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## School Board Approval

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

## SIP Authority

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

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

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

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

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

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

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

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

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

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

## Purpose and Outline of the SIP

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

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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Our learning community is committed to providing high-quality learning experiences that will empower students to pursue personal passions and ambitious goals through self-efficacy, innovation, and perseverance.

### Provide the school's vision statement

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Every learner is inspired and supported to be a confident, innovative, and dynamic thinker who will shape a new and better world for the future.

## 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

Leigh Brown

##### Position Title

Principal

##### Job Duties and Responsibilities

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No Answer Entered

#### Leadership Team Member #2

##### Employee's Name

Calla Alford

##### Position Title

Assistant Principal

##### Job Duties and Responsibilities

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No Answer Entered

### **Leadership Team Member #3**

**Employee's Name**

Rachel Martin

**Position Title**

Media Specialist

**Job Duties and Responsibilities**

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No Answer Entered

### **Leadership Team Member #4**

**Employee's Name**

Luke Harness

**Position Title**

School Counselor

**Job Duties and Responsibilities**

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No Answer Entered

## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

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

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

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The Principal and Assistant Principal engaged the faculty in a workshop to evaluate the extent of success in implementing the action steps within each goal. Teachers and staff worked in small groups to evaluate the current state of implementation and made recommendations in each area and included any potential obstacles, identified the need of resources and/or professional development for teachers. They shared their findings and recommendations with the larger group. The Principal presented the findings from the staff discussions and recommendations to the school advisory council (SAC). Both staff and SAC used student academic achievement data and school climate survey data to evaluate success of each action step and make recommendations for 2024-2025.

### SIP Monitoring

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

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The SIP will be regularly monitored through classroom observations of action step implementation and ongoing data analysis of progress monitoring assessment data. Teachers will participate in SIP committees organized by subject area specific goals. They will meet quarterly to identify obstacles and propose solutions to ensure that teachers receive necessary supports to implement action steps. In Professional Learning Communities (PLC's) all teachers will meet weekly to plan data-informed instruction and enriched learning experiences for students. Members of the School Advisory Council (SAC) will receive regular updates from the principal for each goal and related action steps along with progress monitoring assessment data reports. SAC will make recommendations for any improvements or modifications throughout the year. Administration will conduct formal and informal observation of classroom instructions to check for fidelity of implementation of SIP action steps and support teachers needing improvement through professional development, one-one coaching, and provide opportunities for teachers to observe expert teachers. One-One data chats with teachers after each progress monitoring assessment will be conducted by administration to identify needs for modifications. In areas where strategies need to be modified, administration and teachers will

collaborate to develop and communicate a mid-year action plan.



## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY</b> <b>1-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2023-24 MINORITY RATE</b>	<b>23.2%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>19.9%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)</b> <b>ASIAN STUDENTS (ASN)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>MULTIRACIAL STUDENTS (MUL)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: A</b> <b>2022-23: A*</b> <b>2021-22: A</b> <b>2020-21:</b> <b>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	4	10	6	17	5	0	0	0	42
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	1	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	1	4	8	0	0	0	13
Level 1 on statewide Math assessment	0	0	0	1	5	1	0	0	0	7
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	0	0	0						0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0					0

#### Current Year 2024-25

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

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

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	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		2	10	5	8	15				40
One or more suspensions		1		1	1					3
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment				8	7	15				30
Level 1 on statewide Math assessment				8	4	10				22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)			12	15						62

**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	4	9	17	14				45

**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						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†	STATE†
ELA Achievement *	84			84	54	53	83	55	56
ELA Grade 3 Achievement **	88			88	54	53			
ELA Learning Gains	70						72		
ELA Learning Gains Lowest 25%	59						53		
Math Achievement *	88			89	61	59	84	51	50
Math Learning Gains	82						79		
Math Learning Gains Lowest 25%	71						65		
Science Achievement *	89			89	62	54	76	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	79%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	631
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
79%	88%	73%	70%			

\* 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		
Asian Students	95%	No		
Hispanic Students	78%	No		
Multiracial Students	97%	No		
White Students	81%	No		
Economically Disadvantaged Students	75%	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	47%	No		
Asian Students	97%	No		
Black/African	66%	No		



**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
American Students				
Hispanic Students	83%	No		
Multiracial Students	93%	No		
White Students	89%	No		
Economically Disadvantaged Students	77%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	46%	No		
English Language Learners				
Native American Students				

## 2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Asian Students	93%	No		
Black/African American Students	85%	No		
Hispanic Students	73%	No		
Multiracial Students	90%	No		
Pacific Islander Students				
White Students	72%	No		
Economically Disadvantaged Students	60%	No		

### D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	84%	88%	70%	59%	88%	82%	71%	89%					
Students With Disabilities	48%	53%	53%	48%	48%	68%	63%	53%					
Asian Students	90%				100%								
Hispanic Students	79%	82%	63%		79%	74%		90%					
Multiracial Students	93%				100%								
White Students	85%	88%	70%	61%	88%	84%	78%	90%					
Economically Disadvantaged Students	81%	79%	70%	64%	81%	80%	62%	86%					

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	84%	88%			89%			89%					
Students With Disabilities	39%	36%			55%			59%					
Asian Students	94%				100%								
Black/African American Students	62%				69%								
Hispanic Students	80%				85%								
Multiracial Students	85%				100%								
White Students	85%	89%			89%			91%					
Economically Disadvantaged Students	75%	75%			80%			77%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	83%		72%	53%	84%	79%	65%	76%					
Students With Disabilities	40%		55%	46%	42%	55%	52%	32%					
English Language Learners													
Native American Students													
Asian Students	100%		79%		100%	93%							
Black/African American Students	80%				90%								
Hispanic Students	69%		68%		73%	84%		73%					
Multiracial Students	93%				86%								
Pacific Islander Students													
White Students	83%		73%	55%	84%	75%	56%	76%					
Economically Disadvantaged Students	71%		55%	41%	71%	61%	50%	71%					

## 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?

---

Student data from 2022-23 to the 2023-24 was relatively consistent with each subject area scoring within 3 percentage points of the prior year's data. Across all subject areas, the school took action to ensure students participated in Higher Order Thinking Strategies, Academic Discourse, Hands-On Learning, and specially designed intervention practices.

##### Lowest Performance

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

---

Overall, the lowest performance was ELA which scored 84%. Scores are shown to be stagnant from previous school year.

##### Greatest Decline

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

---

The data with the greatest decline from the prior year is Math. The 2022-2023 scores were 89%, with the 2023-2024 scores were 87%. Factors that contributed to the decline....

##### 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.

---

Performance in mathematics 87% proficiency for the 2023-2024 school year is well above the state average. This can be attributed to the dedication to the teachers and ENE team to ensure delivery of the SIP action steps including but not limited to the use of intentional formative assessments and utilization of authentic mathematical discourse through Powerful Problem solving

##### EWS Areas of Concern

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

---

Student absence is a concern for students at Elisa Nelson. We had 42 students that were absent 10% or more. We will continue with our attendance initiative working with parents to ensure that students are at school everyday.

**Highest Priorities**

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

---

Our highest priority for the 2024-2025 school year is to focus on the action steps to grow our students and to increase are learning gains for all students.



## 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 the 2023 - 2024 ELA FAST Assessment, 84% of our students scored a Level 3 or higher.

#### 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 the final FAST assessment(PM3), 90% of our students will receive an score of 3 or higher on the 2024-2025 State ELA assessments.

#### Monitoring

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

---

School leaders will conduct regular instructional walk-throughs and monitor achievement data through one-one data chats with teachers. Through on-going feedback and reflections connection instructional practices with student achievement outcomes, administration and teachers will make adjustments to instructional strategies, small group formations, and intervention to achieve our goal.

#### Person responsible for monitoring outcome

Leigh Brown

#### Evidence-based Intervention:

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

#### Description of Intervention #1:

#### Rationale:

#### Tier of Evidence-based Intervention:

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

No

**Action Steps to Implement:**

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

**Action Step #1**

Higher Order Thinking Questioning

**Person Monitoring:**

Leigh Brown

**By When/Frequency:**

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

Teachers will utilize research-based best practices for high order thinking structures and questioning techniques with a goal to deepen thinking and understanding of complex texts.

**Action Step #2**

Thematic Concepts

**Person Monitoring:**

Leigh Brown

**By When/Frequency:**

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

Teachers will implement thematic concepts and/or units through cross-curricular planning and utilizing supplementary materials to enhance student engagement and deepen understanding across subjects.

**Action Step #3**

SEM-R Structures and Practices

**Person Monitoring:**

Leigh Brown

**By When/Frequency:**

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

Teachers will implement supported Independent Reading daily and engage students in one-one conferences, 1-2 times per week utilizing the SEM-R Bookmarks or other support structures.

**Action Step #4**

Lindamood Bell Intervention in CLI

**Person Monitoring:**

Leigh Brown

**By When/Frequency:**

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

Center for Literacy Innovation (CLI) teachers will utilize Seeing Stars and Visualizing and Verbalizing strategies in daily intensive intervention small group lessons for students with reading difficulties and monitor daily intervention groups using the Instructional Records method prescribed in the Lindamood Bell program.

**Action Step #5**

Reinforcement of ELA Strategies in Science

**Person Monitoring:**

Leigh Brown

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

Teachers will increase opportunities for ELA standards-based instruction by integrating visualizing and verbalizing strategies in science content with non-fiction text and text structures coupled with multisensory hands-on learning in science.

**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 the 2023 - 2024 Mathematics FAST Assessment, 87% of our students scored a Level 3 or higher.

**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 the final FAST assessment(PM3), 90% of our students will receive an score of 3 or higher on the 2024-2025 State MATH assessments.

**Monitoring**

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

---

School leaders will conduct regular instructional walk-throughs and monitor achievement data through one-one data chats with teachers. Through on-going feedback and reflections connection instructional practices with student achievement outcomes, administration and teachers will make adjustments to instructional strategies, small group formations, and intervention to achieve our goal.

**Person responsible for monitoring outcome**

Leigh Brown

**Evidence-based Intervention:**

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

**Description of Intervention #1:****Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

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

**Action Step #1**

Mathematical Discourse

**Person Monitoring:**

Leigh Brown

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

Teachers will support mathematical discourse and productive struggle and implement the Mathematical and Reasoning standards by utilizing the Powerful Problem-solving tools to construct viable arguments and critiquing reasoning of others, examining logic of their errors in procedural knowledge when problem solving and engaging in explicit decision-making, tasks that require students to form and evaluate their hypothesis.

**Action Step #2**

Strategies Support for CLI Students

**Person Monitoring:**

Leigh Brown

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

CLI teachers will engage students in applying Visualizing and Verbalizing techniques and math manipulatives to solve mathematical word problems. They will use explicit modeling techniques within small group lessons with clearly defined and communicated learning targets.

**Action Step #3**

Intentional Planning through Formative Assessment

**Person Monitoring:**

Leigh Brown

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

Teachers will regularly utilize formative assessment measures, standards-based pre-assessments, and intentional questions to identify and differentiate instructions to meet individual learners' needs and provide opportunities for compacting and accelerating curriculum as appropriate (extensions/enrichment activities).

**Action Step #4**

Targeted Small Group Instruction

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

Leigh Brown

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

Teachers will use Progress Monitoring Assessments and Benchmark assessments to plan and implement small group instruction targeting specific standards and differentiate instruction to meet individual learners' needs.

**Action Step #5**

Hands-On Engagement and Problem-based Learning

**Person Monitoring:**

Leigh Brown

**By When/Frequency:**

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

The Media Specialist and teachers will provide Makerspace opportunities to include engaging, standards-based challenges and activities (logic puzzles, LEGO math challenges, math games) that allow students to apply mathematical concepts learned in the classroom.

**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.

---

In the 2023 - 2024 State Science Assessment, 89% of our 5th grade students scored a Level 3 or higher.

**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 the final FAST assessment(PM3), 90% of our students will receive an score of 3 or higher on the 2024-2025 State Science assessments.

**Monitoring**

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

---

School leaders will conduct regular walk throughs during Science teaching blocks, monitor the use of the science lab, and/or opportunities for hands-on, inquiry based learning experiences, and review students' performance in cycle assessments. Through on-going feedback and reflections connecting instructional practices with student achievement outcomes, administration and teachers will make adjustments to instructional strategies, small group formations, and intervention to achieve our goal.

**Person responsible for monitoring outcome**

Leigh Brown

**Evidence-based Intervention:**

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

**Description of Intervention #1:****Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

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

**Action Step #1**

Ignite-Investigate-Inform Structure

**Person Monitoring:**

Leigh Brown

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

Teachers will implement the Ignite-Investigate-Inform (3I) model for the daily flow of instruction using the interactive science notebook resources, to provide a place for students to document their thinking, learning, and reflection (facilitated by a teacher debrief of the lesson/standard).

**Action Step #2**

Higher Order Thinking Questions

**Person Monitoring:**

Leigh Brown

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

Teachers will intentionally plan for Higher Order Thinking questions to enrich and accelerate student thinking while deepening understanding and allow students to lead, explore, and experiment using the scientific method to increase conceptual development of key nature of scientific concepts.

**Action Step #3**

Hands-On Engagement

**Person Monitoring:**

Leigh Brown

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

Teachers will create hands-on learning experiences for students to deeply engage with content,

actively participate in the scientific process, and design experiment's. Questions will be encouraged and collected on a student-centered Wondering Wall in order to ignite further discourse and investigation.

#### **Action Step #4**

Interdisciplinary Reinforcement

**Person Monitoring:**

Leigh Brown

**By When/Frequency:**

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

Teachers will implement the use of ELA strategies in Science to reinforce concepts and understanding. CLI teachers will use Visualizing and Verbalizing techniques to deepen comprehension along with enriched hands-on experiences to make science relevant to students' everyday lives.

## **IV. Positive Culture and Environment**

### **Area of Focus #1**

Other

#### **Area of Focus Description and Rationale**

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

---

As a DAP program, it is essential to have a robust student experience that calls for high achievement for each student as well as targeted work to accelerate student learning through the high expectations and an exceptional student experience tuned to meet the unique needs of the learners.

#### **Measurable Outcome**

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

---

No Answer Entered

#### **Monitoring**

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

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Student and stakeholder surveys implementation, analysis, and actionable reflection strategies will guide the team in decision-making processes.

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

Leigh Brown

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

**Rationale:**

**Tier of Evidence-based Intervention:**

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

No

**Action Steps to Implement:**

**Action Step #1**

Nature and Needs of Gifted Students

**Person Monitoring:**

Leigh Brown

**By When/Frequency:**

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

Continue to emphasize high expectations for all and accelerate learning through enhanced student experiences specifically designed to engage and challenge Gifted Learners while serving their unique needs.

**Action Step #2**

Positive Classroom Communities

**Person Monitoring:**

Leigh Brown

**By When/Frequency:**

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

Teachers will spark positive classroom communities by fostering learning through student interest and strengthening executive function skills, a strong PBIS plan including Essential agreements and the Blazer BEST and Blazer Traits reinforced through classroom guidance lessons.

**Action Step #3**

Family & Community Partnership

**Person Monitoring:**

Leigh Brown

**By When/Frequency:**

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

Continue to strengthen family partnerships as a result of increased parent opportunities, celebrations, learning showcases and consistent communication.

**Action Step #4**

Schoolwide Enrichment Model

**Person Monitoring:**

Leigh Brown

**By When/Frequency:**

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



**step:**

Intentionally plan for Schoolwide Enrichment Model (SEM) opportunities for students that integrate students' interests and choice. Students will be supported through explicit instruction, modeling (Type I Learning tasks); process training skills and methodology training (Type II learning tasks); encouraged to design real-world problem-solving investigations (Type III learning tasks), and SEM Cluster opportunities.

**Action Step #5**

Love of Learning through Growth Mindset

**Person Monitoring:**

Leigh Brown

**By When/Frequency:**

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

**step:**

Develop an authentic love of reading and the learning process through specifically designed interventions (Lindamood Bell) coupled with social-emotional instruction focused on developing a growth mindset.

## 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))

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No Answer Entered

#### Plans to Strengthen the Academic Program

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

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No Answer Entered

#### How Plan is Developed

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

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No Answer Entered

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

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

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

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

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

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No Answer Entered

#### Preparing for Postsecondary Opportunities and the Workforce

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

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No Answer Entered

#### Addressing Problem Behavior and Early Intervening Services

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

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No Answer Entered

#### Professional Learning and Other Activities

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

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No Answer Entered

#### Strategies to Assist Preschool Children

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

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No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

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

### Process to Review the Use of Resources

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

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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).

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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