

Leon County Schools

PINEVIEW ELEMENTARY SCHOOL



2025-26 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 (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission is to collaborate with parents and students to motivate and develop positive relationships in order to formulate an exciting learning environment. The ultimate goal is to empower our students to become productive members of society.

Provide the school's vision statement

Our aim is to produce life-long learners who will become caring and productive citizens who function successfully in a changing global community. At Pineview, we are seeking to inspire a love for learning that will permeate throughout the school and the community.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Carmen Conner

connerc@leonschools.net

Position Title

Principal

Job Duties and Responsibilities

To provide leadership, direction, and coordination within the school.

Leadership Team Member #2

Employee's Name

Karlisa Ross

rossk3@leonschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Provides proactive leadership in promoting the vision and mission of the school. Utilizes collaborative leadership style and quality processes to establish and monitor a school mission and facilitates active participation of stakeholders in the school improvement process.

Leadership Team Member #3

Employee's Name

Antwan Cole

antwan.cole@leonschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Provides proactive leadership in promoting the vision and mission of the school. Utilizes collaborative leadership style and quality processes to establish and monitor a school mission and facilitates active participation of stakeholders in the school improvement process.

Leadership Team Member #4

Employee's Name

Gia Gallon

gia.gallon@leonschools.net

Position Title

Academic Dean

Job Duties and Responsibilities

The Academic Dean is responsible for the following:

- Align instruction to the B.E.S.T standards.
- Model, plan, and support teachers with the core curriculum (SAAVAS) and any supplemental support.
 - Assist teacher with providing Interventions for Tier 2 and 3 students.
- Work with leadership to implement the school/district reading plan.
- Work with administrators and teachers to disaggregate data, institute best instructional practices,

collaborative planning, and provide meaningful feedback.

- Serve as the Chair of the Literacy Committee to provide information and support to the teachers and students.

Leadership Team Member #5

Employee's Name

Ashlyn Sautter

laughlina@leonschools.net

Position Title

K-1 Literacy Coach

Job Duties and Responsibilities

The Literacy Coach for K-1 is responsible for the following:

- Align instruction to the B.E.S.T standards.
- Model, plan, and support teachers with the core curriculum (SAAVAS) and any supplemental support.
- Assist teacher with providing Interventions for Tier 2 and 3 students.
- Work with leadership to implement the school/district reading plan.
- Work with administrators and teachers to disaggregate data, institute best instructional practices, collaborative planning, and provide meaningful feedback.

Leadership Team Member #6

Employee's Name

Rebecca Mello

mellor@leonschools.net

Position Title

Speech Pathologist

Job Duties and Responsibilities

Mrs. Mello will assess, prevent, diagnose, treat speech language, social and cognitive communication to our students.

Leadership Team Member #7

Employee's Name

Tracy Nash

tracy.nash@leonschools.net

Position Title

Math Coach

Job Duties and Responsibilities

The Math Coach is responsible for the following:

- Align instruction to the B.E.S.T standards
- Model, plan, and support teachers with the core curriculum (GoMath) and any supplemental support.
- Assist teacher with providing Interventions for Tier 2 and 3 students.
- Work with leadership to implement the school/district math pacing guide.
- Work with administrators and teachers to disaggregate data, institute best instructional practices, collaborative planning, and provide meaningful feedback.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

Stakeholder involvement is paramount to the success of our school. The administrators and the stakeholders at Pineview are on one accord with the School Improvement Plan. The stakeholders are involved with setting the goals throughout formulating this plan.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be regularly monitored every nine weeks 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 (lowest 25). The school will revise the plan and make the necessary changes to interventions and/or the curriculum.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: A 2022-23: C 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	36	84	86	70	79	62				417
Absent 10% or more school days	6	28	33	23	32	22				144
One or more suspensions	0	4	4	17	13	19				57
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	4	20	22	23	19	18				106
Level 1 on statewide Math assessment	4	24	18	29	14	12				101
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	8	8	7	8	6	4				41
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	9	10	7	4					32

Current Year 2025-26

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	3	10	11	20	19	15				78

Current Year 2025-26

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	4	7	6	7	6	2				32
Students retained two or more times	0	0	0	1	2	1				4

Prior Year (2024-25) 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	27	29	30	15	20	29				150
One or more suspensions	6	3	6	4	15	17				51
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment				15	25	12				52
Level 1 on statewide Math assessment				13	14	17				44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	12	11	13	17						53
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	14	5	14	11	6					50

Prior Year (2024-25) 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	14	11	14	15	20	17				91

Prior Year (2024-25) 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	4	10	5	5	2	1				27
Students retained two or more times				2	1	1				4

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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	46	59	59	52	56	57	38	54	53
Grade 3 ELA Achievement	40	61	59	55	59	58	32	56	53
ELA Learning Gains	56	59	60	72	58	60			
ELA Lowest 25th Percentile	66	56	56	80	52	57			
Math Achievement*	57	64	64	60	60	62	51	56	59
Math Learning Gains	71	63	63	73	59	62			
Math Lowest 25th Percentile	72	53	51	74	47	52			
Science Achievement	35	55	58	31	54	57	31	52	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	55	63		62	61	50	52	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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	443
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
55%	62%	40%	59%	29%		44%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	34%	Yes	1	
Black/African American Students	56%	No		
Hispanic Students	54%	No		
Economically Disadvantaged Students	58%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	46%	40%	56%	66%	57%	71%	72%	35%					
Students With Disabilities	25%	13%	50%		24%	62%		27%					
Black/African American Students	46%	41%	54%	70%	56%	70%	75%	36%					
Hispanic Students	33%				58%	70%							
Economically Disadvantaged Students	45%	42%	61%	78%	54%	70%	81%	30%					

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	52%	55%	72%	80%	60%	73%	74%	31%					
Students With Disabilities	40%		73%	70%	23%	32%		7%					
Black/African American Students	52%	55%	74%	87%	59%	71%	74%	28%					
Hispanic Students	50%		64%		63%	93%							
Economically Disadvantaged Students	52%	55%	70%	74%	60%	70%	68%	31%					

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	38%	32%			51%			31%					50%
Students With Disabilities	34%				31%								
English Language Learners													50%
Black/African American Students	35%	33%			48%			26%					
Hispanic Students	50%				58%								
Economically Disadvantaged Students	37%	31%			48%			33%					

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	41%	57%	-16%	57%	-16%
ELA	4	40%	55%	-15%	56%	-16%
ELA	5	46%	54%	-8%	56%	-10%
Math	3	48%	63%	-15%	63%	-15%
Math	4	58%	61%	-3%	62%	-4%
Math	5	53%	56%	-3%	57%	-4%
Science	5	32%	51%	-19%	55%	-23%

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 improved the most was Science achievement/proficiency. Science proficiency improved by 4%. Actions that contributed to the increase in scores is as follows:

- Made instructional changes based on student needs.
- Maximized the use of supplementary materials.
- Increased explicit instruction in science.

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 shows the lowest performance on the F.A.S.T state assessments is 3rd Grade ELA achievement. Our students have shown inconsistencies in mastery throughout the year on classroom and progress monitoring assessments. There was a decline in grade 3 achievement from 55% in 2023 to 40% in 2024. That's a 15% decline. In ELA achievement,

Contributing factors:

- lack of foundational skills.
- lack of targeted interventions and monitoring for tutoring groups.
- A change in instructional staff.

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 most significant decline is our SWD subgroup in ELA. State scores showed a 15 percentage point decrease from 40% in 2023 to 25% in 2024.

- Teacher capacity with both classroom and ESE resource.
- Progress monitoring overall.
- Lack on intention and intensive targeted interventions.
- Target IEP goals (written and monitored)

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.

The data component with the most significant gap compared to the state average is 5th grade Science. Our science data shows 35% of our students proficient compared to the state at 58%.

Factors that contributed include:

- lack of support for rigorous curriculum that aligns with the standards.
- Lack of foundational skills in science due to lack of instruction in previous grades.
- Be intentional with target instruction and support in 3rd and 4th grades. Create a plan/ expectations and monitor the progress.

EWS Areas of Concern

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

- 144 students absent 10% or more.
- 106 students scored a level 1 in ELA.
- 101 students scored a level 1 in math.

Highest Priorities

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

The highest priorities for the 24-25 school year are:

- Increase proficiency and learning gains for the SWD subgroups.
- Increase proficiency in 5th grade Science.
- Increase ELA proficiency in grade 3.
- Continue to enhance planning and instructional efficacy.
- Ensure students receive academic and behavioral support through PBIS and MTSS to motivate and encourage positive behaviors, academic achievement, and attendance.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

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.

According to the 24-25 F.A.S.T, 50% of students in grades 3rd-5th scored below level 3 on State Assessment in ELA. In addition, our school will also target ELA proficiency at all levels to increase both proficiency and learning gains in ELA.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

A systematic approach to tier 1 instruction and small groups. Teachers will use formative assessments to guide small group placement along with differentiated instruction within those small groups. There will be targeted small group pull out instruction with out reading interventionist, literacy coach and academic dean.

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

A systematic approach to tier 1 instruction and small groups. Teachers will use formative assessments to guide small group placement along with differentiated instruction within those small groups. There will be targeted small group pull out instruction with out reading interventionist and academic dean.

Grades K-2: Measurable Outcome(s)

In 2025, 44% of matched students in grades K-2 scored 3 or above on the PM 3 Reading FAST assessment. In 2026, 50% of matched students will score 3 or above on the Reading portion of the PM 3 FAST state assessment.

Grades 3-5: Measurable Outcome(s)

In 2025, 46% of matched students in grades 3, 4, and 5 scored 3 or above on the ELA FAST

assessment. In 2026, 51% of matched students will score 3 or above on the ELA portion of the PM 3 FAST state assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring:

- The goal will be monitored using weekly formative assessments and bi-weekly progress monitoring meetings with coaches, teachers, the leadership team. The data will then be used to revise and redirect instruction throughout the year.
- Planning, setting expectations/framework, and progress monitoring will be ongoing beginning 8/11/25 to 5/22/26.
- Data used for Monitoring will include: State PM data, STAR ELA, I Ready ELA
- Data chats will be held with teachers and students with established goals based on students' performance levels at various checkpoints throughout the 25-26 school year.

Person responsible for monitoring outcome

Carmen Conner, Karlisa Ross, Antwan Cole, Gia Gallon

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Evidence based interventions will include: -UFLI with our tier3 and 3rd grade students. -Walk to Need small group targeted interventions. -Tier 2 & 3 interventions for Reading and SWDs using Reading Mastery. -Daily formative assessments to identify strengths or misconceptions, using Tier 3 curriculum that is different from the core. -All students receiving tier 1 and tier 2 interventions/ Monitoring interventions.

Rationale:

By utilizing these strategies to track students' progress, alignment of curriculum to standards, and bi-weekly data chats to inform instructional decisions, and projection of goals will be effectively monitored. In addition, we will be able to ensure these students are on course to achieve proficiency on the state ELA assessment.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

-Our instructional coaches will meet with teams weekly to review formative assessment, adherence to the standards, and targeted interventions to ensure we are meeting the needs of our students.
 -Instructional coaching and mentoring -Monitoring and Analyzing Data to include common assessment tracking. -Intervention small groups -instructional rounds "Look Fors" walkthroughs done by the leadership team to include teacher feedback.

Person Monitoring:

Carmen Conner

By When/Frequency:

weekly

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

Our instructional coaches and academic dean will meet with teams weekly to review formative assessment, adherence to the standards, and targeted interventions to ensure we are meeting the needs of our students with disabilities.

IV. Positive Learning 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.

- Attendance is an area of focus for the entire school. Students that consistently miss school are at a disadvantage than students that attend school regularly.
- Student attendance is a factor of both academic achievement and promotion. By targeting student attendance, we will increase the number of students that will receive quality instruction, close the achievement gap.

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.

Last year, our average daily attendance rate was in the 80th percentile. Focusing on accounting for the 20% will catch those students who have fallen through the cracks and are in need of additional supports and/or resources to eliminate barriers that prevent them from attending school regularly.

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.

Our attendance team and social worker will work collaboratively with guidance and administration to identify students who are chronically absent. Through our districts CSAP process, attendance will be monitored.

Person responsible for monitoring outcome

Antwan Cole

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Using school data, we have:

- Data chats with the MTSS team to target students who need attendance support. Discuss and create plans to provide Tier 2 and Tier 3 support to teachers at our weekly team meetings.
- Monthly attendance celebrations for the teachers with the best attendance monthly. Those students receive a prize monthly.
- assistant principal will work closely with the teachers, Registrar, and School Counselor.
- Full implementation of PBIS plan with fidelity - Students will receive academic and behavioral support through our PBIS plan.

Rationale:

The positive school culture and environment to help promote attendance will reflect the following:

- Build academic relationships with students, i.e, data chats, celebrating their success, and ongoing feedback.
- We have a school store and a game room. Students who receive Jag Bucks for positive behavior and academic achievement can make purchases in the school store and earn free time in the Gameroom (Cub Hub).
- The Attendance Specialist will work with families to improve student attendance. He will specifically target students with 5 or more absences within a 30-day calendar period.
- School counselors will support students with small group sessions address academic and behavioral strategies that students can find success.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Attendance Plan of Action

Person Monitoring:

Antwan Cole

By When/Frequency:

weekly

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

step:

Establish and monitor attendance weekly. Complete weekly attendance updates in focus, contact parents when a student misses more than 3 days of school. Monitor and discuss attendance at leadership meetings, monitor how attendance may be affecting academics, and celebrate student attendance monthly.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

The method for disseminating the SIP and SWP will be shared with all stakeholders as follows:

- Present the SIP, Title I Plan, and the Parent & Family Engagement Plan and gain input from stakeholders at our initial Open House and SAC.
- Provide progress updates to our SAC committee at our quarterly meetings and PTO at our monthly meetings.
- Bi-weekly meetings with our leadership team and grade-level teams to ensure checks and balances of our progress within the SIP.
- SIP, Title I plan, and Parent Engagement Plan are available on our school website at <https://www.leonschools.net/pineview> and hard copies are available upon request.
- Information regarding the school-wide Parent Engagement Plan, Title I, SIP, and activities associated with it will be shared in our monthly school newsletter, flyers, and school marquee.

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Open communication and collaboration will be used to ensure high expectations are maintained throughout the year with all stakeholders. Our overall goal is to work together in the efforts of increased student achievement, and school improvement while fostering positive relationships

between the school and the community. We will:

- Work together to implement the school's vision and mission.
- Communicate to our stakeholders through Remind, flyers, school web pages, and social media.
- Provide curriculum nights for parents to understand the B.E.S.T. standards, evidence-based practices, and how to support our Shining Stars' academic achievement.
- Implement the Title I Family Engagement Plan.

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

The strategies that we will implement to accelerate student learning are as follows:

- instructional look -for's walkthrough and feedback.
- collaborative planning with coaches and academic dean
- common assessments
- implementation of interventions
- standards based planning and instruction
- ALL students receive ON GRADE level instruction, regardless of their current learning needs.

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Head start- we have a head start program on our campus that will provide the opportunity for more students in our area to receive an early childhood education before beginning school.

Voluntary Pre-K Program:

- High-quality learning opportunity that builds a strong academic structure.
- The program uses educational materials for specific stages of a child's development to prepare them to transition to Kindergarten.
- VPK is enriched with early learning activities, experiences, and high curriculum standards to fit each child's developmental needs.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Building a positive school climate is about centering equity and focusing on diversity through the inclusion of students, faculty, staff, parents, and our community. . We ensure the following:

- Mental health awareness training through the district.
- Reinforcement of positive behaviors and decision-making.
- Learn evidence-based strategies for supporting student mental health in the classroom.
- Access resources for educators, administrators, and school mental health professionals.
- Learn coping mechanisms for traumatic events and disasters.
- The district social worker and behavioral specialist work in conjunction with the school counselor with students on an as-needed basis.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

We will host a STEAM night highlighting scientists from local colleges, state agencies, and vendors demonstrating different careers in science and the Arts.

We will also host a College and Career Fair highlighting post-secondary pathways for students and parents.

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. § 6314(b)(7)(A)(iii)(III), ESEA Section

1114(b)(7)(A)(iii)(III)).

Our school leadership team will work in tandem with student services , faculty, staff, parents, and community agencies/stakeholders to build a positive school culture. We will work together to uphold positive norms, values, and expectations that support our students' social, emotional, and physical safety.

The PBIS team and leadership team will ensure that a school-wide discipline plan is used consistently by all teachers and staff members with a common language. All students are aware of expectations. Monthly celebrations will be held to highlight students in different areas based on academic, behavioral, attendance, and other criteria. Classroom incentives such as celebrations, movie days, game days, academic obstacle courses, AR activities, and Cub Hub will be in place to motivate students to achieve at their highest level in all areas.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

The professional development plan includes:

- monthly PD's that focus on a specific academic target.
- Weekly planning/ collaboration with academic dean and coaches.
- Data Chats with Leadership.
- Ongoing progress monitoring.
- Instructional Walk-throughs with specific look-fors. • Peer Observations. • Imagine Learning – Best practices and how to maximize learning for our ELL students. • Standards-Based Instruction – Evidence-Based Practices in ELA and Math. .
- Teachers and Paraprofessionals will attend training to learn ways to assist with small groups and one-on-one instruction with students.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Transitional meetings are held to support students transitioning out of Pre-K to local education programs. In these meetings, the following occurs:

- Teachers share results from classroom assessments that are formal and informal.
- The MTSS team meets to discuss re-evaluation needs and determine if services need to continue i.e. academic, behavioral, occupational, or physical therapies.
- Transition conferences are held with the parent, Kindergarten teacher, and MTSS team to guarantee

the student's transition to elementary is seamless.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

We are identified as ATSI is our school's designation. We do have one subgroup identified as under the Federal Index if 41%. That subgroup is our students with disabilities (SWD)

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

The plan is to better utilize the resources we have, such as, our MTSS team, ESE team, classroom teachers, and district ESE support. Our multi-tiered system of supports team (MTSS) meets weekly to review our ESE students' IEPs and identify additional students who may be in need of greater support. Classroom teachers will meet biweekly with the administration to disaggregate ESE student data. Administration will schedule collaborative planning for our ESE team.

- Be intentional with planning to improve core instruction.
- Provide explicit teaching and modeling of reading comprehension strategies and interventions that enhance vocabulary and oral language development.
- Use the data to drive instruction
- Ongoing monitoring of progress and making the necessary changes to the student's educational plan as needed in ELA.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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