CANOPY OAKS ELEMENTARY 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

To provide a physically safe and emotionally healthy learning environment where all involved (children, staff, parents and community) experience success and believe that they are accepted and valued for the individuals they are and will become.

Provide the school's vision statement

To create a continuously growing community of learners experiencing success while becoming conscientious and responsible members of 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
Clayton Cloud

Position Title
Principal

Job Duties and Responsibilities

The instructional leader of the school. He tracks data, meets with students, staff, parents, and other stakeholders to discuss the data and the trajectory of the school. In addition, he is the lead in the communication to all stakeholders.

Leadership Team Member #2

Employee's Name
Paula Mischler

Position Title
Assistant Principal

Job Duties and Responsibilities

An instructional leader at our school. She meets with teachers and some parents to ensure that the needs of all students are being met within the classroom.

Leadership Team Member #3

Employee's Name
Mandi Berigan

Position Title
Literacy Coach

Job Duties and Responsibilities

Assists teachers and the reading interventionists to collect and monitor the data and progress of our students in reading. She also works with administration to create and implement intervention groups and also teaches and models lessons for teachers.

Leadership Team Member #4

Employee's Name
Cedric Chandler

Position Title
School Counselor

Job Duties and Responsibilities

Works with teachers to help with interventions and moving the students through the MTSS process. He also assists with mental health evaluations on our campus.

Leadership Team Member #5

Employee's Name
Willie McClurkin

Position Title
School Counselor

Job Duties and Responsibilities

Works with teachers to help with interventions and moving the students through the MTSS process. She also assists with mental health evaluations on our campus.

Leadership Team Member #6

Employee's Name
Angela Leon

Position Title
Math Interventionist

Job Duties and Responsibilities

Responsible for meeting with teachers to determine which students are in need of tier 3 math interventions. She assists teachers in providing tier 2 in the classroom and pulling out our tier 3 students.

Leadership Team Member #7

Employee's Name
Jennifer Williams

Position Title
Reading Interventionist

Job Duties and Responsibilities

Responsible for meeting with teachers to determine which students are in need of tier 3 reading interventions. She assists teachers in providing tier 2 in the classroom and pulling out our tier 3 students.

Leadership Team Member #8

Employee's Name
Sharon Dollar

Position Title
School-wide behavior specialist

Job Duties and Responsibilities

Responsible for assisting in managing classroom behavior and implementing behavior plans

Leadership Team Member #9

Employee's Name
Claire Dolly

Position Title
Speech and Language Pathologist

Job Duties and Responsibilities

Responsible for evaluating students based on speech and language.

Leadership Team Member #10

Employee's Name
Mary Hunter

Position Title
Program Specialist for Behavior

Job Duties and Responsibilities

Responsible for the evaluation and reporting of students with behavior concerns brought to the MTSS team

Leadership Team Member #11

Employee's Name
Melissa Nelson

Position Title
Program Specialist for Compliance

Job Duties and Responsibilities

Responsible for ensuring state and federal compliance when considering students to receive exceptional students services

Leadership Team Member #12

Employee's Name
Mara Shows

Position Title
Social Worker

Job Duties and Responsibilities

Responsible for communicating with families to provide resources within the community to assist with home and school life

Leadership Team Member #13

Employee's Name
Doug Bennett

Position Title
School Psychologist

Job Duties and Responsibilities

Responsible for the evaluation and reporting of students brought to the MTSS team

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.

SIP Committee consisting of leadership and teachers meet to discuss previous year's state testing data and ESSA results. Team discusses reasonable growth and identifies strategies that can be used to achieve those goals, as well as recognize barriers that will need to be overcome. Once drafted, the SIP goes before SAC for approval with an public forum for discussion and possible revision.

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))*

The leadership team will monitor student progress quarterly and hold data meetings with grade level to discuss how to best support meeting the SIP goals. This progress will communicated at quarterly SAC meetings so all stakeholders are aware on the school's continuous improvement efforts.

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	**47.1%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**79.9%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**TSI**
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)*** **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: C** **2022-23: C*** **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	11	20	31	19	21	13				115
One or more suspensions	1	0	3	5	4	6				19
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment	5	15	18	20	1	4				63
Level 1 on statewide Math assessment	5	25	9	22	1	3				65
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	1	0	1	7						9
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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	9	13	9	1	4				38

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	7	0	5	1	0				18
Students retained two or more times	0	0	0	0	0	1				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	16	20	13	8	6	11				74
One or more suspensions						2				2
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment				1	23	36				60
Level 1 on statewide Math assessment					2	34				36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, 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					4	8				12

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	6	5		1						12
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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024 SCHOOL	2024 DISTRICT†	2024 STATE†	2023 SCHOOL	2023 DISTRICT†	2023 STATE†	2022** SCHOOL	2022** DISTRICT†	2022** STATE†
ELA Achievement *	44			47	54	53	53	57	56
ELA Grade 3 Achievement **	56			62	56	53			
ELA Learning Gains	46						52		
ELA Learning Gains Lowest 25%	46						38		
Math Achievement *	44			40	56	59	45	47	50
Math Learning Gains	39						31		
Math Learning Gains Lowest 25%	33						24		
Science Achievement *	35			52	52	54	42	57	59
Social Studies Achievement *								60	64
Graduation Rate								50	50
Middle School Acceleration								47	52
College and Career Readiness									80
ELP Progress					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)	TSI
OVERALL FPPI – All Students	43%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the FPPI	343
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
43%	50%	41%	38%		55%	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	25%	Yes	5	5
Black/African American Students	33%	Yes	3	
Hispanic Students	48%	No		
Multiracial Students	32%	Yes	1	
White Students	50%	No		
Economically Disadvantaged Students	37%	Yes	3	

	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	28%	Yes	4	4
Black/African	31%	Yes	2	2

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%
American Students				
Hispanic Students	38%	Yes	1	
Multiracial Students	61%	No		
White Students	56%	No		
Economically Disadvantaged Students	35%	Yes	2	

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	19%	Yes	3	3
English Language Learners				
Native American Students				

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%
Asian Students				
Black/African American Students	29%	Yes	1	1
Hispanic Students	44%	No		
Multiracial Students	37%	Yes	1	
Pacific Islander Students				
White Students	49%	No		
Economically Disadvantaged Students	33%	Yes	1	

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	44%	56%	46%	46%	44%	39%	33%	35%					
Students With Disabilities	13%	18%	45%	52%	21%	28%	23%	0%					
Black/African American Students	27%	32%	41%	50%	23%	31%	39%	17%					
Hispanic Students	40%		55%		40%	55%							
Multiracial Students	29%			35%	35%								
White Students	55%	74%	50%	43%	57%	44%	32%	47%					
Economically Disadvantaged Students	35%	53%	40%	45%	35%	33%	31%	21%					

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	47%	62%		40%	40%			52%					
Students With Disabilities	22%	40%			20%			29%					
Black/African American Students	30%	39%			24%			32%					
Hispanic Students	40%				35%								
Multiracial Students	63%				58%								
White Students	55%	63%			46%			60%					
Economically Disadvantaged Students	32%	50%			30%			29%					

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	53%		52%	38%	45%	31%	24%	42%					
Students With Disabilities	18%		34%	24%	16%	18%	14%	10%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	33%		41%	32%	25%	23%	24%	24%					
Hispanic Students	55%		57%		36%	29%							
Multiracial Students	56%		50%		33%	8%		40%					
Pacific Islander Students													
White Students	63%		57%	50%	57%	38%	24%	54%					
Economically Disadvantaged Students	39%		41%	34%	31%	28%	31%	30%					

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.

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

III. Planning for Improvement

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

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

Most Improvement

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

The data component with the most improvement was Math learning gains from students in our bottom 24% sub-group. On the 2022 statewide assessment, only 24% of the students met proficiency. However on the 2024 statewide assessment, 33% of those identified students demonstrated a learning gain in Math.

Lowest Performance

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

Although our Math learning gains from students in our bottom 25% sub-group increased 9%, it still remains our lowest performing student category. This category has been historically low, not having more than 37% of the sub-group show Math learning gains since the 2017-2018 statewide assessment.

Greatest Decline

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

The greatest decline was Science proficiency. On the 2023 statewide assessment, 52% of the tested 5th graders showed proficiency on the Science assessment. This dropped to only 35% showing proficiency in 2024, which is a 17% decrease. Although the lack of Science instruction in lower grades, building up to the 5th grade assessment, could be noted as a contributing factor, the amount of 5th grade students showing Science proficiency relate directly to those demonstrating Reading proficiency (37%).

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.

No Answer Entered

EWS Areas of Concern

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

Two areas that are of concern are the amount of students scoring a level 1 on Reading and a level 1 on Math. An inability to master standards at lower grades directly impact their performance on statewide assessments in 3rd-5th grade.

Highest Priorities

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

1. Continued support and improvement for Students with Disabilities
2. Increase support and development for Math instruction
3. Increase support and intervention strategies for Reading
4. Increase performance on Writing assessment
5. Increase performance on Science assessment

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.

According to the Federal Index and in relation to the Every Student Succeeds Act, students with disabilities did not meet the minimum 41%, only being at 24%

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.

At least 41% of students within the students with disabilities sub-group scoring at the Federal index

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.

Administration will conduct data chats on a bi-monthly basis to review student progress in the general curriculum, as well as on district progress monitoring measures such as FAST, STAR, Lexia, and iReady.

Person responsible for monitoring outcome
Clayton Cloud, Principal

Evidence-based Intervention:

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

Description of Intervention #1:
Resource teachers will provide pull-out and push-in services for eligible students. This will allow identified students to receive grade level curriculum, but also small group instruction to provide opportunities for remediation.

Rationale:
Having students receive instruction in the regular education classroom with non disabled peers can

be beneficial, especially if their proficiency is measured on a state-wide assessment on grade level standards. However, if teachers are able to provide the proper support and "fill in the gaps" students will have an easier time understanding and applying those skills.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 3 – Promising 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
Administrative lead data monitoring meetings

Person Monitoring:	**By When/Frequency:**
Clayton Cloud, Principal	Bi-monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration will conduct data chats on a bi-monthly basis to review student progress in the general curriculum, as well as on district progress monitoring measures such as FAST, STAR, Lexia, and iReady.

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.

There were only 33% of students within the lowest 25% that made a learning gain on the Math assessment. Our focus will be on increasing Math learning gains.

Measurable Outcome

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

The plan is to raise our student percentage making Math learning gains within our lowest 25% to at least 40% of tested students.

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.

Administration will conduct data chats on a bi-monthly basis to review student progress in the general curriculum, as well as on district Progress monitoring measures such as FAST, STAR Math and iReady.

Person responsible for monitoring outcome
Clayton Cloud, Principal

Evidence-based Intervention:

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

Description of Intervention #1:
The intervention specialist will assist with remediating targeted students through small group instruction. Teachers are also increasing their tiered support within the classroom.

Rationale:
The intervention specialist and teachers will be using a variety of strategies and resources, including Go Math interventions, Zearn, and Waggle to "fill in the gaps" of prerequisite and grade level skills. This will also allow the students to receive grade level instruction since their performance will be assessed using a state-wide assessment on grade level standards.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 3 – Promising 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
Administrative lead data monitoring meetings

Person Monitoring:	**By When/Frequency:**
Clayton Cloud, Principal	Bo-monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration will conduct data chats on a bi-monthly basis to review student progress in the general curriculum, as well as on district progress monitoring measures such as FAST, STAR, and iReady. Impact of interventions will be discussed as well as possible need for specialized services through referral to the MTSS team.

Area of Focus #3

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.

There was a drop in the percentage of students proficient on the ELA assessment, 44%, as compared to the past 4 tested years, which were all at or above 50%.   This was mainly due to only 39% of 4th and 5th grade students showing proficiency on the statewide assessment. Our focus will be on increasing ELA proficiency.

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.

We would like our 4th and 5th grade ELA proficiency to reach 45%, with an overall proficiency at 51%.

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.

Administration will conduct data chats on a bi-monthly basis to review student progress in the general curriculum, as well as on district progress monitoring measures such as FAST, STAR, and Lexia.

Person responsible for monitoring outcome
Clayton Cloud, Principal

Evidence-based Intervention:

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

Description of Intervention #1:
The intervention specialist will assist with remediating targeted students through small group instruction. Teachers are also increasing their tiered support within the classroom.

Rationale:
The intervention specialist and teachers will be using a variety of strategies and resources, including Savvas interventions, Reading Mastery, UFLI, Lexia, etc. This will allow the students to receive grade level instruction and "fill in any gaps" from previous years.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 3 – Promising 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
Administrative lead data monitoring meetings

Person Monitoring: **By When/Frequency:**
Clayton Cloud, Principal Bi-monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration will conduct data chats on a bi-monthly basis to review student progress in the general curriculum, as well as on district progress monitoring measures such as FAST, STAR, and Lexia. Impact of interventions will be discussed as well as possible need for specialized services through referral to the MTSS team.

Area of Focus #4

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

Instructional Practice specifically relating to Science

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 was a decrease in proficiency from 52% to 35% on the 5th grade Science 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.

We will have at least 40% of the tested students demonstrate proficiency on the statewide science 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.

Administration will conduct data chats on a bi-monthly basis to review student progress in the general curriculum, as well as on district progress monitoring measures.

Person responsible for monitoring outcome

Clayton Cloud, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Science standards will be broken down by complexity and hands-on application

Rationale:
By focusing on complex science concepts and providing more hands-on application, students will become more familiar with the scientific process and important vocabulary.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 3 – Promising 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
Administrative lead data monitoring meetings

Person Monitoring:	**By When/Frequency:**
Clayton Cloud, Principal	Bi-monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration will conduct data chats on a bi-monthly basis to review student progress in the general curriculum, as well as on district progress monitoring measures, such as Science Frenzy.

Action Step #2
Reading support within the Science curriculum

Person Monitoring:	**By When/Frequency:**
Clayton Cloud, Principal	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Reading support from the Literacy Coach will be provided to enhance comprehension within the Science curriculum.

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.

According to our student information system, there were 121 students who were absent 10% or more of the total school days. That was approximately 20% 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.

We would like to lower the amount of students absent 10% or more of the available school days by 10 students.

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.

Weekly attendance reports will be pulled to track student attendance. Monthly meetings with the attendance committee will be held to discuss ways to intervene.

Person responsible for monitoring outcome
Paula Mischler (mischlerp@leonschools.net)

Evidence-based Intervention:

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

Description of Intervention #1:
The attendance committee, comprised of administration, guidance, social worker, and teachers, will work to develop plans of actions, which can include community resources, possible transportation, and before/ after school care.

Rationale:
Childcare and transportation have been notable barriers for some families with students having poor attendance. Understanding and attempting to address these barriers may lead to improve school attendance.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 3 – Promising Evidence

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

Action Steps to Implement:

Action Step #1
Attendance committee meetings

Person Monitoring: **By When/Frequency:**

Paula Mischler, Assistant Principal   Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The attendance committee, comprised of the assistant principal, guidance counselor, and social worker to discuss students within the absenteeism protocol and strategies to help them improve.

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.

Resources and materials and materials will only be researched once performance data is used to determine need. Based upon those needs, the school leadership team will determine if current support are currently existing within our approved curriculum. If not, resources and materials will come before a selection committee comprised of members of the school leadership team to ensure they are evidence-based prior to purchasing and implementing. Additionally, support facilitation and professional development will be sought as new curricula is added.

Specifics to Address the Need

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

One need is science. The District utilizes an evidence-based approached called "Science Frenzy" to truly identify science standards needed to be reviewed from prior grade levels.

Another need is math. The District developed a pacing guide with evidence-based supplements from iReady. These will be used in a small group model in order to more appropriately differentiate and target student needs.

A third need is reading. The District held numerous UFLI trainings, which is an evidence-based approach to the foundational skills of phonemic and phonological awareness for reading. This is being implemented in K-2nd grade and as a remedial tool for struggling readers.

Finally, we are currently looking at establishing a writing curriculum. The school leadership team is researching a program called "Top Score" to determine if it meets criteria for selection.

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