

Leon County Schools

# ASTORIA PARK 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:

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

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

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

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

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

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

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

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

## Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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The mission of Astoria Park Elementary is to provide a collaborative learning environment, in partnership with our community, to meet the needs of all students in a safe environment that fosters a positive self-image while preparing students to become responsible, self-motivated, scholars.

Provide the school's vision statement

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The vision of Astoria Park Elementary is to engage students in their educational and social emotional growth while challenging students to embrace change, value diversity, and promote self-advocacy in an effort to create contributing members to society.

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

Oronde McKhan

Position Title

Principal

Job Duties and Responsibilities

---

Oversee day-to-day school operations

Manage school logistics and budgets

Set learning goals for students and teachers based on state curricula

Monitor and report on teacher performance

Research new resources and techniques to improve teaching

Interview and hire school personnel

Review and implement school policies

Provide guidance and counseling to teachers

Handle emergencies and school crises

Ensure a safe and clean environment for students

Attend conferences to gain knowledge on current educational trends.

## **Leadership Team Member #2**

### **Employee's Name**

Katrina Bradwell

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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Assist the Principal in the following:

Oversee day-to-day school operations.

Manage school logistics and budgets.

Set learning goals for students and teachers based on state curricula.

Monitor and report on teacher performance.

Research new resources and techniques to improve teaching.

Interview school personnel

Review and implement school policies.

Provide guidance and counseling to teachers.

Handle emergencies and school crises

Organize school events and assemblies.

Ensure a safe and clean environment for students.

Keep current on educational trends.

All additional duties as assigned.

## Leadership Team Member #3

### Employee's Name

Ivory Gabriel

### Position Title

Assistant Principal

### Job Duties and Responsibilities

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Assist the Principal in the following:

Oversee day-to-day school operations.

Manage school logistics and budgets.

Set learning goals for students and teachers based on state curricula.

Monitor and report on teacher performance.

Research new resources and techniques to improve teaching.

Interview school personnel

Review and implement school policies.

Provide guidance and counseling to teachers.

Handle emergencies and school crises

Organize school events and assemblies.

Ensure a safe and clean environment for students.

Keep current on educational trends.

All additional duties as assigned.

## Leadership Team Member #4

### Employee's Name

Dwanna Moore

### Position Title

Reading Coach

### Job Duties and Responsibilities

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- Model research-based instructional approaches and collaborate with the teacher to determine those approaches that best meet the students' needs.
- Observe the teacher as he/she implements changes in instructional approaches and provide feedback to the teacher.
- Provide ongoing professional development to teachers in a school-based setting.
- Assist teachers in aligning their teaching with appropriate standards, curriculum and assessments.
- Provide assessment support to teachers through collaborative analysis of student work and

formal and informal assessments.

- Serve as a resource to literacy educators.
- Monitor the progress of struggling students and offer suggestions for intervention to meet students' reading needs.
- Facilitate inquiry groups among teachers where current research and writing on effective literacy practice is read and discussed.
- Support the administrator and leadership team in the creation of the school's professional development plan with specific, measurable and attainable benchmarks for teacher and student performance.
- Participate fully in professional development for coaches, including peer observations, professional research and reading, and inquiry sessions.



## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

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

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

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Stakeholder involvement consists of presentation of the plan in our first PTO/SAC meeting. Stakeholders will have the opportunity to provide feedback and suggestions for the school improvement plan.

### SIP Monitoring

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

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The SIP will be regularly monitored through weekly grade level meetings and data reviews with administration, coaches, and team leaders. Monthly support provided from LCS district staff as well as administrative observations will assist with monitoring for implementation. The SIP is a fluid document whereby data collected through aforementioned methods will drive instructional and SIP changes.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>93.4%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)* BLACK/AFRICAN AMERICAN STUDENTS (BLK)* MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: C 2022-23: D* 2021-22: D 2020-21: 2019-20: C</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	27	32	26	26	35	28				174
One or more suspensions	1	1	6	3	19	11				41
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	5	29	32	20	33	21				140
Level 1 on statewide Math assessment	11	11	19	15	27	26				109
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	16	11	18	26						71
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	5	7	15	7	11					45

#### 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	23	21	20	6	13	22				105

#### 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	5	4	1	5	2	0				17
Students retained two or more times	0	0	1	0	1	0				2

**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	6	15	17	12	12	11				73
One or more suspensions	1	1	8	13	10	13				46
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment				38	15	29				82
Level 1 on statewide Math assessment				33	13	48				94
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	15	9	15	37						105

**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		3	8	5	8				25

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	7	5	14						28
Students retained two or more times				3	1	1				5

## 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 *	37	56	57	35	54	53	29	57	56
ELA Grade 3 Achievement **	37	59	58	33	56	53			
ELA Learning Gains	50	58	60				53		
ELA Learning Gains Lowest 25%	41	52	57				58		
Math Achievement *	48	60	62	36	56	59	26	47	50
Math Learning Gains	46	59	62				42		
Math Learning Gains Lowest 25%	43	47	52				34		
Science Achievement *	24	54	57	19	52	54	17	57	59
Social Studies Achievement *								60	64
Graduation Rate								50	50
Middle School Acceleration								47	52
College and Career Readiness									80
ELP Progress	62	61		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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	41%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	326
Total Components for the FPPI	8
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
41%	31%	37%	21%		42%	40%

\* 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	24%	Yes	5	2
Black/African American Students	40%	Yes	3	
Multiracial Students	60%	No		
White Students	46%	No		
Economically Disadvantaged Students	43%	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	15%	Yes	4	1
Black/African American Students	31%	Yes	2	1

## 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%
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Economically Disadvantaged Students

27%

Yes

2

1

## 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%
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Students With Disabilities

32%

Yes

3

English Language Learners

Native American Students

Asian Students

Black/African American Students

38%

Yes

1

Hispanic Students

Multiracial Students

48%

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%
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	35%	Yes	1	

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	37%	37%	50%	41%	48%	46%	43%	24%					
Students With Disabilities	11%	13%	26%	20%	20%	35%	43%						
Black/African American Students	36%	32%	50%	41%	47%	47%	43%	24%					
Multiracial Students	60%				60%								
White Students	42%				50%								
Economically Disadvantaged Students	35%	37%	48%	42%	48%	50%	54%	28%					

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	35%	33%			36%			19%					
Students With Disabilities	12%	5%			14%			29%					
Black/African American Students	35%	35%			37%			17%					
Economically Disadvantaged Students	33%	28%			34%			14%					

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.
All Students	29%		53%	58%	26%	42%	34%	17%		
Students With Disabilities	27%		59%		16%	29%		30%		
English Language Learners										
Native American Students										
Asian Students										
Black/African American Students	30%		56%	59%	26%	41%	36%	15%		
Hispanic Students										
Multiracial Students	36%		60%		33%	64%				
Pacific Islander Students										
White Students										
Economically Disadvantaged Students	28%		52%	59%	22%	38%	34%	15%		

## 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	37%	55%	-18%	55%	-18%
Ela	4	34%	51%	-17%	53%	-19%
Ela	5	38%	52%	-14%	55%	-17%
Math	3	57%	60%	-3%	60%	-3%
Math	4	41%	56%	-15%	58%	-17%
Math	5	31%	51%	-20%	56%	-25%
Science	5	25%	51%	-26%	53%	-28%

### III. Planning for Improvement

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

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

##### Most Improvement

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

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The most improved data component is math proficiency in grades 3-5 with a 9% increase from 2022-2023. New actions consisted of providing teachers a strategic plan for implementing whole and small group instruction. This plan also included targeted students for small group instruction as well as defined resource to use for instruction and intervention.

##### 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 lowest data component is science with a 24% proficiency rate. Historically, science has been the lowest performing data component. This is attributed to lack of strong foundational skills in reading and math. This includes limited background knowledge in science, that could be used to stimulate critical thinking skills to develop understanding of scientific concepts.

##### Greatest Decline

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

---

The only decline from the prior year is in the area of ELA in grades 3-5, with a 2% decline. One contributing factor to this decline is teacher absences in two 3rd grade classrooms which required a long term substitute to fill in for those teachers.

##### 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.

---

Science had the greatest gap compared to the state average with a 28-point deficit. This is attributed to lack of strong foundational skills in reading and math. This includes limited background knowledge in science, that could be used to stimulate critical thinking skills to develop understanding of scientific concepts.

##### EWS Areas of Concern

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

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Areas of concern include students scoring a level 1 on state assessments in ELA and Math and students with attendance below 90 percent

### **Highest Priorities**

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

---

1. ESSA Subgroup Proficiency
2. ELA Proficiency
3. Math Proficiency
4. Positive School Culture

## 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), Black/African American Students (BLK), Economically Disadvantaged Students (FRL)**

#### 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.

---

The Area of Focus includes Students with disabilities, Black/African American students as well as our economically disadvantaged population. The 2023-2024 state assessment data revealed 24% of students with disabilities were proficient, 36% of black students were proficient in ELA and 35% of economically disadvantaged students were proficient in ELA. These groups of students have historically performed under 41% proficiency on state assessments which is the rationale for identifying these areas as a crucial need.

#### Measurable Outcome

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

---

The goal for 2023-24 is that 45% of economically disadvantaged, students with disabilities and black/African American students will score at the proficiency level and/or make learning gains on the State's Progress monitoring.

#### 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.

---

This area of focus will be monitored through monthly data review of progress monitoring results, data chats with teachers and weekly meetings with the MTSS team. STAR, iReady, state assessments, and classroom assessments will be used to monitor the progress of these students.

#### Person responsible for monitoring outcome

Orande McKhan, 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:**

Teachers will use Instructional strategies inclusive of explicit instruction, prior knowledge, graphic organizers. These strategies coupled with benchmark alignment and the effective use of collaborative structures will be used to implement interventions.

### **Rationale:**

The reading comprehension strategies discussed can be incorporated into the classroom and will benefit all students, not only those with learning disabilities. If the classroom teacher uses detailed instructions, all of the students should have a clear expectation of goals and strategies for the lesson. When the classroom teacher writes explicit instructions on the board, it allows the entire class to understand the focus of the lesson and the steps involved in the process. In addition, activating prior knowledge should be part of explicit instruction. If students know that their teacher will ask about prior knowledge at the beginning of each story and it is built into the detailed instruction, then students may begin to anticipate it and will begin using this strategy independently. Activating prior knowledge and theme identification can be used when completing graphic organizers as well. (Spencer, 2012 45(1)).

### **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**

ESSA Sub-Group Action Steps

### **Person Monitoring:**

Administration Team

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

Monthly

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

1. Review data with administration, classroom, ESE and resource teachers along with Literacy and Math Coaches 2. Select high impact students based data and ESSA subgroups 3. Select benchmarks and intervention materials 4. Assess student gaps and select targeted interventions based on data 5. Plan and train staff to implement instruction, begin. The impact will be monitored bi-monthly during data chats and team and admin. meetings.

## **Area of Focus #2**

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

### **Instructional Practice specifically relating to Benchmark-aligned instruction**

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

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

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In 8 of 9 walkthrough visits with the Bureau of School Improvement across all grade levels Astoria earned an average score of 1.9 or below when rating instruction aligned to the benchmark. Instruction aligned to the benchmark. Aligning instructional practices with education quality standards is essential for ensuring that students receive the highest quality education and achieve optimal learning outcomes. Effective instructional practices have a direct impact on student engagement, motivation, and achievement.

### **Measurable Outcome**

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

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In 80% of all observation data, instruction will be aligned with the full extent of the benchmark.

### **Monitoring**

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

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This area of focus will be monitored based on daily classroom observations both formal and informal conducted by the admin team. Ongoing monitoring will impact student achievement by ensuring students are being taught the appropriate skills using researched based strategies that ultimately improve the retention of information, producing improved achievement results.

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

Oronde McKhan

### **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:**

One intervention will consist of bi-monthly collaborative planning with admin and coaches that will detail lesson plans that keep the assessment in mind. Backwards planning can help ensure that lessons are aligned to benchmark standards. The implementation of cognitive and visual routines as well as discussion protocols will work together to ensure benchmark aligned instruction.

#### **Rationale:**

Well-designed summative assessments drive instruction when they align to standard(s) or a benchmark. Gleaning insights from formative/summative assessments helps us put the appropriate scaffolds and interventions in place, ultimately increasing student achievement.

#### **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**

Action Steps for Benchmark Alignment

**Person Monitoring:**

Katrina Bradwell

**By When/Frequency:**

Weekly

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

1. Identify the benchmark 2. Unpack the benchmark 3. Plan assessment, determine acceptable evidence of mastery 4. Plan learning experiences and instruction including materials and resources 5. Review with literacy/math coach 6. Reviewed by AP 7. Begin

**Area of Focus #3**

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**

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.

The rationale for this area of focus is that ELA Instructional Practice is the area that will have the highest impact on student achievement as it impacts all other subject areas. This area was identified based on the Spring 2024 PM3 data reflecting that only 41% of students in 1st and 2nd grade are proficient in ELA. Kindergarten has a 72% proficiency rate. In grades 3-5, 3rd grade performed at 37% proficiency followed by 4th grade at 34% and 5th grade at 38%.

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

Instructional practices used in K-2 will include the UFLI and SAVVAS intervention reading programs as a supplement to the core curriculum to address deficits in phonics and phonemic awareness. In addition, Lexia, teacher-led lessons will be used to assist with Tier 2 and 3 interventions.

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

Grades 3-5 will use Magnetic reading, Phonics for Reading, SAVVAS intervention and Lexia. We will provide targeted and prescriptive Tier 2 interventions a minimum of three days a week for 30 minutes in small groups and Tier 3 interventions five days a week for a minimum of 30 minutes in small groups. Instructional practices include the following: Employing questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards. These practices will also provide all students with opportunities to engage in the work

of the lesson, and focus each lesson on a high-quality text or multiple texts.

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

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Astoria will increase proficiency in grades 1-2 to 45% and Kindergarten will increase to 80% proficiency.

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

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Astoria will increase ELA proficiency in grades 3-5 to 45%.

### **Monitoring**

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

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Progress Monitoring will be conducted through weekly instructional reviews focusing on strategies demonstrating alignment of the benchmark standards, academic language, high student engagement, high levels of rigor. Administrator walk through's, FAST, weekly data chats, progress monitoring tools, iReady and Lexia diagnostics, teacher assessments, collaborative planning and bi-monthly PLC with literacy leadership team will also be used to determine the impact on student achievement outcomes.

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

Dwanna Moore

### **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:**

Grades K-2 will utilize the UFLI and SAVVAS intervention reading programs as a supplement to the core curriculum to address deficits in phonics and phonemic awareness. In addition, Lexia, teacher-led lessons and Heggerty will be used to assist with Tier 2 and 3 interventions. Grades 3-5 will use Phonics for Reading, SAVVAS intervention and Lexia. We will provide targeted and prescriptive Tier 2 interventions a minimum of three days a week for 20 minutes in small groups and Tier 3 interventions five days a week for a minimum of 30 minutes in small groups. The strategies used will be inclusive of comprehension strategies including text preview, predictions, context clues, re-read, read aloud, graphics, identifying the main idea, paraphrasing and summarizing.

#### **Rationale:**

The rationale for selecting the above practices/programs is based on 2023-2024 progress monitoring data which reflects a more than 10% deficit when compared to district proficiency rates at the same grade level. We know based on research conducted by FCRR that small group reading instruction is a powerful resource for reading instruction and when coupled with research based strategies listed above, reading proficiency will increase.

#### **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**

RAISE action steps

**Person Monitoring:**

Katrina Bradwell

**By When/Frequency:**

monthly

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

Literacy Leadership a) Identify leadership team which will include Principal, AP, Reading and Math Coaches. b) develop an action plan c) Lead systematic instructional planning Literacy Coaching a) Continuous implementation of collaborative planning to ensure benchmark alignment b) Conduct weekly PLC meetings designed to review and monitor data, instruction, enhance teaching practices for maximum impact on student achievement. c) conduct classroom walkthroughs and provide feedback Assessment a) clearly define and identify learning outcomes based on benchmark alignment b) Compile and analyze data c) adjust/improve programs following results of learning outcomes Professional Learning a) measure and determine what needs to be learned b) reflect on practice c) change and improve practice d) gain/share expertise

## 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.

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Positive Behavior and Intervention Systems were identified as areas of focus based on the large number of referrals in grades 4-5 and tardies and absences school-wide. Instructional interferences in the form of tardies, absences, and referrals impact a teacher's ability to deliver constant, effective instruction while negatively impacting the student's academic achievement. We would like to address both areas to ensure that these numbers begin to trend in the right direction.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for

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each relevant grade level. This should be a data-based, objective outcome.

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Previous Year Data: The 2023-2024 grades 4-5 accounted for 146 disciplinary referrals. In addition, data revealed that there was a total of 7,127 school-wide tardies and 7,347 school-wide absences.

Disciplinary Referrals: We would like to see a 25% decrease in discipline referrals for grades 4-5.

Tardies: We would like to see a 10% decrease in the number of tardies school-wide.

Absences: We would like to see a 10% decrease in the number of absences school-wide.

### **Monitoring**

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

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Attendance and tardies reports will be run daily to ensure we are aware of which students are missing school. Parents/guardians will be contacted when students are missing school. Home visits will be conducted as needed to address attendance concerns. In addition, we will provide an incentive, The Best Day Ever, to encourage students to attend school frequently. On this randomly announced day, students will experience engaging and hands-on activities school-wide theme, that provides an opportunity to learn while having fun.

A 5-step school-wide discipline plan will be used to ensure that all teachers and staff are taking the same procedures and setting the same classroom expectations. Students will not be able to disrupt the learning environment for any reason. Discipline data will be reviewed regularly to address areas of concern with particular students, teachers, or grade levels. Interventions will be put into place for these students and/or classes to limit reoccurring issues.

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

Oronde McKhan

### **Evidence-based Intervention:**

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

#### **Description of Intervention #1:**

The leadership team alongside the behavior support team will ensure that a schoolwide discipline plan is being administered by all teachers and staff members, with common language, procedures, and expectations to ensure everyone is aware of the requirements needed to facilitate this change. A



PBIS system, where classroom and school-wide incentives will be in place to encourage students to strive for excellence in behavior and school attendance. Community partners and student mentors will be involved with staff and students to promote a positive culture and environment.

**Rationale:**

By including community partners and mentors in the school environment of Astoria Park, we will continue to change the culture in a positive way. The commitment from community partners, mentors, parents, teachers, and staff will improve our students' opportunities for 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 #1**

Action Steps to improve Positive Behavior and Intervention Systems

**Person Monitoring:**

Ivory Gabriel

**By When/Frequency:**

Weekly

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

1. Present schoolwide discipline plan to stakeholders 2. Provide materials/resources needed to implement the plan 3. Implement the plan 3. Gather data (referral/attendance)and Paw Bucks 4. Plan PBIS Celebrations/Best Day Ever 5. Reflect and make adjustments as needed.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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

#### Dissemination Methods

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

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

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Copies of this information will be passed out at PTO/SAC meetings, posted on the school website, and by stakeholder request. website address: <https://www.leonschools.net/astoriapark>

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

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

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

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Family engagement nights are planned throughout the course of the year to include financial literacy, parenting classes, career exploration, and steam activities.

<https://www.leonschools.net/astoriapark>

#### Plans to Strengthen the Academic Program

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

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The school plans to strengthen the academic program through creating a master schedule to ensure academic learning time is protected, weekly data chats with coaches/admin, monthly progress monitoring checks with admin to ensure students are continuously making progress. Resource

teachers and coaches will push in to classrooms to provide additional academic support. 21st Century programs and Extended day programs will serve as a continuation of the school day to increase academic learning time. Additionally, participation in the reading and math PALS program as well as local university volunteers help students with reading throughout the school year.

**How Plan is Developed**

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

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Through 21st century (Federal program) targeted instructional support is provided daily to students in grades 3-5 after school. As part of the program, a nutritional snack is provided daily. Educational resources include support from FDLRS and FCRR to assist some of our most vulnerable students. Renaissance, Echo, Capital Community Action Agencies help support rental of housing. ACE and the IRC assist with bilingual support, Refuge House and Boys Town are all programs geared to help with adult education and foster care(housing for our students). Our school is a complete free and reduced lunch school where all students receive free lunch.

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

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

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

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

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

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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 by offering sessions for individual and groups who have needs in the social-emotional domain, monitor through the MTSS process students who may need additional resources and support through outside agencies approved by the district, in addition to partnering with approved vendors who come into the school to offer services for mentoring, counseling, self-help skills, mental health, and grief. As a school wide way to help students improve skills we offer guidance classes once a week to all class grade levels. These services help students to navigate their world more efficiently as they build confidence in themselves and their abilities.

#### Preparing for Postsecondary Opportunities and the Workforce

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

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Students will participate in the Xello career planning tool that will expose them to the many career opportunities in the community based on their personalities, skills, and performance. This program will help students better understand their interests, skills, and strengths toward different careers as well as the types of classes they might be interested in taking in high school and college.

In addition, students in 3rd-5th grades will have the opportunity to develop a skill set with the CTE Digital Tools. Students will take courses in Computer Fundamentals, Word Processing, and Cyber Security. These courses will prepare the students and build skills designed to help the student submit quality and proficient work in high school and post-secondary.

It will prepare them for career choices in the technology field and assist with developing good keyboarding skills as well as increase knowledge on cyber security

#### 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

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Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

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Our Tier I schoolwide model to prevent problem behavior is our school's PBIS system called Astoria Park Panther P.R.I.D.E. Students earn the monthly celebrations by exhibiting desired behaviors. These are taught and reiterated in guidance special area classes that all students attend and are reinforced schoolwide, in the classroom, hallways, cafeteria, etc. If problem behavior does occur at the Tier 1 level, our school implements the progressive discipline policy outlined by Leon County Schools. If behavior escalates, students are brought to the MTSS team and go through the RTI process as they enter Tier 2. School personnel, including but not limited to, Assistant Principals, Behavior Specialist, Paraprofessionals as well as district personnel, including but not limited to, the program specialist for behavior, are utilized in a variety of interventions to determine behavior triggers and to create an individualized, proactive plan to prevent further behavior problems. As data is continued to be collected for the RTI process, students are moved to Tier 3 if need arises, and district assigned program specialist for behavior will conduct a functional behavior assessment (FBA) and determine if a behavior intervention plan (BIP) as needed.

### **Professional Learning and Other Activities**

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

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Professional learning opportunities for teachers are offered monthly through the district that pertains to classroom curriculum and instructional strategies. Paraprofessionals receive training inclusive of working in team settings and providing support school wide. Data meeting are held weekly with coaches, interventionists, admin and 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. (ESEA 1114(b)(7)(iii)(V))

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The layout of our Pre-K room is indicative of the set of a typical kindergarten classroom; there are longer instructional times to build stamina and attention span; all activities are scheduled, curriculum consist of science-discovery, literacy, and math and we develop independence in self aware toileting strategies,

## VI. ATSI, TSI and CSI Resource Review

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

### **Process to Review the Use of Resources**

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

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The process includes first reviewing the data to determine and prioritize the greatest needs of the school. Next review available resources and their effectiveness, then select appropriate resources to meet the needs of the students based upon effect size. Data revealed the improvement of the number of level ones and tier 3 students is our greatest need.

### **Specifics to Address the Need**

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

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Resources used to address the needs based on the data include the district approved core curriculum SAAVAS and Go Math, as well as Magnetic reading, Ready math, UFLI, Heggerty and Phonics for Reading to supplement the core instructional resources. Teachers have a specific intervention time built into their daily schedules and will pull targeted groups to implement use of supplemental resources. Paraprofessionals and resource teachers will offer additional support with specific skills in ELA and math.

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