KATE SULLIVAN ELEM. SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Kate Sullivan Elementary School is to prepare students to become responsible, respectful and independent learners equipped with the critical thinking skills necessary to compete in our global society.

Provide the school's vision statement

Kate Sullivan will be an engaging, safe, and respectful learning environment that embraces change and produces successful learners who value diversity and are conscientious contributors to our 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
Julie Lawson

Position Title
Principal

Job Duties and Responsibilities

Coordinates administrative oversight and plans all phases of instructional leadership for Kate Sullivan. Develops standardized curricula, assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, budgets expenses, hires and evaluates staff and oversees facilities.

Leadership Team Member #2

Employee's Name
Christie Owen

Position Title
Dean of Curriculum

Job Duties and Responsibilities

Supports all efforts of the principal, oversees all curricular initiatives, serves as the testing coordinator, works alongside the student recognition committee, provides instructional feedback for teachers, coordinates math initiatives that support state standards and the mission/ vision of the district, assists with coordinating schoolwide events (i.e., orientation and open house), and attends monthly leadership and faculty meetings.

Leadership Team Member #3

Employee's Name
April Wetherington

Position Title
Reading Coach

Job Duties and Responsibilities

Leads Curriculum Planning Team projects and teacher meetings, provides support for the unpacking of core content standards and programs, provides coaching and mentoring to all teachers, assists in the design and implementation of progress monitoring, data collection and analysis, coordinates schoolwide reading interventions, plans/provides professional development and school improvement plan implementation process, works with district coaches to ensure that all instructional needs of teachers are met, and works with small groups of targeted students.

Leadership Team Member #4

Employee's Name
Chris Gautney

Position Title
Assistant Principal

Job Duties and Responsibilities

Supports all efforts of the principal, works alongside the student recognition and discipline committee, responsible for all behavior and attendance monitoring and implementation of school rules and district policy, assists the paraprofessional and custodial staff members and oversees the maintenance of the schoolhouse.

Leadership Team Member #5

Employee's Name
Kasey Cunningham

Position Title

Mental Health Counselor

Job Duties and Responsibilities

SBTMT Chair

Creates and implements guidance instruction for K and 1 students

Provides counseling and mental health assistance to students

Leadership Team Member #6

Employee's Name
Toylene Railey

Position Title
Guidance Counselor/ Referral Coordinator

Job Duties and Responsibilities

Referral coordinator, 504 coordinator, Threat and suicide assessment team member, and ESOL coordinator.

Leadership Team Member #7

Employee's Name
Takisha Robertson

Position Title
Instructional Coach/ Interventionist

Job Duties and Responsibilities

As an Instructional Coach/ Interventionist Mrs. Robertson works with the Literacy and Math Coach to design, execute and assess individualized student plans
based on various factors such as student needs and resources. Goals include ensuring academic decisions are data driven and planning appropriate supports for students and teachers to increase achievement. Efforts are also coordinated with the MTSS Team to put proper interventions in place to help students acquire mastery of grade level standards.

Leadership Team Member #8

Employee's Name
Lydia Vega

Position Title
Gifted Teacher/ Science Coach

Job Duties and Responsibilities

Identifies and assesses students for TAG (talented and gifted program). Teaches TAG students following grade level state standards. Provides opportunities for students to grow academically and interact with information in creative ways. Provides science coaching to all science teachers. Co-teaches in science classrooms and provides coaching opportunities to teachers to increase student capacity and confidence in science.

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.

The development of the School Improvement Plan is a joint effort between the school and the School Advisory Council through data-driven conversations. The school leadership team keeps the School Advisory Council informed about school data, curriculum, and research- based strategies so they can contribute to the development and monitoring of the SIP throughout the school year.

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))*

During SAC meetings the SIP will be reviewed using real time data that includes- attendance, behavior and progress monitoring data.   The principal shall receive and consider SAC advice; however, the principal remains responsible for making decisions necessary for administering and supervising the school. The principal shall promote communication among students, staff, parents, and community representatives. School advisory councils shall not assume any of the powers or duties now reserved by Florida Statute for the School Board or its administrative or instructional staff. The SAC shall be representative of teachers, parents, support service employees, students (if appropriate), and other community members.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**NO**
2023-24 MINORITY RATE	**71.4%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**76.6%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: B** **2022-23: B*** **2021-22: C** **2020-21:** **2019-20: 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	6	22	20	25	24	22				119
One or more suspensions	1	8	14	12	9	19				63
Course failure in English Language Arts (ELA)	0	0	0	30	23	24				77
Course failure in Math	0	0	0	31	20	32				83
Level 1 on statewide ELA assessment	8	17	20	43	18	27				133
Level 1 on statewide Math assessment	7	35	20	36	11	29				138
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	17	20	43						88
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	7	35	20	36	11					109

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	2	12	15	41	27	35				132

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	8	6	0	8	1	0				23
Students retained two or more times	0	0	0	1	0	0				1

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	5	24	20	22	17	22				110
One or more suspensions		11	10	11	21	10				63
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment				4	27	28				59
Level 1 on statewide Math assessment					6	24				30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		5	1	5	13	14				38

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	8	3	1	5	2					19
Students retained two or more times					1					1

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	59	56	57	53	54	53	56	57	56
ELA Grade 3 Achievement **	56	59	58	50	56	53			
ELA Learning Gains	62	58	60				54		
ELA Learning Gains Lowest 25%	56	52	57				38		
Math Achievement *	57	60	62	54	56	59	54	47	50
Math Learning Gains	59	59	62				56		
Math Learning Gains Lowest 25%	50	47	52				38		
Science Achievement *	68	54	57	67	52	54	56	57	59
Social Studies Achievement *							60	60	64
Graduation Rate								50	50
Middle School Acceleration								47	52
College and Career Readiness									80
ELP Progress	62	62	61	75	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	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	529
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
59%	60%	50%	39%		56%	50%

* 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	29%	Yes	5	1
English Language Learners	56%	No		
Asian Students	68%	No		
Black/African American Students	52%	No		
Hispanic Students	62%	No		
Multiracial Students	57%	No		
White Students	70%	No		
Economically Disadvantaged Students	55%	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	33%	Yes	4	
English Language Learners	75%	No		
Asian Students	68%	No		
Black/African American Students	37%	Yes	2	
Hispanic Students	73%	No		
Multiracial Students	54%	No		
White Students	74%	No		
Economically Disadvantaged Students	42%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	35%	Yes	3	
English Language Learners	35%	Yes	1	
Native American Students				
Asian Students	67%	No		
Black/African American Students	40%	Yes	1	
Hispanic Students	53%	No		
Multiracial Students	53%	No		
Pacific Islander Students				
White Students	70%	No		
Economically Disadvantaged Students	44%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	59%	56%	62%	56%	57%	59%	50%	68%					62%
Students With Disabilities	19%	17%	30%	31%	30%	46%	31%						
English Language Learners	55%		50%		58%	54%							62%
Asian Students	73%	58%	60%		81%	75%							60%
Black/African American Students	50%	48%	58%	59%	43%	52%	43%	64%					
Hispanic Students	62%	50%	67%		67%	63%							
Multiracial Students	59%	55%	62%		59%	52%							
White Students	71%	76%	69%	64%	73%	66%		69%					
Economically Disadvantaged Students	51%	47%	61%	63%	46%	52%	47%	72%					

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	53%	50%			54%			67%			75%		
Students With Disabilities	33%	30%			34%			36%					
English Language Learners													75%
Asian Students	68%				68%								
Black/African American Students	35%	36%			36%			39%					
Hispanic Students	70%	80%			70%								
Multiracial Students	52%	67%			44%								
White Students	72%	63%			72%			90%					
Economically Disadvantaged Students	42%	44%			41%			41%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	56%	54%	54%	38%	54%	56%	38%	56%					
English Language Learners	30%				40%								
Students With Disabilities	38%	39%		14%	35%	52%	33%	32%					
Native American Students													
Asian Students	67%				67%								
Black/African American Students	41%		48%	32%	37%	43%	37%	40%					
Hispanic Students	52%		53%		54%	59%		45%					
Multiracial Students	54%		57%		50%	50%							
Pacific Islander Students													
White Students	72%		59%		73%	70%		74%					
Economically Disadvantaged Students	41%		49%	44%	38%	56%	46%	37%					

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	56%	55%	1%	55%	1%
Ela	4	57%	51%	6%	53%	4%
Ela	5	63%	52%	11%	55%	8%
Math	3	60%	60%	0%	60%	0%
Math	4	57%	56%	1%	58%	-1%
Math	5	53%	51%	2%	56%	-3%
Science	5	68%	51%	17%	53%	15%

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?

We showed substantial improvement in 3rd grade ELA and 3rd grade math. We supported 3rd grade Math and ELA teachers with deliberately planned WIN groups utilizing interventionists, instructional coaches and paraprofessional support. During these WIN groups all students participated in small group, deliberate, isolated and intensive instruction based on student need for 30 minutes for both subjects reading and math.   Students were able to move throughout the groups based on progress monitoring data. These groups were so successful we will be implementing them at all grade levels.

Lowest Performance

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

5th grade math showed an unexpected drop in proficiency from how these students performed in 4th grade in 2022-23. In 2022-23 our 4th grade math proficiency was 63 percent and in 2023-24 our 5th grade math proficiency was 53 percent. These students demonstrated such high proficiency in 4th grade we expected that to show in 5th grade. Although 53 percent is up one percent from when the 5th graders in 2022-23 performed. The gains are there, however we would like the proficiency to be higher. In analyzing data there is not any glaring contributing factor but we will be revamping how we schedule students and what the load is on the teachers.

Greatest Decline

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

5th grade math showed an unexpected drop in proficiency from how these students performed in 4th grade in 2022-23. In 2022-23 our 4th grade math proficiency was 63 percent and in 2023-24 our 5th grade math proficiency was 53 percent. With these students demonstrating such high proficiency in 4th grade we expected that to show in 5th grade. Although 53 percent is up one percent from when the 5th graders in 2022-23 performed. The gains are there however we would like the proficiency to be higher. In analyzing data there is not any glaring contributing factor but we will be revamping how we schedule students and what the load is on the 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.

Our science scores show the greatest gap compared to the state average. The state average in science is 53% proficiency and Kate Sullivan is at 68% proficiency. What has contributed to this is having a science advocate who believes in the power of science instruction in creating career knowledge and pathways for post secondary success for students. As a school we emphasize science with a STEAM day and an Art fest that infuses science.

EWS Areas of Concern

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

For the 2023-24 school year the number of level 1 in third grade students in reading was more than double that of any grade. Additionally the number of students missing more than ten percent of the school year. Students must be at school in order to recieve high quality Tier 1 instruction. Creating incentives for students to attend school will ensure that they receive Tier 1 instruction and decrease the number of Level 1 students in 3rd Grade.

Highest Priorities

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

1. Increase 5th grade math proficiency
2. Increase 3rd grade reading proficiency
3. Increase 4th grade reading proficiency
4. Increase SWD reading proficiency
5. 4th grade math proficiency

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

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.

Reading among all students is a area of critical need. The challenge of the past few years have increased the need to focus on learning gains for all students. Additionally, a focus on this area will capture the learning needs of two of our sub groups (SWD and ELLs) that are performing below the federal index threshold.

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.

In 2021-22 third grade students reading at a level 3 or higher was at 49%, in 2024-25 these now 4th grade students reading at a level 3 or higher was 57%.
In 2022-23 fourth grade students reading at a level 3 or higher was 59%, in 2024-25 these now 5th grade students reading at a level 3 or higher was 63%.
In 2023-24 our third grade students reading at a level 3 or higher was 56%. While we are seeing increases in the number of students reading at a level 3 or higher we are only seeing roughly 6 out of 10 students showing adequate yearly progress. Our goal is to see gains in 4th and 5th grade at 72% or higher, currently we are at 62%. For students in the bottom 25% we had just over half of our students show gains at 55%. Our goal is for these students in the bottom 25% to be at 65%. Across the board a 10% increase in student gains.

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.

Progress Monitoring assessments will be used to monitor for improvement in this area in addition to regularly administered classroom assessments aligned to the state standards.

Person responsible for monitoring outcome

April Wetherington, Julie Lawson, Christie Owen, Chris Gautney

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:
Using evidence-based curriculum materials and intervention materials students will receive high impact, standards-aligned whole group instruction and differentiated small group instruction 3-5 per week. This year we are using evidenced based -materials and being intentional with the assignment of interventions for all students.

Rationale:
Students thrive in small group learning that is targeted at their individual level. This allows students to strategically target areas of weakness, fill those gaps, and rejoin their classmates quickly without missing key concepts needed to be successful in the future.

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

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

Action Steps to Implement:

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

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

Action Step #1
Monthly progress monitoring to determine the efficacy of instruction and to provide tiered instruction.

Person Monitoring:	**By When/Frequency:**
April Wetherington	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monthly progress monitoring to determine the efficacy of instruction and to provide tiered instruction.

Action Step #2
Monitor instruction to ensure it is standards based and appropriately scaffolded using levels of complexity as a guide.

Person Monitoring:	**By When/Frequency:**
April Wetherington	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monitor instruction to ensure it is standards based and appropriately scaffolded using levels of complexity as a guide.

Action Step #3
Provide cognitively complex opportunities for all students.

Person Monitoring:	**By When/Frequency:**
April Wetherington	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide cognitively complex opportunities for all students.

Action Step #4
Professional Development

Person Monitoring:	**By When/Frequency:**
April Wetherington	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide ongoing Professional Development to teachers to support instruction.

Area of Focus #2

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

Instructional Practice specifically relating to Math

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.

Grade level math instruction among all students is a area of critical need. The challenge of the past few years have increased the need to focus on learning gains for all students. Additionally, a focus on this area will capture the learning needs of two of our sub groups (SWD and ELLs) that are performing below the federal index threshold.

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.

In 2023-24 our fourth grade students math scores at level 3 or higher was 57% and our fifth grade students math scores at level 3 or higher was 53%. While we are seeing an increases in the number of students math scores at a level 3 or higher we are only seeing roughly 5 out of 10 students showing adequate yearly progress. Our goal is to see gains in 4th and 5th grade at 62% or higher. For students in the bottom 25% we had just half of our students show gains at 50%. Our goal is for these students in the bottom 25% to be at 55%. Across the board a 10% increase in student gains.

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.

Progress Monitoring assessments: STAR, FAST, iReady, and WIN groups will be used to monitor for improvement in this area in addition to regularly administered classroom assessments aligned to the state standards.

Person responsible for monitoring outcome
Takisha Robertson, Julie Lawson, Christie Owen, Chris Gautney

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:
Using evidence-based curriculum materials and intervention materials students will receive high impact, standards-aligned whole group instruction and differentiated small group instruction 3-5 per week. This year we are using evidenced based -materials and being intentional with the assignment of interventions for all students. Each teacher will also have colloborative days with the math coach and county curriculum developers.

Rationale:
Students thrive in small group learning that is targeted at their individual level. This allows students to strategically target areas of weakness, fill those gaps, and rejoin their classmates quickly without missing key concepts needed to be successful in the future.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate 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
Monitor instruction to ensure it is standards based and appropriately scaffolded using levels of complexity as a guide. Progress monitoring data will be review after assessment to determine the students that need to be in WIN groups for addiontional instruction time.

Person Monitoring:	**By When/Frequency:**
Takisha Robertson, Christie Owen	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
After the completion of an assessment teachers will compile student data and meet with the math coach and dean of curriculum. During the data meetings plans will be developed and adjust to target the weakest areas. Students will be placed into WIn groups for pullout based on the data from the assessments.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

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

Consistent attendance is a focus area. The number of students absent 10% or more of the instructional calendar is excessive. The breakdown is as follows: Kindergarten 6 students, 1st grade 22 students, 2nd grade 20 students, third grade 25 students, 4th grade 24 students and in 5th grade 22 students. This accounts for 16% of our student population.

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

Our goal is to decrease absenteeism in each grade level by 6%.

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.

Attendance letters will be sent to all students. With more than half of our population on school choice, specific attendance letters with revocation clauses will be sent to these students. Attendance conferences tied to academic achievement will be mandatory when students receive their second FOCUS letter for truancy. In order to encourage attendance in school homeroom classrooms and students that do not fall into the truamcy number will have celbrations to encourage others to attend school.

Person responsible for monitoring outcome
Chris Gautney

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:
Chronic truancy is a well-known precursor to significant problems in students' behavior, academic achievement and student development. Efficacy research indicates that reducing truancy requires engagement and commitment from all areas of students' lives: school, community and family.

Rationale:
In order to immmpact other areas of concern students must be attendance of Tier 1 instruction to benefit and learn. Students that are not considered truant benefit from Tier 1 instructions and incentives programs that will keep students in class and wanting to learn. Celebrations and reward

activites have shown that they increase student engagement in the classroom.

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
Weekly letters will created for truancy. Students that receive a Level 2 wrning letter will also receive an attendance contract to incentise to attend school. A month classroom and student reward system will be implemented to encourage students to be at school.

Person Monitoring:	By When/Frequency:
Chris Gautney	Weekly Letters & Monthly Incentives.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Attendance reports will be rune weekly through focus. Phone calls will be made by teachers, guidance counselores, and admin to family of truant students. The school social worker and MTSS team will be involved in contacting parents and visiting homes. The school incentive and reward committee will meet to cetup celebrations for classroom and students that have acceptable attendance.

Area of Focus #2

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.

The school will use the FOCUS school wide PBiS system. This systemt allows teachers to award teachers to issue points for demonstrating positive behaviors. The earned points can then be used to purchase items from a school as an in house school currency. Earning positive behavior points and earnign prizes will incentivise other students to demonstrate positive behaviors and will have an impact on their learning.

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.

Students will earn positive behavior points in the classromm and schoolwide. Earning rewards from positive behaviors will decrease the number of referrals results in ISS or OSS by 10%.

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.

Monthly reports will be run of positive rewards and students with referrals. These results will be reviewed with faculty monthly for rewards processing. The PBiS committee will use the data to discuss changes needed to the program to decrease the amount of student out of the classroom time to positive impact learning.

Person responsible for monitoring outcome
Chris Gautney

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:
PBIS framework define positive expectations like respectful and kind and teach students skills to help create the environment they want to see. For example, when schools work to address bullying within a PBIS framework –teaching students how to interrupt bullying behaviors – schools actually see fewer incidents of bullying. Within the PBIS framework, students have lower levels of unwanted behaviors and higher levels of positive, prosocial behaviors and emotion regulation

Rationale:
Establishing school-wide expectations with your students sets the tone for the classroom. When you spend time getting to know your students and use strategies to deepen connections every day, you are building a healthy classroom environment. When students have clear expectations, are regularly acknowledged for the things they do well, and receive instructional consequences more often than exclusionary ones, they are going to spend more time in class than out of it.

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
Weekly positive behavior points reports, updating bulletin boards, and creating points sale carts. Pulling discpline reports monthly and assist high flyers with behavioral support.

Person Monitoring:	**By When/Frequency:**
Chris Gautney	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Tracking student usage of positive reward points. Compare positive points earned and referrals submitted each month to the previous year.

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.

https://www.leonschools.net/sullivan

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen
not to apply.   **No**

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