

St. Johns County School District

OCEAN PALMS ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

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

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

At Ocean Palms, we inspire students to explore and develop their strengths and passions, emphasizing integrity, leadership, and service. We are committed to providing a positive, safe, and nurturing environment with a focus on academic rigor, the arts, athletics, and technology within a caring community. Our focus is the child.

Provide the school's vision statement

Ocean Palms Elementary is where students become leaders:

Lead by example

Encourage others

Accept challenges

Do the right thing

Explore their passions

Reflect on learning

Strive for academic excellence

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

Tiffany Cantwell

Position Title

Principal

Job Duties and Responsibilities

The principal's role in the School Improvement Plan (SIP) encompasses a broad range of leadership and strategic responsibilities. They lead the development of the SIP, ensuring it aligns with the school's vision and goals, and establish clear, measurable objectives based on comprehensive data analysis and stakeholder input. A significant part of their role involves engaging with teachers, staff,

parents, and community partners to gather diverse perspectives. The principal maintains transparent communication with all stakeholders about the SIP's progress, updates, and outcomes. The principal is responsible for analyzing academic performance, attendance, and behavioral data to identify areas of need, prioritize interventions, and regularly review data to assess the effectiveness of SIP strategies, making necessary adjustments as required. The principal manages the allocation of resources, including budgeting, staffing, and materials, to support SIP initiatives effectively and ensure that staff receives the training and support needed for successful implementation. The principal develops detailed action plans outlining specific strategies, timelines, and responsible parties for each SIP goal and oversees the implementation of these initiatives, addressing challenges and ensuring fidelity to the plan. Continuous monitoring of SIP progress, collecting data and feedback to evaluate effectiveness, and preparing and submitting progress reports to the school district and other relevant stakeholders are key responsibilities. Finally, the principal fosters a culture of continuous improvement by encouraging reflection, feedback, and ongoing dialogue about the SIP, making data-informed adjustments as necessary to meet the evolving needs and conditions of the school.

Leadership Team Member #2

Employee's Name

Kim Bays

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal's role in the School Improvement Plan (SIP) is multifaceted, providing crucial support to the principal in both the development and execution of the plan. They assist in logistical and administrative tasks, ensuring the smooth coordination of SIP initiatives across various departments and grade levels. A key responsibility includes collecting and organizing data related to student performance, attendance, and behavior, aiding in data analysis to identify trends and areas needing improvement. The assistant principal facilitates stakeholder engagement by organizing meetings and discussions with teachers, staff, parents, and students to gather input and feedback, while also communicating the SIP's objectives and progress to ensure transparency and collaboration. They play a significant role in organizing and coordinating professional development sessions aligned with SIP goals, offering ongoing support and resources to teachers and staff for effective implementation. Additionally, the assistant principal oversees the day-to-day implementation of SIP strategies, conducting regular fidelity checks to ensure initiatives are carried out as planned. They assist in managing and distributing resources, tracking and monitoring SIP-related funds to ensure efficient and appropriate use. Detailed records of SIP activities, progress, and outcomes are maintained, and progress reports are prepared for the principal and other stakeholders. Finally, the

assistant principal collects feedback on the effectiveness of SIP strategies and collaborates with the principal to make data-driven adjustments, ensuring continuous improvement and alignment with the school's goals.

Leadership Team Member #3

Employee's Name

Olivia Pellegrino

Position Title

Guidance Counselor

Job Duties and Responsibilities

The guidance counselor plays a vital role in the School Improvement Plan (SIP) by focusing on the social, emotional, and academic support of students. They contribute to the SIP by collecting and analyzing data related to student well-being, attendance, and behavior, providing insights into areas needing support. The guidance counselor develops and implements programs that align with SIP goals, such as anti-bullying initiatives, mental health workshops, and academic counseling sessions. They work closely with teachers to identify students who need additional support and create intervention plans tailored to individual needs. The counselor also engages with parents and families, offering resources and support to ensure a holistic approach to student development. Additionally, they collaborate with community organizations to bring in external resources and support systems that enhance the SIP's effectiveness. The guidance counselor monitors the progress of students involved in intervention programs, adjusts strategies as necessary, and reports on the impact of these initiatives, ensuring they contribute positively to the overall objectives of the SIP.

Leadership Team Member #4

Employee's Name

Jennifer Fitch

Position Title

Instructional Literacy Coach

Job Duties and Responsibilities

The Instructional Literacy Coach plays a critical role in the School Improvement Plan (SIP) by enhancing teaching practices and supporting the Response to Intervention (RTI) process. Their primary responsibility is to coach teachers in effective literacy instruction strategies, ensuring that classroom practices align with SIP goals. They conduct professional development workshops, model instructional techniques, and provide one-on-one coaching sessions to help teachers implement best practices in literacy education. The coach works closely with teachers to analyze student performance data, identify students who need additional support, and develop targeted intervention

plans. They facilitate collaborative planning sessions where teachers can share insights and strategies for improving literacy outcomes. Additionally, the Instructional Literacy Coach monitors the progress of interventions, providing ongoing feedback and support to ensure that instructional adjustments are made based on student needs. They also help in selecting and utilizing appropriate instructional materials and resources to support literacy development. By fostering a culture of continuous improvement and professional growth, the Instructional Literacy Coach ensures that literacy instruction is effective and that the SIP's academic goals are met.

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.

Stakeholder involvement is a crucial aspect of the School Improvement Plan (SIP) development process. Engaging diverse stakeholders ensures that the SIP is comprehensive, inclusive, and reflective of the needs and aspirations of the entire school community.

Stakeholder Groups Involved

1. School Leadership Team: Includes the Principal, Assistant Principal, Guidance Counselor, Instructional Literacy Coach, and grade level chairs.
2. Parents and Families: Engaged through parent-teacher organization (PTO), school events, and direct outreach.
3. Business and Community Leaders: Includes local business partners and nonprofit organizations.

Process of Involvement

1. Outreach: Stakeholders are invited to join PTO and/or the School Advisory Council (SAC).
2. Formation of the School Advisory Council: The SAC is formally established, comprising representatives from each stakeholder group. Initial meetings focus on explaining the purpose of the SIP and the role of each member.
3. Data Collection and Needs Assessment: Data is gathered, including academic performance, attendance records, behavior reports, and feedback from parent and staff surveys. Stakeholders review data to identify strengths and areas for improvement.
4. Goal Setting and Strategy Development: Stakeholders propose and discuss goals and strategies at monthly meetings.
5. Drafting the SIP: The draft SIP is shared with all stakeholders for review and feedback.
6. Review and Revision: Feedback is collected at meetings and revisions are made. The final SIP draft is presented to the SAC and to the School Board.
7. Monitoring and Evaluation: Ongoing stakeholder involvement is maintained through regular SAC meetings and progress reports.

Involving stakeholders in the SIP process is not only a compliance requirement but a best practice that enriches the planning and implementation of school improvement initiatives. By engaging school leadership, teachers, staff, and parents the SIP becomes a living document that truly reflects the collective vision and commitment of the entire school community.

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))

To ensure effective implementation and positive impact of the School Improvement Plan (SIP) on increasing student achievement, particularly for those students with the greatest achievement gap, the following monitoring and revision strategies will be implemented:

Data Collection, Analysis, and Progress Monitoring Tools:

1. Academic Performance Data: Collect and analyze student performance data on a regular basis, including summative and formative assessments, and state progress monitoring assessments.
2. Benchmark Assessments: Grade levels will follow the district curriculum maps and administer benchmark assessments at multiple points throughout the year to measure student progress toward meeting state academic standards.
3. Attendance and Behavior Referrals: The Core Team will monitor attendance and behavior data to identify patterns that may affect academic performance.
4. Intervention Tracking: Track the participation and progress of students in targeted intervention programs.

Stakeholder Involvement and Feedback:

1. Teacher Collaboration: Teachers will meet bi-weekly in their Professional Learning Community (PLC) to share data and instructional strategies.
2. Parent and Community Engagement: Involve parents and community members through SAC and PTO meetings, surveys, and feedback sessions to gather input and maintain transparency.
3. Surveys and Focus Groups: Conduct surveys and focus groups with students, parents, and teachers to gather feedback on the implementation and impact of the SIP.
4. Advisory Committees: Utilize advisory committees, including diverse stakeholder representation, to review progress and suggest revisions.

Observation and Feedback:

1. Classroom Observations: Conduct frequent classroom observations to ensure that instructional strategies and interventions are being implemented effectively.

Professional Development:

1. Targeted Training: Provide ongoing professional learning for teachers and staff based on identified needs and gaps in implementation.
2. Collaborative Learning: Encourage peer observations and sharing of best practices to foster a culture of continuous improvement.
3. Adapt Interventions: Modify or replace ineffective intervention strategies with new approaches that show promise in closing achievement gaps.

Continuous Improvement Cycle:

1. Iterative Refinement: Treat the SIP as a living document that evolves based on regular feedback and changing student needs.

By implementing these monitoring strategies, we can ensure the SIP is effectively implemented and continuously improved to maximize student achievement, especially for those with the greatest achievement gaps.

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	32.2%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	10.3%
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) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: A 2019-20:

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	19	11	10	17	11	12	0	0	0	80
One or more suspensions	3	0	2	2	1	2	0	0	0	10
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	3	0	0	0	3
Level 1 on statewide ELA assessment	6	11	6	4	5	3	0	0	0	35
Level 1 on statewide Math assessment	11	8	10	4	8	4	0	0	0	45
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	21	24	19	16						80
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	28	22	29	24	20					123

Current Year 2024-25

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

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

Current Year 2024-25

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	22	17	11	9	13	11				83
One or more suspensions	3		2	2	1	2				10
Course failure in ELA						2				2
Course failure in Math						1				1
Level 1 on statewide ELA assessment				13	4	14				31
Level 1 on statewide Math assessment				8	8	19				35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		14	15	15						89

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

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

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

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		5		1						6
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 *	81	73	57	75	70	53	79	74	56
ELA Grade 3 Achievement **	84	76	58	77	73	53			
ELA Learning Gains	73	66	60				68		
ELA Learning Gains Lowest 25%	58	53	57				62		
Math Achievement *	81	76	62	78	73	59	81	50	50
Math Learning Gains	75	67	62				77		
Math Learning Gains Lowest 25%	61	53	52				54		
Science Achievement *	77	69	57	78	69	54	80	77	59
Social Studies Achievement *								69	64
Graduation Rate								69	50
Middle School Acceleration								54	52
College and Career Readiness									80
ELP Progress	64	61		66	59				

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (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	74%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	590
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
74%	77%	72%	79%		79%	76%

* 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	57%	No		
Asian Students	82%	No		
Black/African American Students	69%	No		
Hispanic Students	82%	No		
Multiracial Students	82%	No		
White Students	74%	No		
Economically Disadvantaged Students	69%	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	41%	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%
Asian Students	82%	No		
Black/African American Students	32%	Yes	1	
Hispanic Students	80%	No		
Multiracial Students	81%	No		
White Students	77%	No		
Economically Disadvantaged Students	64%	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	51%	No		
English Language Learners				

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	80%	No		
Black/African American Students	50%	No		
Hispanic Students	77%	No		
Multiracial Students	69%	No		
Pacific Islander Students				
White Students	74%	No		
Economically Disadvantaged Students	46%	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	81%	84%	73%	58%	81%	75%	61%	77%					
Students With Disabilities	57%	71%	60%	49%	56%	60%	49%	50%					
Asian Students	84%	86%	72%		93%	73%		81%					
Black/African American Students	73%				64%								
Hispanic Students	89%	84%	77%		78%	77%		86%					
Multiracial Students	82%		75%		95%	75%							
White Students	80%	82%	74%	58%	79%	76%	63%	80%					
Economically Disadvantaged Students	80%	86%	71%	50%	70%	68%	56%	69%					

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	75%	77%			78%			78%					
Students With Disabilities	37%	39%			44%			43%					
Asian Students	78%	75%			88%			86%					
Black/African American Students	27%				36%								
Hispanic Students	79%	90%			77%			74%					
Multiracial Students	72%				89%								
White Students	75%	75%			78%			78%					
Economically Disadvantaged Students	63%	72%			54%			67%					

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	79%		68%	62%	81%	77%	54%	80%					
Students With Disabilities	46%		58%	50%	52%	64%	50%	36%					
English Language Learners													
Native American Students													
Asian Students	83%		50%		93%	94%		82%					
Black/African American Students	56%				44%								
Hispanic Students	72%		68%		82%	81%		82%					
Multiracial Students	64%		73%		67%	70%							
Pacific Islander Students													
White Students	81%		70%	70%	82%	77%	59%	81%					
Economically Disadvantaged Students	57%		56%	45%	43%	44%	29%						

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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	84%	76%	8%	55%	29%
Ela	4	80%	72%	8%	53%	27%
Ela	5	81%	71%	10%	55%	26%
Math	3	75%	79%	-4%	60%	15%
Math	4	80%	77%	3%	58%	22%
Math	5	87%	74%	13%	56%	31%
Science	5	76%	69%	7%	53%	23%
Math	6	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was ELA Proficiency with an increase of 6 percentage points. To achieve this, we continued our use of common assessments aligned to standards to track progress and identify areas needing intervention. We adhered strictly to the district curriculum maps to ensure consistency. Small group instruction was increased, allowing for targeted support. In primary grades, we placed a strong emphasis on phonics to build foundational reading skills. Reading and writing activities were integrated to enhance comprehension in grades (K-5). Response to Intervention (RTI) strategies were applied for students not making adequate gains, with additional support and progress monitoring. Students were encouraged to set personal goals, monitor their progress, and celebrate their successes, fostering a sense of achievement and motivation. These comprehensive efforts collectively contributed to the improvement in ELA among our students.

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 data component that showed the lowest performance was the math learning gains for students in the lowest quartile. The contributing factors to last year's low performance include the sheer number of standards that students must master, which can be overwhelming and lead to gaps in understanding. Additionally, these students often require more targeted and intensive intervention resources to address their specific learning needs. The trend indicates a persistent struggle in this area, highlighting the necessity for enhanced and diverse math intervention resources to better support these students and help them achieve meaningful gains.

Greatest Decline

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

The data component that showed the greatest decline from the prior year was Science Proficiency, which decreased by 2 percentage points. Several factors contributed to this decline. One significant barrier was that students are tested on topics from previous grade levels that are not covered in fifth grade, creating challenges in ensuring all necessary content is retained. Additionally, the sheer

volume of standards students are tested on can be overwhelming, making it difficult for both students and teachers to adequately cover all required material. This decline highlights the need for enhanced professional learning opportunities for teachers in the area of science to better equip them with strategies to effectively cover the extensive curriculum and address gaps in students' knowledge. These factors collectively contributed to the 2% decrease in Science Proficiency.

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.

We are proud to report that we exceeded the state average in all academic areas. However, the data component that showed the greatest gap when compared to the state average was the learning gains of students in the lowest quartile in both reading and math. This gap can be attributed to several factors, including the need for more targeted early interventions and consistent progress monitoring. Additionally, trends indicate that while overall performance is strong, there is a need to focus more on personalized support strategies to help our struggling learners achieve proficiency.

EWS Areas of Concern

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

Reflecting on the Early Warning System data, our top two priorities are to increase learning gains for students in the lowest quartile in both reading and math by implementing earlier interventions. Each teacher will progress monitor the lowest 25% of their homerooms, ensuring timely identification and support. Administration will oversee the progress of the lowest 25% in each grade level, focusing on interventions that drive all students toward proficiency. By intensifying these efforts, we aim to close achievement gaps and promote equitable educational outcomes.

Highest Priorities

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

For the upcoming school year, our highest priorities for school improvement focus on supporting students with disabilities and those in the lowest quartile in reading and math. First, we will enhance our early intervention programs to identify and support struggling students as soon as possible. Second, we will implement targeted, data-driven instructional strategies in reading and math. Third, we will expand professional learning for teachers on differentiated instruction. Fourth, we will increase the use of technology and adaptive learning tools to support diverse learning needs.

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.

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.

Our Area of Focus is improving academic performance for Students with Disabilities (SWD) in both reading and math. Last year, ELA proficiency increased from 37% to 56%, and Mathematics proficiency rose from 44% to 57% for this subgroup. This significant progress underscores the importance of continuing targeted interventions for SWD. By focusing on this group, we aim to close the achievement gap and ensure all students reach their full potential. The prior year's data highlighted SWD as a crucial need, prompting us to prioritize evidence-based strategies and continuous monitoring to sustain and further this improvement.

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.

Our Area of Focus is improving academic performance for Students with Disabilities (SWD) in both reading and math. Last year, ELA proficiency for SWD increased from 37% to 56%, and Mathematics proficiency rose from 44% to 57%. For the upcoming year, we aim to increase ELA proficiency for grades 3-5 to 66% and Mathematics proficiency to 67%. These targets are based on our commitment to using data-driven, targeted interventions to support SWD in achieving academic success.

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.

To monitor progress towards these outcomes, we will use the FAST progress monitoring system three times a year, along with quarterly diagnostics and common standards-based summative assessments. These assessments will help us track progress, identify areas for remediation and enrichment, and tailor small group instruction accordingly. Weekly Professional Learning Community (PLC) meetings will be held to review student data and plan for instruction. The school's Core Team will also meet weekly to review behavior and academic data, provide ongoing professional learning focused on positive classroom management, and adjust strategies as needed. This continuous

monitoring will ensure that interventions are effective and that we make timely adjustments to support student achievement and close the achievement gap.

Person responsible for monitoring outcome

Principal

Evidence-based Intervention:

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

Description of Intervention #1:

To achieve our measurable outcomes, we are implementing evidence-based interventions such as Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered System of Supports (MTSS). PBIS is selected for its effectiveness in creating a positive school climate and reducing behavioral issues, which directly impact academic performance. MTSS allows for targeted, tiered interventions based on student needs, providing the necessary support for SWD in both reading and math. These strategies are monitored through the FAST progress monitoring system, quarterly diagnostics, regular assessments, and weekly PLC meetings. Weekly Core Team meetings will review the effectiveness of these interventions, ensuring timely adjustments and continuous improvement. This approach aligns with the top three levels of evidence as defined by ESEA section 8101(21)(A), ensuring that our strategies are grounded in proven, research-based practices.

Rationale:

The rationale for selecting these evidence-based interventions stems from the significant progress observed in the prior year and the need to continue this positive trajectory. PBIS and MTSS are both well-documented for their effectiveness in improving student behavior and academic outcomes. By using these interventions, we ensure a structured and supportive learning environment that addresses the diverse needs of SWD. The combination of frequent progress monitoring, professional learning, and data-driven decision-making allows us to make timely adjustments and provide personalized support, which is crucial for sustaining and furthering academic gains.

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

Weekly Data Review and Instructional Planning

Person Monitoring:

Principal

By When/Frequency:

Weekly

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

The principal will lead weekly Professional Learning Community (PLC) meetings to review student data from FAST progress monitoring, quarterly diagnostics, and summative assessments. These meetings will focus on planning and adjusting instructional strategies to meet the needs of SWD. The impact will be monitored through regular data analysis and adjustments based on student progress and feedback from teachers.

Action Step #2

Targeted Small Group Instruction

Person Monitoring:
Instruction Literacy Coach

By When/Frequency:
Bi-Weekly

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

The instructional coach will work with teachers to implement targeted small group instruction for SWD based on data from various assessments. These sessions will focus on areas identified for remediation and enrichment. The impact will be monitored by tracking student progress, adjusting instruction as needed, and reviewing the outcomes in the PLC meetings.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

Students are recognized with Positive Paws for demonstrating good character through our school-wide Positive Behavior System (PBIS). Through PBIS, teachers and staff are modeling and teaching school-wide behavior expectations to foster a positive learning environment, maximize instructional minutes, and reward students for demonstrating the six Pillars of Character: Citizenship, Responsibility, Trustworthiness, Fairness, Caring and Respect.

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.

Our school is committed to reducing the number of suspensions generated by students for repeat offenses. Last year, we recorded a certain number of suspensions due to repeated disciplinary infractions, which we addressed through progressive discipline measures and by actively seeking parental support during suspension instances.

For the current school year, our specific measurable outcome is to reduce the number of repeat

offense suspensions by half for each relevant grade level. This objective is grounded in the implementation of several targeted initiatives designed to promote positive behavior and provide early intervention for students at risk.

Key strategies we have implemented include:

1. **Mentor/Mentee Program for EWS Subgroup:** We have reintroduced our mentor/mentee program specifically aimed at students identified in our Early Warning System (EWS) subgroup. This program pairs at-risk students with dedicated mentors to provide guidance, support, and accountability throughout the school year.
2. **Increased Recognition for Positive Behaviors:** To encourage and reinforce positive behavior, we have increased the frequency of student recognition. Each week, a student from every classroom will be selected to visit our school store as a reward for demonstrating good character. This initiative is further supported by our Positive Paws program, where students can earn recognition and weekly store visits.
3. **School-Wide Behavior Procedures:** We have implemented a 100 Class Compliment Incentive Policy, where staff members acknowledge and reward classes for their collective positive behavior. Once a class accumulates 100 compliments, they receive a class-wide reward. This is in addition to individual incentives managed by teachers within their classrooms.
4. **Student Feedback and Engagement:** We conducted a student survey to gather insights on their preferences for the school store. This feedback has been incorporated into our school-wide behavior procedures, ensuring that the rewards are meaningful and motivating for our students.

By focusing on these proactive and positive behavior reinforcement strategies, we aim to significantly reduce the occurrence of repeat offenses and improve the overall school climate. Our goal is not only to decrease suspensions but to foster a school environment where positive behaviors are consistently recognized and encouraged.

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 school's Core Team will meet weekly to review behavior data and provide ongoing professional learning focused on positive classroom management. The desired outcome is to decrease in-school and out-of-school suspensions, ensuring students remain in class to help close the academic achievement gap. This Area of Focus will be monitored through regular data analysis, feedback from teachers, and observations. Ongoing monitoring will allow for timely adjustments to strategies, directly impacting student achievement by maintaining a conducive learning environment and reducing

disruptions.

Person responsible for monitoring outcome

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:

To achieve measurable outcomes, our school will implement evidence-based interventions such as Positive Behavioral Interventions and Supports (PBIS) and restorative practices.

Rationale:

These strategies are selected based on their proven effectiveness in reducing disruptive behavior and improving school climate. PBIS focuses on proactive strategies for defining, teaching, and supporting appropriate student behaviors, while restorative practices emphasize repairing harm and restoring relationships.

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

Positive Paws Program

Person Monitoring:

Assistant Principal

By When/Frequency:

Weekly

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

These interventions will be monitored through weekly Core Team meetings, behavior data analysis, and regular feedback from staff. This ongoing monitoring will ensure fidelity and allow for timely adjustments, ultimately enhancing student achievement by maintaining a positive and focused learning environment.

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