model classrooms and analyze data collected. Ongoing and detailed in all areas of focus.
4. Monthly professional development opportunities that are provided to IB leaders opened to all instructional staff that wish to use this professional development as their personal development plan. Option to pay stipend to instructional staff who opt in to additional professional development that is centered on visible thinking strategies and engagement strategies that are specifically aimed at both our subgroup student needs as well as streamlining our IB standards with our state standards.

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