

Pinellas County Schools

# WALSINGHAM ELEMENTARY SCHOOL



## 2024-25 Schoolwide Improvement Plan

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## School Board Approval

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

## SIP Authority

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

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

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

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

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

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

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

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

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

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

## Purpose and Outline of the SIP

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

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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Walsingham Elementary will prepare our students to become independent learners with the desires, the skills, and the abilities necessary for lifelong learning.

### Provide the school's vision statement

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100% student success.

## B. School Leadership Team

### School Leadership Team

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

### Leadership Team Member #1

#### Employee's Name

Jodi Leichman

#### Position Title

Principal

#### Job Duties and Responsibilities

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- Develops, implement, and evaluates school philosophy, goals and objectives reflecting district and state goals
- Develops, implements and evaluates School Improvement Plan (SIP) and School-wide Discipline Plan
- Develops and manages a Center of Excellence on the specified campus as approved by the School Board, if applicable
- Develops and maintains a positive school/community climate and a safe and healthy environment.
- Plans, implements, and evaluates the school instructional program based on student needs and within state and district guidelines
- Plans, implements, supervises, and/or evaluates all other programs, i.e., Parent Teacher Association (PTA), School Advisory Committee (SAC), Athletics, Extra-Curricular, Co-Curricular, Booster Clubs, if applicable

- Determines staffing needs including selection, supervision, staff development and evaluation of all school personnel
- Disseminates and implements Pinellas County School Board policies and procedures as it relates to students staff and school community
- Manages finances including the budget and record keeping processes, and inventory control of all school resources
- Maintains records and necessary reports for efficient operation of school and compliance with federal, state, and local requirements
- Plans and manages for efficient utilization and maintenance of the school plant
- Performs other related duties as required

## **Leadership Team Member #2**

### **Employee's Name**

Meghan Massie

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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- Developing, implementing, and evaluating school philosophy, goals, and objectives reflecting district and state goals.
- Maintaining, ordering, and inventorying textbooks, materials, and equipment.
- Coordinating custodial procedures and initiating work orders for plan maintenance.
- Planning for and supervising school activities.
- Supervising student movement in all aspects of the program including cafeteria, buses, crowd control, hall traffic.
- Planning for and scheduling facilities use.
- Planning, implementing, and evaluating the school instructional program based on student needs.
- Determining staffing needs including selection, supervision, staff development, and evaluation of all school personnel.
- Managing instructional budget.
- Maintaining records and completing necessary reports.
- Supervising pupil services (i.e. attendance, discipline, counseling).
- Developing and maintaining a positive school/community climate and safe and healthy environment.
- Implementing Pinellas County School Board Policies and Procedures as it relates to students, staff, and school community.

## 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 staff gave input for the SIP development process during PLCs and curriculum meetings in May of 2024. The fourth and fifth graders who attended the Student Leadership Summit added questions to their surveys given school wide to students that were used to gather input for the School Improvement Plan. The parent climate survey allowed us to gather input used in creating the SIP.

### 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 School Improvement goals and actions steps are the foundation for our PLC weekly meetings. All conversations and decisions align to assessment data results in all academic areas. These results show us our gaps and how our actions steps are assisting us in meeting our goals. Staff bring documentation of authentic student work to determine which strategies are successful and which need to be revised for continuous improvement.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>57.6%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: A 2022-23: B* 2021-22: B 2020-21: 2019-20: C</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	27	22	22	9	18				98
One or more suspensions	0	0	1	0	3	0				4
Course failure in English Language Arts (ELA)	0	0	0	0	3	0				3
Course failure in Math	0	0	0	0	2	0				2
Level 1 on statewide ELA assessment				2	1	19				22
Level 1 on statewide Math assessment				1	1	10				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)	13	10	19	1						43
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	20	6	21	2	10					59

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators				1	1	9				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	1						2
Students retained two or more times										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	19	30	21	20	21	23				134
One or more suspensions			1			1				2
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment				14	21	6				41
Level 1 on statewide Math assessment				12	17	9				38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	9	26	18	14						94

**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					9	7				16

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		1								1
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 *	70			58	54	53	56	55	56
ELA Grade 3 Achievement **	76			49	54	53			
ELA Learning Gains	72						68		
ELA Learning Gains Lowest 25%	80						75		
Math Achievement *	76			65	61	59	52	51	50
Math Learning Gains	77						48		
Math Learning Gains Lowest 25%	73						35		
Science Achievement *	72			50	62	54	57	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	62			51	64	59	90		

\*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	72%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	652
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
72%	56%	60%	50%		53%	48%

\* 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	65%	No		
English Language Learners	62%	No		
Black/African American Students	58%	No		
Hispanic Students	73%	No		
Multiracial Students	68%	No		
White Students	78%	No		
Economically Disadvantaged Students	71%	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>
Students With Disabilities	41%	No		
English Language Learners	51%	No		
Black/African American Students	57%	No		
Hispanic Students	52%	No		
White Students	60%	No		
Economically Disadvantaged Students	53%	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	48%	No		
English Language Learners	58%	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>
Native American Students				
Asian Students				
Black/African American Students	46%	No		
Hispanic Students	62%	No		
Multiracial Students				
Pacific Islander Students				
White Students	53%	No		
Economically Disadvantaged Students	59%	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	70%	76%	72%	80%	76%	77%	73%	72%					62%
Students With Disabilities	53%		77%	90%	53%	64%	67%	50%					
English Language Learners	58%		57%		74%	67%							56%
Black/African American Students	57%		29%		76%	71%							
Hispanic Students	69%	83%	73%		71%	83%	73%	76%					56%
Multiracial Students	71%		82%		53%	64%							
White Students	72%	75%	81%	91%	83%	79%		68%					
Economically Disadvantaged Students	67%	71%	71%	88%	74%	75%	64%	74%					54%

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	58%	49%			65%			50%					51%
Students With Disabilities	44%				39%			20%					60%
English Language Learners	45%				52%								56%
Black/African American Students	58%				56%								
Hispanic Students	54%				60%			33%					62%
White Students	59%	52%			70%			57%					
Economically Disadvantaged Students	57%	43%			66%			47%					53%

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	56%		68%	75%	52%	48%	35%	57%					90%
Students With Disabilities	45%		61%		38%	47%							
English Language Learners	40%		60%		60%	40%							90%
Native American Students													
Asian Students													
Black/African American Students	52%		64%		36%	31%							
Hispanic Students	60%		70%		56%	43%		50%					93%
Multiracial Students													
Pacific Islander Students													
White Students	50%		60%		51%	56%	40%	59%					
Economically Disadvantaged Students	55%		65%	71%	52%	47%	31%	54%					100%

## 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?

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3rd grade ELA showed the greatest improvement. Students increased from 43% to 76% proficiency which is a 33% increase. The ELA teaming teacher motivated students and deepened student engagement. She employed instructional practices that resulted in rigorous, student-centered instruction. Go To Curriculum Leaders provided Professional Development and peer feedback that was essential for growth with 3rd grade.

##### Lowest Performance

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

---

The 4th grade data showed the lowest performance because it decreased from 47% to 46% proficiency. The contributing factor to the low performance was due to the lack of rigorous, standards based instruction with consistency. As well as the lack of vocabulary usage and academic strategies with questioning support with complex text.

##### Greatest Decline

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

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4th grade ESE students showed the greatest decline. 4th grade ESE percentage points decreased from 18% to 0% proficiency from the 22 - 23 school year. This was due to a loss of ESE teachers in January of 2024 and a lack of interventions during the ELA block being done with fidelity.

##### 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.

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2nd grade STAR testing showed the greatest gap in primary compared to the state average. 59 students were assessed. 54% were below the 40th percentile of proficiency. The target-task alignment and rigor contributed to the gap in 2nd grade. Students need more frequent monitoring and consistent feedback based on formative assessment data.

4th grade FAST testing showed the greatest gap in intermediate. 54 students were tested. 50% or more scored below a level 3.

### **EWS Areas of Concern**

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

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1. Attendance
2. Differentiated learning
3. Teacher centered instruction
4. Interventions in both ELA and Math
5. 5th grade Core with a new team of teachers

### **Highest Priorities**

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

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1. Limiting teacher talk. Teacher feedback will show an increase of teachers moving away from "teacher centered" and towards "student centered with rigor."
2. Instruction focused on standards-based benchmarks, targets, task alignment, and levels of questioning.
3. Providing sustained Professional Development from our "Go-To Curriculum Leaders," and administration.
4. Data driven instruction based on formal and informal assessments with actionable feedback on evidence-based practices.
5. Engage the students and families in attendance related activities to ensure they are knowledgeable of the data and the importance of attendance.

## 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.

71% of our students in grades 3 - 5 demonstrated proficiency in ELA. Overall 3rd grade achievement was 76%, 4th grade proficiency was 46% and 5th grade proficiency was 87%. In fourth grade, less than half of our students demonstrated proficiency in ELA. This was also a 1% decline from PM3 of 2022 - 2023 school year. This proficiency gap is due to the need of improved reading fluency, vocabulary knowledge, standards- based reading comprehension skills and exposure to complex text with text based questions.

77% of our students in grades 3 - 5 demonstrated proficiency in Math. Fourth grade proficiency increased from 66% to 69% and fifth grade increased from 48% to 83%.

#### 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.

Overall proficiency in ELA will increase from 71% to 81% and in Math from 77% to 87%. Grade 3 ELA proficiency will increase from 76% to 87%

#### 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.

Instructional leadership team will attend PLCs to support standards- based and data- driven planning. Instructional coaches and district team members will be utilized for PD opportunities. Collaboration between Southern Oak teachers and Walsingham teachers for learning walks and planning.

#### Person responsible for monitoring outcome

Jodi Leichman



**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:**

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

**Rationale:**

In order to ensure instructional supports are in place for all students, tools and evidence based practices that impact student achievement will be regularly shared with teachers through individual conversations, PLCs, and professional development.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

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

**Action Step #1**

Student centered learning with standards based tasks

**Person Monitoring:**

Jodi Leichman

**By When/Frequency:**

December 2024 Mid Year Reflection

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

Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback. As well as ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback. Feedback will ensure tasks are not only engaging, but rigorous as well. Employ instructional practices that result in students doing the work of the lesson. Support productive struggle in learning mathematics. Effective teaching of math consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships. Teacher and Administrators will utilize the B1G-M to support student-centered tasks during instructional planning.

**Action Step #2**

Intervention

**Person Monitoring:**

Meghan Massie

**By When/Frequency:**

Bi- Weekly through daily walkthroughs

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

1. At the start of the school year, teachers will identify their L25 students so that the process of engaging students from day one in differentiated tasks can occur. 2. Complex text, differentiated

tasks and fluid intervention groups occur daily with fidelity 3. Ensure rigorous, student- centered instruction occurs daily using the resources provided in the modules and by the district on Canvas. 4. Plan for pop- up small groups and implement with fidelity 5. Employ instructional routines and practices that promote student- centered learning 6. Ensure instructional supports are in place for all students during core instruction and intervention based on data, including supports for students with exceptional needs, ELL supports and extensive/ more advanced tasks for students above benchmark.

## **Area of Focus #2**

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.

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Proficiency in Science increased from the previous year, 50% to 63%. This is due to teacher clarity and students engaged in student- led cognitive tasks. To continue the upward rise in proficiency, the new team of teachers needs to engage in understanding the Florida State Academic Standards for Science as a non- negotiable for improving student outcomes.

#### **Measurable Outcome**

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

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As measured by the 2024 - 2025 SSA Assessments:

Proficiency in Science will maintain above 50% and increase 10%, from 63% to 73%.

#### **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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Weekly, teachers will be analyzing assessment data in Professional Learning Communities to make instructional adjustments, as needed. Administration collect Professional Learning Community Notes, Walkthrough Data , Review Lesson Plans, review performance from unit assessments, mid-year formative check, Mock SSA, and data collected from daily formative checks. Through instructional feedback, Administrators will monitor instruction with feedback through the classroom walkthroughs.

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

Jodi Leichman

#### **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:**

Deepen the understanding of the Florida's State Academic Standards for Science (FSASS – previously named NGSSS) as a non-negotiable for improving student outcomes.

**Rationale:**

When focusing on Teacher Clarity, it is important for teachers to have clear intentions and success criteria in mind when presenting science content. Teachers also need to be able to provide effective feedback on and for learning. To do this, there needs to be a clear understanding of the learning goals that are aligned to the standards. Understanding the depth and breadth of the standards will support this work. Activating and integrating prior knowledge is one of the most powerful teaching strategies. It is important to slow down, ask our students what they already know about the matter, and make important connections to what is to come. Understanding the scope and sequence of the science standards will provide teachers a larger picture of learning - past, present, and future.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

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

**Action Step #1**

Planning and collaboration

**Person Monitoring:**

Jodi Leichman

**By When/Frequency:**

December 2024/ Weekly

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

During collaborative planning that occurs within school hours or after-school planning sessions, synthesize the benchmarks, benchmark clarifications, and content limits to fully understand the expected outcomes that carry the full weight of the standards. • During collaborative planning that occurs within school hours or after-school planning sessions, engage in standards articulation to gain a deeper understanding of prior knowledge and future learning to support students' holistic understanding of the Big Ideas in science. • Teachers and administrators engage in the just-in-time training they need to support implementation of the curriculum and other instructional initiatives already underway. • Ensure professional learning is content-focused, teacher and student-focused, instructionally relevant, and actionable • Utilize on campus Go To Curriculum Leaders for learning walks and coaching • Utilize partnership with Southern Oak teachers to conduct learning walks and collaborative planning

**Area of Focus #3**

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.

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Overall, students in grades 3 and 4 increased 15% points from 17% to 32% in ELA. Proficiency in math increased 18% from 33% to 51%. The increase in proficiency was due to a change in ESE teachers in January. ESE students need to continue receiving their interventions with fidelity and consistent monitoring during core instruction.

**Measurable Outcome**

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

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ELA will increase 5% proficiency from 32% to 37% and math will increase from 51% to 56%.

**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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ELA monitoring with a data checklist utilized weekly and analyzed every three months for adjustments to interventions and instructions to occur.

**Person responsible for monitoring outcome**

Annamaria Weigel

**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 1 – Strong Evidence

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

No

**Action Steps to Implement:**

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

**Action Step #1**

Continuation of data tracking and interventions

**Person Monitoring:**

Annamaria Weigel

**By When/Frequency:**

Weekly with three month progress analysis

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

PM1, PM2 and PM3 data will be monitored and the weekly data checklist to monitor phonological awareness will be analyzed.

**Area of Focus #4**

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

**Instructional Practice specifically relating to ELA required by RAISE (specific questions)****Grades K-2: Instructional Practice specifically relating to Reading/ELA**

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

**Area of Focus Description and Rationale**

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

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

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

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Ensure whole group and small group instruction in the ELA block in both reading and writing is designed and implemented according to evidence-based principles.

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

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Increase our 2nd grade proficiency levels so that 60% of student in the second grade are above proficiency.

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

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Increase our 4th grade student's proficiency by 10% so that 55% of students reach proficiency.

**Monitoring**

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

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Regular data collection and progress monitoring of ELA strategies in the core and intervention. Classroom observations, feedback from teachers and staff, and student and parent surveys will be used as monitoring tools. Various formal and informal assessments will be conducted to determine whether the implemented strategies are effective in achieving the desired outcome and make any necessary adjustments or improvements.

**Person responsible for monitoring outcome**

Jodi Leichman

**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:**

Primary - Provides print rich, explicit, systematic, and scaffolded instruction. - Teach students to decode words, analyze word parts, and recognize words.

**Rationale:**

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

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Description of Intervention #2:**

Intermediate - Explicit instructional practices with differentiation.

**Rationale:**

Explicit instructional practice for novices in learning new content, skill, or concept: 1) full, clear explanations, 2) teacher modeling, 3) Provide a "worked-out" sample with full teacher explanation, 3) Full guidance during student practice, 4) Teacher corrective feedback. Decades of research clearly demonstrate that for novices (comprising virtually all students), direct, explicit instruction is more effective and more efficient than partial guidance. Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring student discovery while learning new skills/ concepts. A review of 70 studies indicates that failure to provide strong instructional support produced

measurable loss of learning: minimal guidance can increase the achievement gap.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

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

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

**Action Step #1**

Assessment

**Person Monitoring:**

Massie

**By When/Frequency:**

Bi- weekly during Collaborative planning

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

- Develop a structure for ongoing formative assessment is in place to determine where instruction should be modified to meet individual student needs - Determine a structure for conducting screening, progress monitoring and diagnostic assessments is in place to identify students with a substantial deficiency in reading.

**Action Step #2**

Instructional Practice

**Person Monitoring:**

M. Massie

**By When/Frequency:**

Weekly during Walkthroughs

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

• Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These “pop-up” small group supports include access to grade-level text and beyond as well as small group instruction based on data. • Utilize the ELA Walkthrough tool and other ELA tools to provide weekly feedback to individual ELA teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

## IV. Positive Culture and Environment

### Area of Focus #1

Multiple Early Warning Signs

#### Area of Focus Description and Rationale

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

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Strategically focus on students who are missing 10% or more of school by providing family resources including the five in a row program to incentivize students and the parent resource room.

2023 - 2024 school year, 341 students were enrolled. 98 were below 90% attendance. First graders had the highest total absent students at 27.

### **Measurable Outcome**

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

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22% (79 out of 355 students) had over 10% absences during the 22-23 school year. Our goal is to decrease this by 10% so that only 12% of students are missing 10% or more of school.

### **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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Attendance data on school profiles will be monitored during bi-weekly Child Study Team meetings in order to support students at each Tier and remove the barriers contributing to truancy.

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

Meghan Massie, Assistant Principal

### **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:**

Five in a row is an incentive program given to students missing 10% more more of school so they can earn incentives each time they attend 5 consecutive days in a row.

#### **Rationale:**

Develop good attendance habits and positive reinforcement for attending school daily for instruction.

#### **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**

Increase attendance rating

#### **Person Monitoring:**

Jodi Leichman

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

Bi-weekly during Child Study Team Meetings

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



**step:**

1. Review attendance taking process and school-wide strategies for positive attendance with all students. Asset map contains the attendance resources, interventions and incentives at our school to support increased attendance for each Tier. 2. Develop and implement 5 in a row attendance incentive programs and competitions. 3. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance. 4. Review data and effectiveness of school-wide attendance strategies on a biweekly basis. 5. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis. 6. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes. (e.g. Pending entries cleared)

**Area of Focus #2**

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.

To expand our learning as a staff and to engage in collaboration and learning with colleagues. A school-wide book study around the book "The Energy Bus," with PD from the co-author of the book. This book focuses on approaching work and life with a kind, positive, forward thinking that leads to true accomplishment. The author, Gordon, infuses this book study with actionable strategies and a big dose of positive infectious energy.

**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.

This will be a Book study to guide the transition of both schools into the new K-8 for the 25-26 school year in order to create a positive shared vision. By 25- 26 school year, both Southern Oak and Walsingham staff will have participated in the book study "The Energy Bus" by Jon Gordon.

24 - 25: Walsingham teachers participate in book study with PD in October from co-author of book "The Energy Bus." Southern Oak teachers also participate in same book study on their campus utilizing the MTSS coach to support.

25 - 26: Transition to K-8, students will all receive the student copy of "The Energy Bus for Kids," and transition to a Certified "Energy Bus" school.

**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.

Reflections and team discussions will occur during PLCs and pre- planned PD days.

**Person responsible for monitoring outcome**

Jodi Leichman, Principal

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

The positive message provided through "The Energy Bus" principles gives a consistent Message for students and a daily reminder to staff that every day is an opportunity to impact others in a positive way. Culture is extremely important in a school building and the principles of "The Energy Bus" will help drive the culture.

**Rationale:**

Research clearly shows that culture and leadership greatly influence a school’s learning environment and students’ academic success. We will create a school culture where school leaders, students and educators develop as positive leaders and energize your school culture together. Following the principles will help our staff, students and administrators to have fun and share positive energy in the process. Positive school climates are linked to increased high school graduation rates, turnarounds in low-performing schools, reduced school violence, and increased communication among students, families and faculty.

**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**

Professional Development

**Person Monitoring:**

Jodi Leichman

**By When/Frequency:**

Beginning August, 2024 throughout the school year

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

1. All staff (instructional and support) will be provided "The Energy Bus" for a collegial and collaborative book study. 2. Staff will engage with the author, Dr. Jim Van Allen in professional development in October, 2024. 3. Staff will engage in collaborative discussions each month on the 10 Principles detailed in the book. 4. Staff will collaboratively design the Criteria for Success as it transitions to a K-8 school for the 2025-2026 school year. 5. Administrators and SBLT will discuss and collaborate on the impact in the classrooms as each principle is discussed and carried out in the school.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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

#### Dissemination Methods

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

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

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The school website that contains our SIP plan is shared through school newsletters. Our SIP is also shared with our School Advisory Committee along with data used to monitor the implementation of the SIP. The SIP goals are shared during monthly meetings with business partners Pick Your Part, Moe's, Tune into Reading, and future partners. A link to the website is on our school facebook page which is frequently monitored and updated.

<https://www.pcsb.org/walsingham-es>

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

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

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

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Walsingham Elementary plans to strengthen our relationships with our stakeholders through an increased level of positive communication and a focus on relevant training for our parents and stakeholders that are designed to be accessible and effective for our families. Walsingham will make a consistent effort to communicate our belief in each and every one of our students through our words and actions. <https://www.pcsb.org/walsingham-es>

#### Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include

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the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

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The school increases walkthroughs during the morning so that students and teachers start the learning day on time and students are ready to learn. We reduce barriers contributing to late and absent students so that students are in the classroom ready to learn. Our PBIS school wide reward system incentivizes students with Paw tickets who are fully engaged and ready to learn. They receive tickets to spend in our school PBIS store. Strategic critical feedback along with frequent monitoring during key instructional times are the keys to meeting our goals.

### **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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All Title 1 resources and programs meet the goals written for ELA, Math, and Science.

## 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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Counseling services use the 2nd step program when working weekly with small groups. Social Emotional Learning lessons using the Strong Kids curriculum is used throughout the year in K-5 classrooms. High Five Mentors are assigned to Early Warning students and meet on a regular bases to support their goals.

#### 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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NA

#### 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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Tier 1 PBIS includes the Paws for Success GFS expectations and the school store. Paw tickets are used to motivate and incentive students who show character traits and follow our Guidelines for Success. Tier 2 students receive individual positive reward systems to focus on a particular behavior and successful intervention. Tier 3 includes a positive behavioral intervention plan.

#### 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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Just in Time Coaches offer professional learning once a month during Curriculum or Faculty meetings to the teachers.

(needs more in this area)

### **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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Preschool teachers work very closely with Kindergarten teachers when touring and setting up their students for the transition to kindergarten. Parents are invited in to meet the teacher individually to tour and screen their child for kindergarten. Parents are given the necessary resources to help their child prepare for the upcoming year.

## VI. ATSI, TSI and CSI Resource Review

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

### Process to Review the Use of Resources

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

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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