

Pinellas County Schools

OZONA ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 9
 - D. Demographic Data 10
 - E. Early Warning Systems 11
- II. Needs Assessment/Data Review 14
 - A. ESSA School, District, State Comparison 15
 - B. ESSA School-Level Data Review 16
 - C. ESSA Subgroup Data Review 17
 - D. Accountability Components by Subgroup 20
 - E. Grade Level Data Review 23
- III. Planning for Improvement 24
- IV. Positive Culture and Environment 37
- V. Title I Requirements (optional) 40
- VI. ATSI, TSI and CSI Resource Review 42
- VII. Budget to Support Areas of Focus 43

School Board Approval

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

SIP Authority

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

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Ozona's mission is to create highest student achievement, in collaboration with the school community, by developing the whole child in a safe environment, using effective learning systems to close the opportunity gap by preparing all students for career & college readiness and success in a global society.

Provide the school's vision statement

100% Student Success

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Lisa Freeman

Position Title

Principal

Job Duties and Responsibilities

The duties include but are not limited to promoting and maintaining high student achievement by shaping a vision of academic success for all students, providing curricular and instructional leadership, maintaining overall school operations, ensuring a safe learning environment, cultivating leadership in others and maintaining a school climate that is supportive to the needs of staff, students and families.

Leadership Team Member #2

Employee's Name

Jessica Downes

Position Title

Assistant Principal

Job Duties and Responsibilities

Instructional leader, curriculum and instruction manager, supports, Early Childhood learning, SIP goals, assists in monitoring data, school testing coordinator, teacher evaluations and walk throughs, discipline, Family Engagement, Safety/Emergency Drills, Transportation, CST, MTSS member, PBIS lead.

Leadership Team Member #3

Employee's Name

Nicola Repetosky

Position Title

School Counselor

Job Duties and Responsibilities

See Something, Say Something coordinator, MTSS facilitator, bully investigator, 504 coordinator, gifted coordinator, SAVE coordinator, provides guidance lessons whole group/small group. Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.

Leadership Team Member #4

Employee's Name

Vanessa Strausbaugh

Position Title

Behavior Specialist

Job Duties and Responsibilities

PBIS/Restorative practice, ensures supports are in place and monitors (FBAs), assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.

Leadership Team Member #5

Employee's Name

Jennifer Narkier

Position Title

Library Media Technician

Job Duties and Responsibilities

Library Media Technician Provides leadership and expertise to ensure the school library media/

technology program is aligned with the mission, goals and objectives of both the district and the school, and is an integral component of the instructional program providing equitable access to diverse information formats. Instills a love of learning and empowers students to be critical thinkers, enthusiastic readers, producers of digital content, savvy technology users, skillful researchers, and ethical users of information.

Leadership Team Member #6

Employee's Name

Barrie Evans

Position Title

AVID Coordinator

Job Duties and Responsibilities

AVID Coordinator & 4th grade teacher Works with District AVID ISD, leads site based AVID Team. Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.

Leadership Team Member #7

Employee's Name

Amy Matthews

Position Title

PPK Teacher (ESE blended)

Job Duties and Responsibilities

Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.

Leadership Team Member #8

Employee's Name

Michelle Light

Position Title

Teacher, Kindergarten

Job Duties and Responsibilities

Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data

monitoring. Serves as Dreambox Champion.

Leadership Team Member #9

Employee's Name

Sherry Hering

Position Title

Teacher, First Grade

Job Duties and Responsibilities

Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.

Leadership Team Member #10

Employee's Name

Mignon Schroeder

Position Title

Teacher, Second Grade

Job Duties and Responsibilities

Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.

Leadership Team Member #11

Employee's Name

Jeanne Knauff

Position Title

Teacher, Third Grade

Job Duties and Responsibilities

Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.

Leadership Team Member #12

Employee's Name

Bridget Hollenbeck

Position Title

Teacher, Fourth Grade

Job Duties and Responsibilities

Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.

Leadership Team Member #13

Employee's Name

Alexis Russell

Position Title

Teacher, Fifth Grade

Job Duties and Responsibilities

Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring. Dreambox Champion.

Leadership Team Member #14

Employee's Name

Colleen Miller

Position Title

Sensory and Communication Teacher

Job Duties and Responsibilities

Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.

Leadership Team Member #15

Employee's Name

Margaret Magee

Position Title

Teacher, VE Resource

Job Duties and Responsibilities

Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of

decision making team with respect to school wide initiatives, instructional support and data monitoring.

Pro Ed Facilitator.

Leadership Team Member #16

Employee's Name

Elizabeth Keller

Position Title

Visual Arts Teacher

Job Duties and Responsibilities

Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.

Leadership Team Member #17

Employee's Name

Michelle Turner

Position Title

School Psychologist

Job Duties and Responsibilities

Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.

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.

We utilize our School Leadership Team (Administrators, Team Leaders, Secretary, Student Support Service members) and SAC comprised of school staff to include support and instructional members, parent members and community members from Palm Harbor Library & Huntington Learning Center. We analyze STAR/FAST PM cycle data and other data relevant to our goal areas, discuss/monitor current goals & actions steps, discuss best practices and determine the next steps in goal setting & actions to create a draft. After the draft plan is developed, goals and action steps are adjusted based on the feedback of our SAC prior to the final vote 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))

The SIP is monitored after each of our district assessment cycles to measure student performance trends in meeting our goals. We also review sections of our SIP through monthly SIP Teaching & Learning meetings, PLCs or site-embedded professional development. Through the work of our MTSS & SBLT we progress monitor our student subgroups focusing on those with the largest achievement gaps to determine if interventions are having a positive impact on student learning and if the achievement gap is closing. A mid-year reflection and 90 day action plan are also developed and implemented to address any identified deficiencies. Revisions are made to 90 day action plan as needed. Potential revisions to the SIP are reviewed following each district assessment cycle, as well as after each grading period.

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	NO
2023-24 MINORITY RATE	20.2%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	29.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) 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: A 2022-23: A* 2021-22: A 2020-21: 2019-20: A

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	13	14	18	14	10				70
One or more suspensions	0	0	0	1	0	1				2
Course failure in English Language Arts (ELA)	0	0	0	2	0	1				3
Course failure in Math	0	0	0	4	0	3				7
Level 1 on statewide ELA assessment				1	3	4				8
Level 1 on statewide Math assessment				1	5	6				12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	5	15	7	5						32
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	5	5	4	6	6					26

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	0	2	5	4				11

Current Year 2024-25

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		16	18	13	7	13				67
One or more suspensions						2				2
Course failure in ELA				7	2	2				11
Course failure in Math				3	5	3				11
Level 1 on statewide ELA assessment				4	8	11				23
Level 1 on statewide Math assessment				3	7	10				20
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	1	4	5	8				19

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			2	3						5
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 *	78			67	54	53	68	55	56
ELA Grade 3 Achievement **	80			70	54	53			
ELA Learning Gains	68						65		
ELA Learning Gains Lowest 25%	58						54		
Math Achievement *	86			77	61	59	79	51	50
Math Learning Gains	77						66		
Math Learning Gains Lowest 25%	66						47		
Science Achievement *	85			67	62	54	67	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	75%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	598
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
75%	70%	64%	61%		66%	59%

* 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	54%	No		
Hispanic Students	67%	No		
Multiracial Students	83%	No		
White Students	76%	No		
Economically Disadvantaged Students	70%	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	40%	Yes	2	
Hispanic Students	65%	No		
Multiracial Students	97%	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%
White Students	70%	No		
Economically Disadvantaged Students	51%	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	29%	Yes	1	1
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students	69%	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%
Multiracial Students				
Pacific Islander Students				
White Students	65%	No		
Economically Disadvantaged Students	50%	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	78%	80%	68%	58%	86%	77%	66%	85%					
Students With Disabilities	46%	54%	54%	63%	54%	62%	50%	47%					
Hispanic Students	73%	67%	68%	50%	78%	71%	54%	72%					
Multiracial Students	94%		57%		94%	86%							
White Students	78%	81%	69%	60%	87%	77%	68%	87%					
Economically Disadvantaged Students	72%	71%	69%	63%	73%	69%	63%	77%					

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	67%	70%			77%			67%					
Students With Disabilities	34%	52%			50%			22%					
Hispanic Students	62%	55%			77%								
Multiracial Students	93%				100%								
White Students	66%	69%			75%			68%					
Economically Disadvantaged Students	49%	55%			58%			41%					

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	68%		65%	54%	79%	66%	47%	67%					
Students With Disabilities	23%		25%	19%	49%	41%	25%	24%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	67%		67%		85%	62%		65%					
Multiracial Students													
Pacific Islander Students													
White Students	69%		66%	57%	78%	67%	51%	69%					
Economically Disadvantaged Students	49%		48%	38%	64%	56%	52%	40%					

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?

Proficiency in Science increased +18% from 67% proficient in 2023 to 85% proficient in 2024.

District curriculum was rewritten with labs incorporated in science units, mini quizzes were administered throughout to review/remediate immediately, assessments had more questions regarding application/scenarios, formatives (covered unit) administered more frequently. Data was analyzed through Comparative Reports and action plans implemented.

Naure of Science was embedded throughout the curriculum.

Increased science instructional time by not pulling chorus students from the science block.

Reviewing of 3rd & 4th grade standards were built into the curriculum at start of each unit.

We had extended learning STEM (approximately 15 students) and Science in a SNAP (10 students).

Diagnostics were utilized to drive instruction.

Slowed down the district instructional timeline for additional/supplemental activities that supported the unit benchmarks.

SWD Math proficiency increase +9% (55% from 46%).

Utilized Dreambox to assign low performing standards.

Administered McGraw Hill Pretest (online) to create differentiated groups. This provided teacher resources and student tasks for small group/individual tasks to be ready to learn current grade level standards.

3rd-5th grade "Review" padlets helped prepare for state assessment.

Lowest Performance

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

ELA Proficiency (77%), learning gains (68%) and L25 learning gains. (59%)

In looking at question types in 4th & 5th grades and the number of sources students need to recall/ find evidence we have discovered significant demands of the task, especially related to critical thinking,

Teachers must understand standards/rigor of standards well enough to know if module assessments are mirroring the standard. Teachers need to backward plan to determine what supplemental materials to add.

Students are vocalizing during the assessment that they are "done". Student stamina is low. The challenge is where in the day can you provide minutes to build stamina without losing learning/teaching time.

Students need to be motivated to do well through goal setting to include students regularly and visibly setting their own goals, monitoring their academic process (ongoing), revising their goals based on data and celebrating successes.

Teachers need to increase knowledge of how to teach foundational skills within the current grade level standard. This can be accomplished through District Wide Training professional development.

Shifting the Balance 3rd-5th professional development will be offered in Fall 2024.

Moving level 2.2's to proficient (level 3 or higher) is a challenge across 3rd-4th-5th.

Trends reflect a need to focus on: Theme/Central Idea, Structure and Comparative Reading.

SWD students are underperforming in proficiency and learning gains in Reading, Math and Science when compared to non-ESE students.

ELA Proficiency: ESE 43% Non-ESE 82% (-39%)

ELA Learning Gains: ESE 54% Non-ESE 70% (-16%)

Math Proficiency: ESE 55% Non-ESE 89% (-34%)

Math Learning Gains: ESE 74% Non-ESE 87% (-13%)

Science Proficiency: ESE 40% Non-ESE 92% (-52%)

This is a historic trend at Ozona.

We are not scaffolding the core instruction to where SWD students can access the knowledge/build understanding. Students need systematic instruction that includes breaking the lesson into sequential and manageable steps that go from single to complex skills.

Greatest Decline

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

Our Gifted students showed the greatest decline.

ELA 97% to 94%

Math 100% to 96%

During core instruction the gifted students are not being provided opportunities for enrichment. This was the first year we did not cluster the gifted students in homerooms.

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.

Ozona Elementary School outperformed the State average in proficiency for Reading, Math & Science.

EWS Areas of Concern

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

- 1) Attendance: 11% of student attendance below 90%
- 2) Referrals for behavior: 2nd-5th grade
- 3) Math level 1 on FAST PM3

Highest Priorities

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

- 1) ELA proficiency, learning gains and L25 learning gains
- 2) SWDs proficiency in Reading, Math and Science
- 3) Level 2.2s in Reading and Math

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

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

Area of Focus: Ensure whole group and small group differentiated instruction in all content areas is designed and implemented according to evidence-based principles, to include AVID and high yield strategies.

Rationale:

It is imperative that there is intention planning and the use of time; determining how students are going to perform and what they will need to perform well.

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

Standards-based data (FAST, unit assessment data, walkthrough/observation data, etc.) collected and reviewed from the 2023-2024 school year showed room for improvement in performance of level 2 students. Specifically, our level 2.2 students in Reading and Math. Our SWD students are

underperforming as compared to our general education population. This includes levels of proficiency and learning gains in Reading, Math and Science.

Our current level of performance in ELA as measured by the PM 3 FAST is 78% proficient.

Our current level of performance in Math as measured by the PM3 FAST is 86% proficient.

Our current level of performance in Science as measured by SSA is 85% proficient.

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 October 2024, 100% of instructional staff be trained in Focused Note Taking as evidenced by attendance/LMT transcripts.

By November 2024, 100% of instructional staff will plan and implement the use of Focused Notes and higher-level questioning as evidenced in walk-throughs, formal evaluations, ISM data and CCI collected data.

By December 2024, 50% of students will begin generating/creating higher order questions using Focused Notes.

Ongoing:

Evidence of teacher clarity in planning & teaching: *What are students learning? (A clear benchmark-aligned target), Why do students want/need to learn this? What do students need to be able to do to show they have been successful? (success criteria)*

Evidence of intentional planning for enrichment & remediation.

Evidence of formative assessments.

Evidence teacher corrective feedback.

Evidence of instructional practices that result in the students doing the work.

Evidence of students goal setting, action planning, monitoring their progress, revising goals based on data & celebrating growth throughout Progress Monitoring cycles.

Evidence of teacher participation in strategy walks.

Data points such as Dreambox, iStation, Running Records, ELFAC, FAST/STAR, unit assessments reflect data trending upward.

The percentage of students achieving ELA proficiency of Level 3 or higher will be 80%.

The percentage of third grade students achieving ELA proficiency of Level 3 or higher will be 80%.

The percentage of students achieving Math proficiency of Level 3 or higher will be 90%.

The percentage of students achieving Science proficiency of Level 3 or higher will be 90%.

The percentage of students achieving ELA learning gains will be 75%.

The percentage of students achieving Math learning gains will be 90%.

The percentage of L25 students achieving ELA learning gains will be 75%.

The percentage of L25 students achieving Math learning gains will be 75%.

The above goals will be measured by the 2025 state approved standardized assessment.

Monitoring

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

Collaborative Planning & PLC evidence

Administrative walkthroughs using content area walkthrough tool & other tools to provide feedback.

Unit/module assessments using Comparative Data reports during PLCs

MTSS review of grade level data

Report card grades monitored

Grade-Level AVID Evidence Board (to be changed monthly to highlight AVID strategies across all grade levels)

Actionable feedback/action steps will be provided & implemented with fidelity.

Person responsible for monitoring outcome

Lisa Freeman, 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 continue to learn and implement high yield strategies to include AVID strategies. Teachers will gain a deeper understanding of focused note taking and how it leads to planning and delivering lessons aligned to the B.E.S.T Standards/FSASS (Florida's State Academic Standards for Science) to include criteria to push "elevate" questions higher, as well as align tasks to those standards. Students actively participate in focused note taking and questioning using Costa's levels of Thinking during class lessons, discussions and problem-solving activities.

Rationale:

It emphasizes the role of critical thinking, problem-solving, creativity, and innovation in preparing students for success. By actively using focused notes in conjunction with asking higher levels of questions, students will deepen their knowledge and create connections to the material being

presented, which in turn prepares them for inquiry.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

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

Action Step #1

AVID Implementation

Person Monitoring:

Barrie Evans

By When/Frequency:

Monthly

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

- AVID implementation in all classrooms: Strengthen inquiry skills through the implementation and monitoring of routine use of higher level thinking through questioning, focused note taking, class discussion, problem solving activities, corrective/quality feedback and/or collaborative study groups.
- AVID PD: Instructional staff will complete professional development and PLCs to better implement AVID Strategies August: schoolwide AVID expectations/overview, September: Goal Setting October: Note Taking November: Costa's Higher Order Thinking (review activity) December: Goal Setting/ Action Planning January: Collaborative Structures February: Costa's Higher Order Questions (snowman activity) March: CRP: Connections
- Utilize AVID strategies: Teachers will intentionally plan (weekly) and deliver instruction that is engaging to students while allowing appropriate time for students to apply their learning (AVID strategies). This includes the use of Costa's Levels of Thinking (AVID), Focused Note Taking, the use of Florida's B.E.S.T. Standards grades K-5, including ALDs and 3rd-5th and District Resource documents.
- Strategy Walks: Support will be provided by district team to develop a process for teachers to observe each other in practice.
- Grade levels will work together to complete their section of the AVID Evidence board that highlights the strategies being implemented in classrooms to continue to deepen understanding of the vertical progression and standards design in order to understand what students are expected to master.

Action Step #2

Reading Instructional Practice

Person Monitoring:

Lisa Freeman

By When/Frequency:

Monthly

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

- Pop Groups: high level instructional routine for teaching comprehension strategies
- Shifting the Balance Book Study: increase teacher knowledge of the science of reading and evidence based practices
- Integrate phonemic awareness, phonics, word study and vocabulary
- Instruction focused on identified area of improvement: Theme/Central Idea, Structure, Comparative Reading
- Student goal setting: 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.
- Strategy Walks: Support will be provided by district team to develop a process for teachers to observe each other in practice.

Action Step #3

Math Instructional Practice

Person Monitoring:

Jessica Downes

By When/Frequency:

Monthly

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

• Math teachers using the MTR coaching tool for planning purposes. Implementing teacher moves that support higher order questioning • Plan for & provide Reasoning Tasks • Instruction that provides multiple entry points and solution strategies, including student access to appropriate manipulatives/ tools. • Instruction focused on identified area of improvement: Number Sense, Fractions, Basic Facts (addition, subtraction, multiplication, division) • Student goal setting: 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. • Strategy Walks: Support will be provided by district team to develop a process for teachers to observe each other in practice.

Action Step #4

Science Instructional Practice

Person Monitoring:

Lisa Freeman

By When/Frequency:

Monthly

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

• Utilize the 3-I daily instructional routine (Ignite-Investigate-Inform instruction) to ensure daily science lessons are presented as a whole while monitoring student understanding through the use of informal data collection. • Focused Note Taking (5 steps: taking Notes, Processing Notes, Connecting Thinking, Summarizing & Reflecting on Learning, Applying Learning) • Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions, problem solving activities, and/or collaborative study groups • Utilize mini-assessments and formatives to drive instruction • Student goal setting: 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. • Strategy Walks: Support will be provided by district team to develop a process for teachers to observe each other in practice.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

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

Ensure small group instruction and 1:1 specially designed instruction is designed and implemented in alignment with evidence-based practices Evidence Based Strategies to Support Goal (ELA/Math/ and/or Science).

SWD students are underperforming in proficiency and learning gains in Reading, Math and Science when compared to non-ESE students.

ELA Proficiency: ESE 43% Non-ESE 82% (-39%)

ELA Learning Gains: ESE 54% Non-ESE 70% (-16%)

Math Proficiency: ESE 55% Non-ESE 89% (-34%)

Math Learning Gains: ESE 74% Non-ESE 87% (-13%)

Science Proficiency: ESE 40% Non-ESE 92% (-52%)

This is a historic trend at Ozona.

We are not scaffolding the core instruction to where SWD students can access the knowledge/build understanding. Students need systematic instruction that includes breaking the lesson into sequential and manageable steps that go from single to complex skills. Whole group & small group instruction must be in alignment with evidence based practices.

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.

Ongoing:

Evidence of teacher clarity in planning & teaching: *What are students learning? (A clear benchmark-aligned target), Why do students want/need to learn this? What do students need to be able to do to show they have been successful? (success criteria)*

Evidence of intentional planning for enrichment & remediation.

Evidence of formative assessments.

Evidence teacher corrective feedback.

Evidence of instructional practices that result in the students doing the work.

Evidence of students goal setting, action planning, monitoring their progress, revising goals based on data & celebrating growth throughout Progress Monitoring cycles.

Evidence of teacher participation in strategy walks.

Data points such as Dreambox, iStation, Running Records, ELFAC, FAST/STAR, unit assessments reflect data trending upward.

The percentage of students achieving ELA proficiency of Level 3 or higher will be 80%.

The percentage of third grade students achieving ELA proficiency of Level 3 or higher will be 80%.

The percentage of students achieving Math proficiency of Level 3 or higher will be 90%.

The percentage of students achieving Science proficiency of Level 3 or higher will be 90%.

The percentage of students achieving ELA learning gains will be 75%.

The percentage of students achieving Math learning gains will be 75%.

The percentage of L25 students achieving ELA learning gains will be 75%.

The percentage of L25 students achieving Math learning gains will be 75%.

The above goals will be measured by the 2025 state approved standardized assessment.

Monitoring

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

Collaborative Planning & PLC evidence

Administrative walkthroughs using content area walkthrough tool & other tools to provide feedback.

Unit/module assessments using Comparative Data reports during PLCs

MTSS review of grade level data

Report card grades monitored

Grade-Level AVID Evidence Board (to be changed monthly to highlight AVID strategies across all grade levels)

Actionable feedback/action steps will be provided & implemented with fidelity.

Person responsible for monitoring outcome

Lisa Freeman and Margaret Magee

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:

Explicit and direct instruction; multi-sensory approach to all learning; utilize a systematic approach for the delivery of instruction.

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:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Instructional Practice

Person Monitoring:

Lisa Freeman

By When/Frequency:

Monthly

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

- Provide opportunities for ESE and general education teachers to co-plan for differentiated instruction and support delivery of services.
- Provide professional development on multi-sensory instruction and its application in the general education classroom.
- Ensure instructional supports are in place for ESE students during core instruction and independent practice.
- Provide targeted small-group explicit intervention. Ensure interventions include specific accommodations.

Area of Focus #3

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)**Area of Focus Description and Rationale**

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

Area of Focus: Ensure whole group and small group differentiated instruction in all content areas is designed and implemented according to evidence-based principles, to include AVID and high yield strategies.

Rationale:

It is imperative that there is intention planning and the use of time; determining how students are going to perform and what they will need to perform well.

Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content—what the student needs to learn or how the student will get access to the information; (2) process—activities in which the student engages in order to make sense of or master the content; (3) products—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment—the way the classroom works and feels. The most important factor in differentiation that helps students achieve more and feel more

engaged in school is being sure that what teachers differentiate is high-quality curriculum and instruction. For example, teachers can make sure that: (1) curriculum is clearly focused on the information and understandings that are most valued by an expert in a particular discipline; (2) lessons, activities, and products are designed to ensure that students grapple with, use, and come to understand those essentials; (3) materials and tasks are interesting to students and seem relevant to them; (4) learning is active; and (5) there is joy and satisfaction in learning for each student.

Historically our Black/African American scholars score proficient in Math and lack proficiency in Reading. Our data reflects that the Black/African American scholars are not making learning gains in Math or Reading.

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.

2023-2024 FAST

ELA Proficiency 0%

ELA Learning Gains 0%

Math Proficiency 100%

Math Learning Gains 0%

Ongoing:

Evidence of teacher clarity in planning & teaching: *What are students learning? (A clear benchmark-aligned target), Why do students want/need to learn this? What do students need to be able to do to show they have been successful? (success criteria)*

Evidence of intentional planning for enrichment & remediation.

Evidence of formative assessments.

Evidence teacher corrective feedback.

Evidence of instructional practices that result in the students doing the work.

Evidence of students goal setting, action planning, monitoring their progress, revising goals based on data & celebrating growth throughout Progress Monitoring cycles.

Evidence of teacher participation in strategy walks.

Data points such as Dreambox, iStation, Running Records, ELFAC, FAST/STAR, unit assessments reflect data trending upward.

Measurable outcomes 2024-2025:

ELA Proficiency 100%

ELA Learning Gains 100%

Math Proficiency 100%

Math Learning Gains 100%

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.

Collaborative Planning & PLC evidence

Administrative walkthroughs using content area walkthrough tool & other tools to provide feedback.

Unit/module assessments using Comparative Data reports during PLCs

MTSS review of grade level data

Report card grades monitored

Grade-Level AVID Evidence Board (to be changed monthly to highlight AVID strategies across all grade levels)

Actionable feedback/action steps will be provided & implemented with fidelity.

Person responsible for monitoring outcome

Lisa Freeman

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:

Identify students not meeting benchmarks in early grades, implement a plan to include targeted instruction and intervention, frequently monitoring progress to bring performance closer to mastery level and to increase learning gains.

Rationale:

It is imperative that there is intention planning and the use of time; determining how students are going to perform and what they will need to perform well.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Instructional Supports

Person Monitoring:

Freeman

By When/Frequency:

Bi-weekly

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 small group instruction based on data. Monitor progress during MTSS.

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.

Our School CST team meets monthly to review school attendance data and our School SBLT meets weekly to review students performance. Ozona CST team has identified 79 students presently at 10% or more absences.

Students who attend school regularly are exposed to the most current content, Teaching Points and maintain pace of the learning and lessons throughout the school year. These students will have more of an opportunity to learn and work to perform higher on classroom assessments and state standardized tests.

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.

Ozona Elementary School presently has 79 students with 10% or more absences for the 2023-24 school year as evident through our May 2024 Data and Analytics Absence report.

Ozona Elementary School will decrease the amount of students at 10% or more absences to 50 students for the 2024-25 school year.

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.

Ozona Elementary School Child Study team will meet monthly to review absence data. Our Child Study team will reach out to families to encourage attendance and monitor students who are showing

multiple absences early in the school year. The team will monitor, call, send out communications and keep families informed as to how many absences or tardies students have shown each month.

Monitoring of the School Culture and Climate will be done monthly by the school PBIS staff committee. Monitoring of the School Culture and climate will be evaluated by walk throughs, done by administrators, identifying teachers promoting the School Guidelines of Success and identifying teaching using restorative practice strategies. Walk throughs will be followed by feedback given by administrators.

Person responsible for monitoring outcome

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:

Ozona Elementary School will build a positive school culture using a school-wide rewards system. The PBIS Rewards system connects students, teachers and families by communicating and rewarding students for their work toward our Ozona Guidelines for Success. Students earn points based on the Guideline they have demonstrated. Students save and spend their points on monthly PBIS celebrations and PTA sponsored rewards and raffle prizes.

Rationale:

A positive school climate promotes positive attendance data. Students who feel welcomed and a part of the learning and school culture want to attend school. Positive teacher and classroom experiences and relationships lead to higher attendance.

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

Elevate Student Engagement

Person Monitoring:

School Administration

By When/Frequency:

Weekly walkthroughs in classrooms with feedback for teachers and students

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

Lisa Freeman and Jessica Downes will conduct walkthroughs each week looking for “Elevated Student Engagement” through use of collaborative learning groups, teachers activating prior knowledge before lessons, and teachers and students identifying the meaningful “what and why” of each lesson. School administration will also look for evidence of Restorative Practice use within the classrooms.

Action Step #2

Elevate Student Behavior Expectations

Person Monitoring:

Jessica Downes Assistant Principal and the staff PBIS committee

By When/Frequency:

The PBIS Staff committee will meet monthly to review the use of the school-wide PBIS rewards system.

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

The PBIS staff committee will discuss any issues teachers or students may be experiencing with the system. Team will identify common area expectations for the Guidelines for Success as to what the expectations will look like in all areas of the school: ex: dismissal, cafeteria, media center, front office, etc. The PBIS staff committee will also review and edit the Behavior Expectation lessons found in our yearly Ozona behavior handbook given to each teacher at the beginning of the year.

Action Step #3

Elevate Teacher Practice

Person Monitoring:

Lisa Freeman and Jessica Downes (school administration)

By When/Frequency:

School administration will meet with Team Leaders monthly to plan "Strategy Walks".

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

Team will be looking for enhanced collaboration, school culture and learning outcomes. School administration encouraging 100% PBIS/Restorative Practice trained teachers.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00