SUTHERLAND 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:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The Sutherland family works together to provide a successful, quality education in a safe learning environment to prepare each student for college, career and life.

Provide the school's vision statement

100% student success.

B. School Leadership Team

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

Leadership Team Member #1

Employee's Name
Kristy Cantu

Position Title
Principal

Job Duties and Responsibilities

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

Leadership Team Member #2

Employee's Name
Kimberly Hurton

Position Title
Assistant Principal

Job Duties and Responsibilities

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

Leadership Team Member #3

Employee's Name
Alexis Salzer

Position Title
Teacher Kindergarten

Job Duties and Responsibilities

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

Leadership Team Member #4

Employee's Name
Kimberly Bengston

Position Title
Teacher Grade 1

Job Duties and Responsibilities

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

Leadership Team Member #5

Employee's Name
Anastasia Vrettos

Position Title
Teacher Grade 2

Job Duties and Responsibilities

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

Leadership Team Member #6

Employee's Name
Olga Ingle

Position Title
Teacher Grade 3

Job Duties and Responsibilities

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

Leadership Team Member #7

Employee's Name
Aimee Sparkman

Position Title
Teacher Grade 4

Job Duties and Responsibilities

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

Leadership Team Member #8

Employee's Name
Jessica Grandmaison

Position Title
Teacher Grade 5

Job Duties and Responsibilities

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

Leadership Team Member #9

Employee's Name
Tisha Phillips

Position Title
Teacher ESE

Job Duties and Responsibilities

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

Leadership Team Member #10

Employee's Name
Laura Wilhelm

Position Title
Library/Media

Job Duties and Responsibilities

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

Leadership Team Member #11

Employee's Name
Yev Simms

Position Title
Support/Admin

Job Duties and Responsibilities

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

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

Leadership Team Member #12

Employee's Name
Melissa Springer

Position Title
Teacher Gifted

Job Duties and Responsibilities

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

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

We utilize our School Advisory Council which is comprised of school staff to include instructional and support members, parents and our community leader through the Palm Harbor Library. Draft goals and
action steps are developed with school teams through PLC's, and SIP work teams as well as with our entire SAC to include families and community leaders. A thorough review of data relevant to all goal areas drives the work in developing targets and corresponding action steps. After the draft plan is developed, goals and action steps are adjusted based on the feedback of our SAC prior to the final vote
on the plan.

SIP Monitoring

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

The SIP is monitored after each of our district assessment cycles to measure student performance trends in meeting our goals. We also review sections of our SIP either through grade level PLC's or through our site-embedded professional development. Through the work with our School Based Leadership team we progress monitor students in all subgroups with the largest achievement gaps to determine if interventions are having a positive impact on student learning and the achievement gap is
closing. A mid-year reflection and 90 day action plan are also developed to address any identified deficiencies and revise our plan as needed. Potential revisions to the plan are reviewed after each district assessment cycle, as well as after each grading period.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**NO**
2023-24 MINORITY RATE	**25.9%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**61.3%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: A** **2022-23: A*** **2021-22: A** **2020-21:** **2019-20: A**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	15	9	14	9	21				68
One or more suspensions	0	0	0	1	0	0				1
Course failure in English Language Arts (ELA)	0	0	0	6	3	0				9
Course failure in Math	0	0	0	6	3	4				13
Level 1 on statewide ELA assessment	0	0	0	2	3	10				15
Level 1 on statewide Math assessment	0	0	0	2	6	9				17
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	2	6	5						13
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	2	2	4	9					17

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	1	0	4	8	6				19

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	2	0	2	0				4
Students retained two or more times	0	0	0	0	0	0				0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	15	10	10	14	6				56
One or more suspensions					1	1				2
Course failure in ELA					5					5
Course failure in Math				1	1	3				5
Level 1 on statewide ELA assessment					23	8				31
Level 1 on statewide Math assessment					18	3				21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators					8	4				12

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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	77			64	54	53	65	55	56
ELA Grade 3 Achievement **	78			63	54	53			
ELA Learning Gains	70						66		
ELA Learning Gains Lowest 25%	67						49	51	50
Math Achievement *	81			79	61	59	82	51	50
Math Learning Gains	81						85		
Math Learning Gains Lowest 25%	71						76		
Science Achievement *	87			74	62	54	73	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	78			60	64	59	52		

*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 (FPPI) 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	76%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	681
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	**2022-23**	**2021-22**	**2020-21**	**2019-20***	**2018-19**	**2017-18**
76%	70%	69%	77%		80%	72%

* 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	62%	No		
English Language Learners	78%	No		
Hispanic Students	68%	No		
Multiracial Students	81%	No		
White Students	76%	No		
Economically Disadvantaged Students	70%	No		

		2022-23 ESSA SUBGROUP DATA SUMMARY		
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	50%	No		
English	60%	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%
Language Learners				
Black/African American Students	66%	No		
Hispanic Students	56%	No		
Multiracial Students	60%	No		
White Students	73%	No		
Economically Disadvantaged Students	63%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	54%	No		
English Language Learners	57%	No		

		2021-22 ESSA SUBGROUP DATA SUMMARY		
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Native American Students				
Asian Students				
Black/African American Students	46%	No		
Hispanic Students	69%	No		
Multiracial Students				
Pacific Islander Students				
White Students	69%	No		
Economically Disadvantaged Students	65%	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	77%	78%	70%	67%	81%	81%	71%	87%					78%
Students With Disabilities	50%	69%	55%		68%	70%							
English Language Learners	79%		60%		83%	85%		90%					69%
Hispanic Students	63%	70%	64%	62%	73%	73%		73%					
Multiracial Students	81%				81%								
White Students	79%	80%	72%	68%	82%	84%	68%	88%					60%
Economically Disadvantaged Students	69%	71%	67%	68%	74%	74%	59%	79%					67%

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	64%	63%			79%			74%					60%
Students With Disabilities	36%	59%			55%								
English Language Learners	53%				78%			36%					71%
Black/African American Students	75%				56%								
Hispanic Students	49%	42%			74%			58%					
Multiracial Students	60%				60%								
White Students	66%	66%			82%			79%					72%
Economically Disadvantaged Students	55%	52%			69%			65%					75%

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	65%		66%	49%	82%	85%	76%	73%					52%
English Language Learners	47%		44%		70%	72%							52%
Students With Disabilities	30%		43%		70%	71%							
Native American Students													
Asian Students													
Black/African American Students	50%				42%								
Hispanic Students	58%		67%		68%	86%		67%					
Multiracial Students													
Pacific Islander Students													
White Students	66%		66%	48%	86%	83%	65%	80%					56%
Economically Disadvantaged Students	52%		60%	50%	76%	87%	79%	59%					58%

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?

Our most improved area was in 5th grade ELA proficiency. This increase was a direct result of a change in the planning process for ELA. Teachers continued to collaboratively plan, however they shifted their focus to pure standards based planning with the use of the gold document and ALD's. Through their consistent analysis, they found that implementing the ELA modules as written did not yield the best results in moving students to proficiency. They pulled apart the modules and utilized the standards to build student knowledge. This also created opportunity to differentiate based on need. Included in their planning were high engagement activities both through digital means and interactive projects to apply knowledge.
The use of intentional daily formative assessment to measure student understanding in real time allowed teachers to shift instruction more readily.

Lowest Performance

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

Through analysis of our data our 4th grade ELA proficiency was the lowest performing. Historically we have not seen 4th grade performance fall behind other grade levels which caused us to dig a little deeper into this scenario. While the proficiency score was still above 70% it was 8-10% lower than the proficiency rates in grades 3 and 5.
 Some of the contributing factors include the change in team make up with half of the grade level teachers being new to Sutherland (2 newer to teaching and 1 transfer from another Pinellas County school). Acclimating to the way of work with collaborative planning and being transparent about data trends were initial barriers.
Tasks need to be more aligned to grade level standards with an increase in rigor both in grade 3 and grade 4.
Student independence also needs to increase for stamina to build. The mindset of teachers in grade 3 needs to shift to believe that students can work to a higher potential and plan for higher level questioning during instruction and small group. Teachers continue to build understanding of the science of reading and how that is integrated into instruction.

questioning during instruction and small group. Teachers continue to build understanding of the science of reading
and how that is integrated into instruction.
The lack of teacher clarity with respect to success criteria and actionable feedback may also have hindered progress.

Greatest Decline

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

The proficiency rate of our ESE students showed a decline from the prior year. Factors that contributed to the decline are:
- Lack of transfer of skill/knowledge into the general education tasks/expectations
- Students need more exposure to complex grade level text
- Motivation to persevere through challenging tasks was lacking

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.

When reviewing the state average to all content areas, we showed a positive gap in all grade levels where we exceeded the state average. 3rd grade math proficiency had the smallest gap with school results at 73% and the state average at 60%. This 13 point gap was the smallest in both ELA and Math across all tested grade levels. Factors that contributed to this gap inlcude:
- We continue to build content knowledge for teachers so they can better execute the curriculum
- Not utilizing all resources such as the ALD's when planning for rich tasks
- The lack of teacher clarity with respect to success criteria and actionable feedback
- Not consistently administering a pre-test prior to each unit affected the delivery of instruction

EWS Areas of Concern

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

1. Attendance (reducing the number of students with 10% or more)
2. Decreasing the number of Level 1 and Level 2 students in ELA and Math

Highest Priorities

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

1. Increase ELA proficiency to 85% in all tested grade levels
2. Increase Math proficiency to 85% in all tested grade levels

3. Increase proficiency rate of ESE students to 70%
4. Increase learning gains in ELA L25 to 75%

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.

Standards-based data (FAST, Report Card) collected and reviewed from the 2023-2024 school year showed gaps in performance (proficiency measures) across content areas. While our data indicated a positive upward trend in our proficiency scores for PM3 (May 2024) in ELA, Math and Science compared to the prior year, we were still unable to surpass our goal of 80% proficiency in ELA and 90% proficiency in math. We did meet our goal of 85% in Science, surpassing that goal by 2%.
 After careful discussion and analysis of the data it was determined that students are not consistently being provided with the following:

- The opportunity to respond to questions that require deeper thinking
- Tasks that align to grade level standards and are differentiated in nature
- Actionable and timely feedback with a tie back to teacher clarity of goals/expectations and success criteria.

Lack of teacher clarity creates missed opportunities for learning and creates gaps in performance. Knowing student strengths as they enter into new content allows for intentional differentiation so that each student is working at their instructional level.
Based on scores in ELA, Math and Science for PM3, we made progress compared to last years data, but gaps in each teachers ability to effectively execute lessons with clarity still exist.

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.

The percentage of students achieving ELA proficiency of Level 3 or higher on FAST PM3 (2025) will be 80%
The percentage of students achieving Math proficiency of Level 3 or higher on FAST PM3 (2025) will be 90%

The percentage of students achieving Science proficiency of Level 3 or higher on NGSSS (2025)will be 90%

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

The Area of Focus will be monitored in the following way:
~Administrative walk-through and observation data
~MTSS Review of Progress Monitoring Tools
~Grade level data reviews
~Quarterly Report Card Data
~FAST assessments after each cycle completion
Frequent progress monitoring will allow for faster intervention to address any gaps causing student achievement outcomes to be favorable.

Person responsible for monitoring outcome
Kristy Cantu and Kimberly Hurton

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

Description of Intervention #1:
Teachers will gain a deeper understanding on how to plan and deliver lessons aligned to the BEST standards with a focus on Teacher Clarity to include success criteria/feedback and differentiation of tasks/questioning.

Rationale:
As teachers become more skilled in these strategies, they will see remarkable changes in students' abilities to process and understand content because they will have clarity in expectations and outcomes (success criteria), use timely, actionable feedback given to correct misconceptions and enter learning at their instructional level.

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
Math Instruction

Person Monitoring: **By When/Frequency:**
Kristy Cantu/Kimberly Hurton/Melissa Springer   Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
~Pre-test students to gain understanding of student strength within modules/units in order to appropriately differentiate with leveled and tiered questions and/or tasks. ~Using the pre-test information in math ahead of each new unit/concept, students will be broken into smaller groups and divided among grade level teachers for direct instruction, explicit guidance and practice and feedback. Teacher strength in math content will drive which students are matched with each teacher for the smaller group instruction. This intense focus of skill in smaller groups will allow every student to enter learning at their instructional level and align tasks accordingly. We will use the post test of each unit to measure success. This work will be done in 2nd and 3rd grade as that is where our largest gaps exist. ~Using MTR's in planning to support higher order questions/tasks

Action Step #2
Math, Science and ELA instruction

Person Monitoring: **By When/Frequency:**
Kristy Cantu/Kimberly Hurton   Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
~Teachers and administrators collaborate to ensure purposeful peer feedback, engage in on-going professional development, and develop understanding in PLC's to support standards and promote strong alignment between standard, target and task utilizing district resources. ~Engage in book study "How to Give Effective Feedback to your Students" by Susan Brookhart. As we work through the book teachers will take back and implement different strategies in giving high quality feedback and we will debrief in PLC's. ~Employ instructional practices that result in students doing the work of the lesson (higher order questioning, demonstration followed by practice, limiting teacher talk, high quality feedback, and opportunities to use that feedback.

Action Step #3
Science Instruction

Person Monitoring: **By When/Frequency:**
Kristy Cantu   Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
~Strengthen student inquiry skills through implementation and monitoring of routine use of higher-level thinking through questioning, class discussions, problem solving activities and/or collaborative study groups

Action Step #4
ELA Instruction

Person Monitoring: **By When/Frequency:**
Kristy Cantu/Kim Hurton/ELA Champs   Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
~Pop Up Groups: High level instructional routine for differentiation of support and exposure to grade

level text/tasks ~Shifting the Balance book study for teachers to increase knowledge of the science of reading and evidence based practices

Area of Focus #2

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

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

Standards-based data (FAST, Report Card) collected and reviewed from the 2023-2024 school year showed gaps in performance (proficiency measures) across content areas. While our data indicated a positive upward trend in our proficiency scores for PM3 (May 2024) in ELA, Math and Science compared to the prior year, we were still unable to surpass our goal of 80% proficiency in ELA and 90% proficiency in math. We did meet our goal of 85% in Science, surpassing that goal by 2%.
Our Black/African American students had a higher proficiency rate compared to the prior year, however their learning gains in ELA were below 50% indicating a priority area to improve.
 After careful discussion and analysis of the data it was determined that students are not consistently being provided with the following:

- The opportunity to respond to questions that require deeper thinking
- Tasks that align to grade level standards and are differentiated in nature
- Actionable and timely feedback with a tie back to teacher clarity of goals/expectations and success criteria.

Lack of teacher clarity creates missed opportunities for learning and creates gaps in performance. Knowing student strengths as they enter into new content allows for intentional differentiation so that each student is working at their instructional level.
Based on scores in ELA, Math and Science for PM3, we made progress compared to last years data, but gaps in each teachers ability to effectively execute lessons with clarity still exist.

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.

The percentage of Black/African American students making a learning gain in ELA will increase from 43% to 80% as evidenced by the FAST PM3 assessment given in May 2025.

Monitoring

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

The Area of Focus will be monitored in the following way:

~Administrative walk-through and observation data

~MTSS Review of Progress Monitoring Tools

~Grade level data reviews

~Quarterly Report Card Data

~FAST assessments after each cycle completion

Frequent progress monitoring will allow for faster intervention to address any gaps causing student achievement outcomes to be favorable.

Person responsible for monitoring outcome
Kristy Cantu

Evidence-based Intervention:

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

Description of Intervention #1:
Teachers will gain a deeper understanding on how to plan and deliver lessons aligned to the BEST standards with a focus on Teacher Clarity to include success criteria/feedback and differentiation of tasks/questioning.

Rationale:
As teachers become more skilled in these strategies, they will see remarkable changes in students' abilities to process and understand content because they will have clarity in expectations and outcomes (success criteria), use timely, actionable feedback given to correct misconceptions and enter learning at their instructional level.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

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

Action Step #1
Collaborative Planning

Person Monitoring: **By When/Frequency:**
Kristy Cantu   Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and administrators collaborate to ensure purposeful peer feedback, engage in on-going professional development, and develop understanding in PLC's to support standards and promote

strong alignment between standard, target and task utilizing district resources.

Action Step #2
Book Study (feedback)

Person Monitoring:	**By When/Frequency:**
ELA Champions	Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Engage in book study "How to Give Effective Feedback to your Students" by Susan Brookhart. As we work through the book teachers will take back and implement different strategies in giving high quality feedback and we will debrief in PLC's.

Action Step #3
Formative Assessment and Corrective Feedback

Person Monitoring:	**By When/Frequency:**
Kristy Cantu/Classroom Teachers	Weekly

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, academic discourse, and writing with feedback ensuring ample time is given to students to read, closely read and annotate, and write appropriate grade level text with high quality feedback and opportunities to use that feedback.

Action Step #4
Differentiation

Person Monitoring:	**By When/Frequency:**
Kristy Cantu/Classroom Teachers	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Use state and district resources (such as the BEST ELA standards, PCS Gold Documents, Power Benchmarks and Pop-Up Padlets) to synthesize benchmarks, benchmark clarifications, and appendices to full understand the expected outcomes and differentiate support in small groups instruction.

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.

Standards-based data (FAST, Report Card) collected and reviewed from the 2023-2024 school year showed gaps in performance (proficiency measures) in ELA for our Students with Disabilities (ESE).

While our data shows a positive trend in Math proficiency and in learning gains, we had a 41% proficiency rate in ELA.

After careful analysis, there is a gap in transfer of information into the general education curriculum as ESE students are not consistently given complex text at grade level to apply new knowledge and transfer of skill. General education teachers, in planning for ESE students, need support to fully understand a multi-sensory approach to learning and how to use that approach to support ESE students.

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.

To increase proficiency rates in ELA from 41% to 70% for our ESE students as measured by the FAST PM3 ELA assessment given in May 2025.

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

The Area of Focus will be monitored in the following way:
~Administrative walk-through and observation data
~MTSS Review of Progress Monitoring Tools
~Grade level data reviews
~Quarterly Report Card Data
~FAST assessments after each cycle completion
Frequent progress monitoring will allow for faster intervention to address any gaps causing student achievement outcomes to be favorable.

Person responsible for monitoring outcome
Kristy Cantu/ESE Teachers

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
Description of Intervention #1:
Create a master schedule that allows for collaboration between gen ed and ESE teachers to ensure their is understanding of instructional approach and accommodations throughout the student's school day. A multi-sensory approach to all learning should be a part of the planning process.
Rationale:
ESE students require remediation and skill development in order to meet the BEST standards

through collaborative planning and appropriate scaffolding of grade level material alongside the general education teacher. This timely support will increase proficiency in performance.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

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

Action Step #1
Collaborative Planning

Person Monitoring:	**By When/Frequency:**
Kimberly Hurton	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide opportunities for ESE and general education teachers to co-plan for differentiated instruction and support delivery of services.

Action Step #2
Professional Development

Person Monitoring:	**By When/Frequency:**
Kristy Cantu	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide professional development on multi-sensory instruction and its application in the general education classroom.

Action Step #3
Scaffolded Instruction

Person Monitoring:	**By When/Frequency:**
Kristy Cantu/Teachers	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ensure instructional supports are in place for all students during core instruction and independence, to include ESE students. This would include pop up small group supports to include access to grade level text and beyond as well as small group instruction based on data.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

As our Child Study Team met bi-weekly to monitor student attendance we continued to have more than

10% of our students absent 10% or more in the primary grades. The problem/gap in attendance is occurring because primary families do not believe that there is a great impact to learning if the child misses school at that level. This in part because the grading system utilizes a different coding system in

primary grades. If structures addressing having consistent attendance are implemented, with a focus on the primary grades the problem would be reduced as evidenced by a decrease in the number of students

missing 10% of school or more. We want to continue to encourage students in all grade levels to be in school every day.

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

We expect the number of students missing 10% of school or more in the primary grades to decrease by 50%
by the end of the 2024-2025 school year.

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

The Area of Focus will be monitored using the following:
~Daily attendance data
~Child Study Team review of problem solving implementation and outcome
~Perfect Attendance recipients

Person responsible for monitoring outcome
Child Study Team

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:
~Strengthen the ability of classroom teachers and supporting staff to establish and maintain a positive

relationship with students and families ~Create consistent and predictable environments where expectations are explicit so that the whole school community knows how to be successful ~Motivate students to want to be in school every day

Rationale:
By establishing and maintaining positive relationships with all students and families, students will feel more connected to their classrooms. When expectations for attendance and the importance of consistent attendance are explicitly shared with families in the primary grades a greater effort will be made to ensure students are in school daily. By providing highly engaging student experiences and incentives students will want to be in school every day.

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
Motivation

Person Monitoring:	**By When/Frequency:**
Child Study Team/Teachers	Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Develop an attendance tracker that students can use to monitor their own attendance with various incentive tiers connected to improved attendance Implement perfect attendance awards quarterly and invite parents in for the ceremony.

Action Step #2
Communication

Person Monitoring:	**By When/Frequency:**
Child Study Team/Teachers	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Create messaging to be shared with all families in the primary grades regarding expectations for attendance to include Open House, and monthly newsletters Provide quarterly raffle of a preferred parking space if their child receives the perfect attendance award that quarter (name entered into the drawing).

Action Step #3
Mentor

Person Monitoring:	**By When/Frequency:**
Child Study Team	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Create a process to match students who are chronically absent with a trusted adult/mentor.

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.

Children are entering school with less developed self-regulation skills than in times past. More children have experienced trauma, are emotionally fragile, and may be unable to control their emotional responses and act out in physical ways when they are upset. The lack of self-regulation in students disrupts the learning environment and further propels the gap in achievement. After careful analysis of our data it was determined that there was a need to educate teachers on self-regulation strategies to better manage the range of emotional response in any given classroom.

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.

The number of priority calls to the office will decrease by 50% as evidenced by our call log.

Monitoring

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

The Area of Focus will be monitored in the following way:
- Bi-Weekly Conduct Report
- Daily Priority Call Log
- Conduct grades for each report card
- Administrative Walk Through

Person responsible for monitoring outcome
MTSS/Teachers

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:
To educate teachers on self-regulation strategies that can be implemented in every classroom to support a more enhanced learning environment.

Rationale:
Self-regulation is the ability to recognize, manage and modulate one's own emotions and emotional responses and behaviors. This set of skills are critical to classroom so students can access learning. The classroom runs more smoothly when our students are regulated and have the ability to self-regulate when they begin to feel overly excited, stressed or disappointed. Kids learn more easily

when they can self-regulate.

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 Learning

Person Monitoring:	**By When/Frequency:**
Kristy Cantu	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide teachers with professional development on self-regulation strategies for students and its impact on the classroom learning environment. This will be delivered in multiple sessions throughout the school year.

Action Step #2
Classroom Activities

Person Monitoring:	**By When/Frequency:**
Danielle Matthews	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Through the School Counselor, deliver lessons on self-regulation to students in all grade levels on a rotating basis throughout the school year.

Action Step #3
Classroom Circles

Person Monitoring:	**By When/Frequency:**
Classroom Teachers	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement Monday morning circles with a focus on a specific self-regulation strategy/activity every other week. Students will have opportunity to practice the strategy or complete the activity in this 2-week cycle.

Action Step #4
Targeted Behavior Supports

Person Monitoring:	**By When/Frequency:**
MTSS/Teachers	Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
As we monitor our behavior data, further support and training will be provided on targeted behavior supports (T2) that will further support student need in self-regulation.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

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

No

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