

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 6
 - D. Demographic Data 7
 - E. Early Warning Systems 8
- II. Needs Assessment/Data Review 11
 - A. ESSA School, District, State Comparison 12
 - B. ESSA School-Level Data Review 13
 - C. ESSA Subgroup Data Review 14
 - D. Accountability Components by Subgroup 17
 - E. Grade Level Data Review 20
- III. Planning for Improvement 21
- IV. Positive Culture and Environment 28
- V. Title I Requirements (optional) 31
- VI. ATSI, TSI and CSI Resource Review 33
- VII. Budget to Support Areas of Focus 34

School Board Approval

This plan was approved by the Leon County School Board on School Board Approval 10/8/24.

SIP Authority

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

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission at Hawks Rise Elementary School is to help each student develop into a lifelong learner who is inspired with productive creativity, equipped with the skills of a critical thinker, problem solver and decision maker, and prepared to be a responsible citizen. This will be accomplished through the cooperative efforts of the entire community (students, parents, school and partners) as we work together to provide a nurturing, safe, secure learning environment where respect for others is celebrated, and our students achieve success through their diverse and individual talents.

Provide the school's vision statement

Our vision at Hawks Rise is to guide students to realize their full potential, academically, emotionally, and socially.

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

Terri Martin

Position Title

Principal

Job Duties and Responsibilities

The principal and the assistant principals ensure teachers are trained on curriculum, including intervention program materials, and on research-based strategies. The administration team also conducts informal and formal observations to identify areas of need and to find role models for other teachers. Also, the administration has oversight in ensuring that pacing and planning are on target for students to show achievement. Finally, administration ensures that data is being monitored and that informal and formal assessments are being disaggregated in order to find strengths and weaknesses. These strengths and weaknesses will be used to guide instruction on an ongoing basis.

Leadership Team Member #2

Employee's Name

Dionne Gaines

Position Title

Assistant Principal

Job Duties and Responsibilities

The principal and the assistant principals ensure teachers are trained on curriculum, including intervention program materials, and on research-based strategies. The administration team also conducts informal and formal observations to identify areas of need and to find role models for other teachers. Also, the administration has oversight in ensuring that pacing and planning are on target for students to show achievement. Finally, administration ensures that data is being monitored and that informal and formal assessments are being disaggregated in order to find strengths and weaknesses. These strengths and weaknesses will be used to guide instruction on an ongoing basis.

Leadership Team Member #3

Employee's Name

Shannon Davis

Position Title

Assistant Principal

Job Duties and Responsibilities

The principal and the assistant principals ensure teachers are trained on curriculum, including intervention program materials, and on research-based strategies. The administration team also conducts informal and formal observations to identify areas of need and to find role models for other teachers. Also, the administration has oversight in ensuring that pacing and planning are on target for students to show achievement. Finally, administration ensures that data is being monitored and that informal and formal assessments are being disaggregated in order to find strengths and weaknesses. These strengths and weaknesses will be used to guide instruction on an ongoing basis.

Leadership Team Member #4

Employee's Name

Elizabeth Rudd

Position Title

Reading Coach

Job Duties and Responsibilities

The Reading Coach will ensure that teachers and staff receive training on ELA curricula and will ensure teachers have materials needed for instruction and intervention. Along with other members of the Leadership Team, the Reading Coach will review data to determine the needs of the students and will inform parents/guardians of the students' levels and needs.

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 School Leadership Team will review FAST data and share with teachers, staff, and the School Advisory Council. Together, the stakeholders will create goals based on the school data being sure to review the needs of students in our subgroups. The School Advisory Council will vote to approve the SIP.

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))

School Improvement Plan committee members for ELA, Math, and Science will meet monthly to review data and to review the school's progress toward reaching the goals. The committee chairs will meet with the Leadership Team to discuss the progress and to make plans for instructional revisions for specific students or subgroups. Teachers will meet with the Leadership Team to discuss Progress Monitoring data and to make changes in instruction. as needed.

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	44.5%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	30.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	14	8	16	14	13	16				81
One or more suspensions	0	2	3	0	5	6				16
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	6	11	10	17	12	7				63
Level 1 on statewide Math assessment	3	6	11	15	11	15				61
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	6	11	10	17						44
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	6	11	15	11					46

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	5	3	9	6	7	5				35

Current Year 2024-25

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	10	13	15	11	11	14				74
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment				2	8	13				23
Level 1 on statewide Math assessment					1	10				11
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						2				2

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	5		2		1				10
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	79	56	57	79	54	53	81	57	56
ELA Grade 3 Achievement **	78	59	58	87	56	53			
ELA Learning Gains	72	58	60				69		
ELA Learning Gains Lowest 25%	53	52	57				53		
Math Achievement *	81	60	62	78	56	59	79	47	50
Math Learning Gains	74	59	62				68		
Math Learning Gains Lowest 25%	49	47	52				51		
Science Achievement *	75	54	57	82	52	54	75	57	59
Social Studies Achievement *								60	64
Graduation Rate								50	50
Middle School Acceleration								47	52
College and Career Readiness									80
ELP Progress	73	62	61	83	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 (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	70%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	634
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
70%	82%	68%	70%		77%	70%

* 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	41%	No		
English Language Learners	80%	No		
Asian Students	87%	No		
Black/African American Students	54%	No		
Hispanic Students	69%	No		
Multiracial Students	70%	No		
White Students	72%	No		
Economically Disadvantaged Students	52%	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	44%	No		
English Language Learners	83%	No		
Asian Students	95%	No		
Black/African American Students	55%	No		
Hispanic Students	64%	No		
Multiracial Students	63%	No		
White Students	85%	No		
Economically Disadvantaged Students	57%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	39%	Yes	1	
English Language Learners	88%	No		
Native American Students				
Asian Students	94%	No		
Black/African American Students	47%	No		
Hispanic Students	67%	No		
Multiracial Students	63%	No		
Pacific Islander Students				
White Students	69%	No		
Economically Disadvantaged Students	48%	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	79%	78%	72%	53%	81%	74%	49%	75%					73%
Students With Disabilities	41%	35%	52%	35%	41%	48%	30%	44%					
English Language Learners	67%		86%		89%	86%							73%
Asian Students	86%	73%	93%		96%	85%		90%					
Black/African American Students	56%	59%	64%	57%	50%	64%	40%	40%					
Hispanic Students	67%		56%		76%	75%							
Multiracial Students	77%	91%	40%		77%	67%							
White Students	83%	82%	73%	54%	85%	74%	44%	80%					
Economically Disadvantaged Students	59%	56%	57%	44%	59%	61%	27%	56%					

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	79%	87%			78%			82%					83%
Students With Disabilities	46%	60%			39%			30%					
English Language Learners	73%				93%								
Asian Students	91%	95%			96%			96%					
Black/African American Students	56%				56%			53%					
Hispanic Students	68%				59%								
Multiracial Students	69%				65%			54%					
White Students	83%	87%			81%			88%					
Economically Disadvantaged Students	54%	58%			49%			65%					

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	81%		69%	53%	79%	68%	51%	75%					
Students With Disabilities	41%		40%	28%	42%	43%	39%	39%					
English Language Learners	76%		100%		82%	92%							
Native American Students													
Asian Students	92%		86%		95%	97%		100%					
Black/African American Students	59%		52%	38%	52%	56%	44%	31%					
Hispanic Students	75%		67%		63%	60%		70%					
Multiracial Students	68%		47%		76%	59%							
Pacific Islander Students													
White Students	85%		71%	57%	82%	65%	43%	78%					
Economically Disadvantaged Students	58%		63%	47%	52%	40%	32%	42%					

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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	75%	55%	20%	55%	20%
Ela	4	80%	51%	29%	53%	27%
Ela	5	77%	52%	25%	55%	22%
Math	3	82%	60%	22%	60%	22%
Math	4	83%	56%	27%	58%	25%
Math	5	77%	51%	26%	56%	21%
Science	5	75%	51%	24%	53%	22%

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?

Overall, students showed the most improvement in Math. 82% of students in grades 3-5 scored a level 3 or higher, compared to 81% last year. Teachers used data to determine the needs of students and implemented small group instruction to focus on those individual needs. Teachers were given additional planning time to disaggregate the data and to work together as a team to create plans of action.

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 ESE subgroup continues to be our lowest performing student group. The data shows that each year the same group of students shows a decline in test scores. For example, this year's 5th grade ESE subgroup scored 44% proficient in ELA. That same group of students scored 53% proficient in ELA during their 4th grade year. This year's 4th grade ESE subgroup scored 46% proficient in ELA, and that same group of students scored 64% proficient in ELA in 3rd grade. We have observed that as the complexity increases in reading and math, our ESE students are having more difficulty.

Greatest Decline

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

Reading, Math, and Science scores for our 5th grade students showed the greatest decline. ELA scores dropped from 87% in 2023 to 77% in 2024. Math scores dropped from 85% to 78%, and Science scores dropped from 84% to 75%. The drop in test scores occurring across all subjects indicates that this group of students had more overall academic gaps than last year's group. We also observed that this year's 5th grade group had more ESE students than last year's group. Though the overall scores showed a decline, we also observed that the overall gains, the lowest quartile gains, and the ESE subgroup gains were stronger compared to this year's 4th grade gains.

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.

In all subjects and grade levels, our students scored between 20% and 27% points higher than the state average. Our 4th grade had the greatest gap with the students scoring 27% higher than the state average in ELA and 25% higher than the state average in Math. These scores indicate that a majority of our students enter school with strong academic skills and that our teachers design instruction that will enhance the skills of these students, while also supporting those students who require more intensive instruction.

EWS Areas of Concern

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

1. Improving attendance

Highest Priorities

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

1. Increasing gains for the lowest quartile.
2. Focusing on intervention instruction for Level 1 and 2 students.
3. Offering additional enrichment instruction for Level 3-5 students.
4. Increasing achievement in ELA and Math for ESE subgroup students.

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

There is a need for more focused intervention instruction for our students with disabilities to close gaps and to increase mastery of grade level standards. Students in this subgroup scored 44% on the Federal Index on the 2022-23 state assessment, but this year's data indicates that the scores for our students with disabilities showed a decrease. In addition, we did not meet our SIP goal of 50% of SWD will be proficient on the end of year assessment.

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.

45% of students in the SWD subgroup will score a level 3 or above in reading as measured by the PM 3 FAST assessment.

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 through the state progress monitoring assessment, Lexia, STAR, and iReady.

Person responsible for monitoring outcome

Terri Martin

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:

Differentiated instruction with ongoing progress monitoring will be offered in reading class and math class to ensure student needs are being met.

Rationale:

Targeted, evidence-based instruction will allow teachers to track student progress toward standards mastery and will be used to create intervention lessons to assist with mastery.

Tier of Evidence-based Intervention:

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

Progress Monitoring

Person Monitoring:

Terri Martin

By When/Frequency:

From September, 2024-May, 2024; Monthly

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

1. Gather data to determine student need 2. The admin team will work with teachers to create an intervention plan for SWD. 3. Progress monitor regularly, meet to discuss the data, and determine the path of instruction.

Area of Focus #2

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.

Our data indicates a wide range of academic abilities in our student population. This shows a need for differentiated instruction that will assist our struggling readers and will challenge our students who are working on or above grade level.

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.

86% of students in 3rd grade will score a level 3 or above in ELA on the end of the year FAST state assessment.

80% of students in 4th grade will score a level 3 or above in ELA on the end of the year FAST state assessment.

85% of students in 5th grade will score a level 3 or above in ELA on the end of the year FAST state

assessment.

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 will occur using state progress monitoring, STAR, and Lexia.

Person responsible for monitoring outcome

Elizabeth Rudd

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:

Differentiated instruction with ongoing progress monitoring will be offered in reading classes to ensure student needs are being met.

Rationale:

Targeted, evidence-based instruction will allow teachers to track student progress toward standards mastery and will be used to create intervention lessons to assist with mastery.

Tier of Evidence-based Intervention:

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

progress Monitoring

Person Monitoring:

Elizabeth Rudd

By When/Frequency:

May, 2025; quarterly

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

1. Gather data to determine student needs 2. Work with teachers to group students for differentiated instruction. 3. Progress monitor to determine if students are making growth or if new instructional strategies are needed.

Area of Focus #3

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.

Our data indicates a wide range of academic abilities in our student population. This shows a need for differentiated instruction that will assist our students working below grade level and will challenge our students who are working on or above grade level.

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.

85% of students in 3rd grade will score a level 3 or above in Math on the end of the year FAST state assessment.

85% of students in 4th grade will score a level 3 or above in Math on the end of the year FAST state assessment.

85% of students in 5th grade will score a level 3 or above in Math on the end of the year FAST state assessment.

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 will occur using state progress monitoring, STAR, and iReady/Waggles.

Person responsible for monitoring outcome

Dionne Caines

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:

Differentiated instruction with ongoing progress monitoring will be offered in math classes to ensure student needs are being met.

Rationale:

Targeted, evidence-based instruction will allow teachers to track student progress toward standards mastery and will be used to create intervention lessons to assist with mastery.

Tier of Evidence-based Intervention:

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

Progress Monitoring

Person Monitoring:

Dionne Caines

By When/Frequency:

May, 2025/quarterly

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

1. Gather data to determine student needs 2. Work with teachers to group students for differentiated instruction. 3. Progress monitor to determine if students are making growth or if new instructional strategies are needed.

Area of Focus #4

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.

The math gains for our students in the lowest quartile were 10 percentage points lower than the reading gains for students in the lowest quartile. At 48%, this data indicates that additional strategies need to be implemented for these students.

Measurable Outcome

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

50 % of the 4th grade students in the lowest quartile will make at least a year's gain on the May FAST state assessment.

55% of the 5th grade students in the lowest quartile will make at lease a year's gain on the May FAST state assessemnt.

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 will occur using state progress monitoring, STAR, and iReady.

Person responsible for monitoring outcome

Dionne Caines

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:

Differentiated instruction with ongoing progress monitoring will be offered in math classes to ensure student needs are being met.

Rationale:

Targeted, evidence-based instruction will allow teachers to track student progress toward standards mastery and will be used to create intervention lessons to assist with mastery.

Tier of Evidence-based Intervention:

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

Progress Monitoring

Person Monitoring:

Dionne Caines

By When/Frequency:

May, 2025/quarterly

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

1. Gather data to determine student needs 2. Work with teachers to group students for differentiated instruction. 3. Progress monitor to determine if students are making growth or if new instructional strategies are needed.

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.

During the 23-24 school year, 81 students in kindergarten through 5th grade, 10.5% of the K-5th population, were absent 10% or more of the school year, and of those 81 students, 24 of them scored levels 1 or 2 on end of the year Progress Monitoring. Improved attendance is needed to ensure students receive the interventions needed to fill in learning gaps and to ensure that students receive instruction on grade level standards.

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.

94% of the students in grades K-5 will have an attendance rate of 90% or higher for the 2024-2025 school year.

Monitoring

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

Attendance data will be reviewed weekly to identify students who are absent and to monitor the number of absences.

The Assistant Principal, Social Worker, and Teacher will work with parents to improve attendance. Improved attendance will give students the opportunity to attend intervention groups and to participate in grade level instruction regularly. This consistent instruction is important for growth and will also keep students from falling behind due to missed instruction.

Person responsible for monitoring outcome

Shannon Davis

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:

Students will be provided with Multi-tiered Systems of Support throughout the year which will include reviewing attendance data with the MTSS team weekly, communicating with families, and providing Positive Behavior Supports.

Rationale:

Research has shown that engaging parents and supporting students' and families' physical and mental health needs can improve attendance (countyhealthranking.org).

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Attendance Team

Person Monitoring:

Shannon Davis

By When/Frequency:

May, 2025/weekly monitoring

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

The Attendance Team will meet weekly to review school attendance data and will use the information to create a plan of action for students in need. This plan can include meeting with parents, setting attendance goals, and rewarding students for improved attendance.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

The School Advisory Council will meet to plan, discuss, and approve the School Improvement Plan. The Committee will allocate resources that will assist the school in reaching our goals. Data will be gathered and reviewed monthly by school personnel and quarterly by the School Advisory Council.

Specifics to Address the Need

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

Data from 2024 FAST and August STAR for our ESE subgroup will be analyzed in August to determine which students need the additional support. Administration and teachers will work together to create a schedule of Tier 2 and Tier 3 instruction for these students. Teachers and support staff will use Resources from iReady, the iReady Tool box, and Lexia to supplement the regular instruction. Teachers will be given an extra planning day each semester to plan for individualized instruction based on the quarterly data.

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