

Leon County Schools

DESOTO TRAIL ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

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

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

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: <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

To Challenge Each Student to Blaze a Successful Trail to the Future!

Provide the school's vision statement

DeSoto Trail Elementary will be an engaging, safe and respectful learning environment that embraces change and produces successful learners who value diversity and are conscientious contributors to our society.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Michele Keltner

Position Title

Principal

Job Duties and Responsibilities

School-wide responsibilities

Leadership Team Member #2

Employee's Name

Megan Keen

Position Title

Assistant Principal

Job Duties and Responsibilities

School-wide responsibilities

Leadership Team Member #3

Employee's Name

David Schubert

Position Title

Technology Coach

Job Duties and Responsibilities

Oversee the technology component of school wide schedules and systems

Leadership Team Member #4

Employee's Name

Mary Watkins

Position Title

Literacy Coach

Job Duties and Responsibilities

Oversee adherence to reading standards and implementation of reading interventions

Leadership Team Member #5

Employee's Name

Kelli Dillon

Position Title

Media Specialist

Job Duties and Responsibilities

Oversee reading incentive program and adoption of supplemental reading materials

Leadership Team Member #6

Employee's Name

Theresa Lambert

Position Title

Kindergarten Grade Chair

Job Duties and Responsibilities

Teacher liaison between administration and kindergarten team

Leadership Team Member #7

Employee's Name

Brittani Burger

Position Title

1st Grade Chair

Job Duties and Responsibilities

Teacher liaison between administration and first grade team

Leadership Team Member #8

Employee's Name

Sharon Whitley

Position Title

2nd Grade Chair

Job Duties and Responsibilities

Teacher liaison between administration and second grade team

Leadership Team Member #9

Employee's Name

Margaret Kolke

Position Title

3rd Grade Chair

Job Duties and Responsibilities

Teacher liaison between administration and third grade team

Leadership Team Member #10

Employee's Name

Kimberly Morris

Position Title

4th Grade Chair

Job Duties and Responsibilities

Teacher liaison between administration and fourth grade team

Leadership Team Member #11

Employee's Name

Atesa Lundy

Position Title

5th Grade Chair

Job Duties and Responsibilities

Teacher liaison between administration and fifth grade team

Leadership Team Member #12

Employee's Name

Randy Baez

Position Title

Special Area Chair

Job Duties and Responsibilities

Teacher liaison between administration and special area team

Leadership Team Member #13

Employee's Name

Tanya Griffiths

Position Title

Pre-kindergarten Chair

Job Duties and Responsibilities

Teacher liaison between administration and pre-kindergarten team

Leadership Team Member #14

Employee's Name

Megan Pfund

Position Title

ESE Chair

Job Duties and Responsibilities

Teacher liaison between administration and exceptional student education 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.

The school leadership team examined assessment data and data from early warning systems to identify areas of need. Teachers, school staff, parents, and students provided additional data via the annual climate survey. After school leaders developed a plan for improvement based on the data and feedback, our School Advisory Council reviewed and approved the plan.

SIP Monitoring

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

The SIP will be regularly monitored through monthly meetings of our School Leadership Team (SLT) and School Advisory Council (SAC), which will review progress using data-driven analysis and feedback from all stakeholders. We will assess the plan's impact through standardized test scores, formative assessments, and surveys, paying special attention to at-risk students. If our monitoring and evaluation process identify areas needing improvement, we will promptly revise the plan using evidence based strategies, such as adjusting how students are identified for intensive academic interventions. Continuous improvement will be at the core of our approach, ensuring our school's ability to adapt and meet evolving student needs effectively while maintaining a commitment to equitable and high-quality education for all.

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	27.9%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	33.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* 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: A

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	2	11	8	7	8	5				41
One or more suspensions	0	4	4	5	2	6				21
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	2	52	43	34	2	2				135
Level 1 on statewide Math assessment	2	69	51	50	2	2				176
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	0	0	0						0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0					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	0	12	7	8	0	3				30

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	2	5	2	0	0	0				9
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		17	16	12	11	12				68
One or more suspensions		1	1							2
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment						14				14
Level 1 on statewide Math assessment						13				13
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		1	1			4				6

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	4	2	1							7
Students retained two or more times						1				1

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	73	56	57	71	54	53	81	57	56
ELA Grade 3 Achievement **	78	59	58	70	56	53			
ELA Learning Gains	61	58	60				71		
ELA Learning Gains Lowest 25%	46	52	57				64		
Math Achievement *	69	60	62	66	56	59	77	47	50
Math Learning Gains	51	59	62				69		
Math Learning Gains Lowest 25%	43	47	52				49		
Science Achievement *	76	54	57	59	52	54	77	57	59
Social Studies Achievement *								60	64
Graduation Rate								50	50
Middle School Acceleration								47	52
College and Career Readiness									80
ELP Progress	62	61		52	59				

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	497
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
62%	67%	70%	66%		69%	77%

* 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	39%	Yes	2	
Asian Students	80%	No		
Black/African American Students	55%	No		
Hispanic Students	65%	No		
Multiracial Students	58%	No		
White Students	62%	No		
Economically Disadvantaged Students	51%	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	36%	Yes	1	

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Asian Students	91%	No		
Black/African American Students	58%	No		
Hispanic Students	70%	No		
Multiracial Students	65%	No		
White Students	67%	No		
Economically Disadvantaged Students	36%	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	48%	No		
English Language Learners				

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%
Native American Students				
Asian Students	100%	No		
Black/African American Students	59%	No		
Hispanic Students	64%	No		
Multiracial Students	65%	No		
Pacific Islander Students				
White Students	74%	No		
Economically Disadvantaged Students	54%	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	73%	78%	61%	46%	69%	51%	43%	76%					
Students With Disabilities	40%	46%	55%	38%	39%	32%	23%	40%					
Asian Students	80%				80%								
Black/African American Students	68%		85%		37%	31%							
Hispanic Students	74%	64%	77%		67%	50%		60%					
Multiracial Students	76%		64%		50%	40%							
White Students	73%	83%	55%	37%	73%	53%	45%	80%					
Economically Disadvantaged Students	55%	62%	48%	42%	53%	44%	31%	71%					

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	71%	70%			66%			59%					
Students With Disabilities	40%	25%			38%			40%					
Asian Students	91%				91%								
Black/African American Students	63%				53%								
Hispanic Students	76%	70%			65%								
Multiracial Students	76%				53%								
White Students	70%	70%			67%			61%					
Economically Disadvantaged Students	45%	36%			49%			15%					

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%		71%	64%	77%	69%	49%	77%					
Students With Disabilities	57%		62%	69%	52%	35%	17%	45%					
English Language Learners													
Native American Students													
Asian Students	100%				100%								
Black/African American Students	48%		73%		54%	60%							
Hispanic Students	75%		69%		75%	56%		45%					
Multiracial Students	89%		70%		61%	40%							
Pacific Islander Students													
White Students	84%		72%	70%	80%	72%	55%	85%					
Economically Disadvantaged Students	62%		48%	50%	61%	48%	50%	59%					

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	76%	55%	21%	55%	21%
Ela	4	67%	51%	16%	53%	14%
Ela	5	72%	52%	20%	55%	17%
Math	3	76%	60%	16%	60%	16%
Math	4	75%	56%	19%	58%	17%
Math	5	56%	51%	5%	56%	0%
Science	5	74%	51%	23%	53%	21%

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?

Science proficiency showed the most improvement in 2024, from 59% in 2023 to 76% this year. This data component was our target area in our school improvement plan last year. New actions included staffing changes in our fifth grade science department, intensive training from the school district's elementary science curriculum developer, and implementation of extensive review of third and fourth grade science standards prior to the fifth grade science assessment.

Lowest Performance

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

Math showed the lowest performance in the bottom quartile in 2024, with 42% proficiency. Contributing factors included a fifth grade math teacher resignation mid-year. This teacher had the highest case load of math students. Additionally, our new ESE teacher struggled to meet student needs and resigned at the end of the school year.

Greatest Decline

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

ELA bottom quartile learning gains showed the greatest decline from the prior year, from 64% making a learning to 45% making a learning gain. Our ESE teacher struggled to meet student needs and resigned at the end of the school year.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our greatest positive gap is ELA proficiency. Our school has effective interventions within tier 2 and tier 3.

EWS Areas of Concern

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

41 of our students (6.5% of our student population) are absent more than 10% or more of the school

days.

Highest Priorities

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

1. ELA learning gains from bottom quartile
2. math learning gains for bottom quartile
3. Attendance

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD), Economically Disadvantaged Students (FRL)

Area of Focus Description and Rationale

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

39% of our students with disabilities and economically disadvantage students were not proficient. Emphasis will be placed on interventions and IEP goals.

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.

39% of our students with disabilities and economically disadvantage students were not proficient. Our goal is to improve this metric to 41% or higher.

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.

We will review progress monitoring data and quarterly IEP goals progress reports.

Person responsible for monitoring outcome

Michele Keltner, 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:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

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

Hired new ESE teacher.

Person Monitoring:

Michele Keltner

By When/Frequency:

Quarterly

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

Observation and quarterly review of lesson plans.

Action Step #2

Increased communication between resource teacher and general education teacher to address curriculum.

Person Monitoring:

Michele Keltner

By When/Frequency:

Weekly

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

Master schedule reflects addition common planning time.

Action Step #3

Person Monitoring:

By When/Frequency:

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

Area of Focus #2

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

Instructional Practice specifically relating to ELA, 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.

Last year's data showed a decline from our typical percentage of students who reached proficiency in ELA and Math.

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 school will increase the percentage of students proficient in ELA and Math by 1 percentage point, as measured by the FAST Progress Monitoring 3 statewide assessments in ELA and Math.

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.

Teachers will provide students with a data tracking sheet to record their performance on statewide ELA and Math assessments. Students will track their percentile on the prior-year assessment (fourth and fifth grade) as well as their performance on Progress Monitoring 1 and 2 assessments. Teachers will provide interventions to students whose performance is declining, including referring students to intensive interventions when necessary.

Person responsible for monitoring outcome

Michele Keltner

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:

Rationale:

Tier of Evidence-based Intervention:

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

Teachers Complete Data Conferences with Students

Person Monitoring:

Michele Keltner

By When/Frequency:

Quarterly

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

Using the i-Ready Flex (math) and Lexia (reading) platforms, as well as FAST assessment data, teachers will complete progress monitoring with students.

Action Step #2

ELA and Math Professional Development

Person Monitoring:

Megan Keen

By When/Frequency:

July; December

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

Teachers will participate in professional development for ELA and Math instruction with district leaders and DTES teacher leaders.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

Our rising fifth grade class contains our highest number of students who were suspended one or more times last year. These suspensions result in lost instructional time that negatively impacts student learning.

Measurable Outcome

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

100% of fifth grade students who have discipline problems that rise to the school administration level will receive supports including regular check-ins, regular in-class support by a behavior specialist, and regular parent communication by administration/guidance counselor.

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, guidance counselor, and behavior specialist will monitor behaviors quarterly and check in with students who had prior discipline incidents that required administrator involvement.

Person responsible for monitoring outcome

Administration, Guidance Counselor, and Behavior Specialist

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:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Teacher professional development on PBIS system

Person Monitoring:

Guidance and Administration

By When/Frequency:

August

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

Guidance and administration will ensure all teachers are trained on a consistent PBIS system.

Action Step #2

Check-in with students

Person Monitoring:

Administration and Guidance

By When/Frequency:

Monthly

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

Administration and guidance counselors will check in with students who have had discipline incidents to provide support needed.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

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.

School administrators and teachers reviewed 2023-2024 Progress Monitoring 3 data to identify the needs of the Students with Disabilities subgroup. Data supported the conclusions that these students needed more effective instructors and additional Tier 3 interventions. Feedback from teachers indicated a need for more time for collaborative planning time between ESE and classroom teachers to ensure students with disabilities could access on-grade-level curriculum.

Specifics to Address the Need

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

The school hired a new ESE teacher; created time in the schedule for collaboration between ESE and classroom teachers; and added additional Tier 3 intervention outside of ESE resource time for students with disabilities who are performing below the 10th percentile in Reading.

ESE teachers are using the following resources with the Students with Disabilities subgroup: UFLI, Phonics for Reading, and Savvas and Go Math interventions. ESE teachers will be included in data chats that review performance on STAR, i-Ready, and FAST assessments. These data chats will focus on any student who is between the 25th and 40th percentile in Math or Reading. Teachers will discuss strategies for how to help these students reach proficiency by PM3.

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