Flagler Schools

OLD KINGS 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:

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

Flagler County Public Schools ensures educational success through high expectations and innovative thinking in a safe learning environment to empower students to reach their full potential as responsible, ethical, and productive citizens in a diverse and changing world.

Provide the school's vision statement

As a courageous, innovative leader in education, Flagler County Public Schools will be the Nation's premier learning organization where ALL students graduate as socially responsible citizens with the skills necessary to reach their maximum potential.

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

Jessica Fries

Position Title

Principal

Job Duties and Responsibilities

The principal is responsible for the school's academic success which includes monitoring and tracking the academic and social-emotional performance of students and responding expediently when students demonstrate areas of concern. This leader also evaluates and monitors the effectiveness of instructional activities taking place within classrooms and provides follow-up actions as needed. The principal establishes an orderly, safe, and secure school environment.

Leadership Team Member #2

Employee's Name

Tara Ossler

Position Title
Assistant Principal

Job Duties and Responsibilities

The assistant principal supports the principal with monitoring the school's academic success which includes monitoring and tracking the academic performance and responding expediently when students demonstrate areas of concern. This leader also evaluates and monitors the effectiveness of instructional practices taking place within classrooms, developing follow-up actions as needed. The assistant principal monitors the positive culture and environment of the school and develops a plan to maintain a positive, safe, and secure school environment.

Leadership Team Member #3

Employee's Name
Kimberly Scaccia

Position Title
Assistant Principal

Job Duties and Responsibilities

The assistant principal supports the principal with monitoring the school's academic success which includes monitoring and tracking the academic performance and responding expediently when students demonstrate areas of concern. This leader also evaluates and monitors the effectiveness of instructional practices taking place within classrooms, developing follow-up actions as needed. The assistant principal monitors the positive culture and environment of the school and develops a plan to maintain a positive, safe, and secure school environment.

Leadership Team Member #4

Employee's Name
Colleen Newman

Position Title
Literacy Coach

Job Duties and Responsibilities

Providing coaching and support for teachers in the area of literacy.

Leadership Team Member #5

Employee's Name
Linda Schultz

Position Title

Instructional Coach

Job Duties and Responsibilities

Providing coaching and support for teachers in the areas of math and science.

Leadership Team Member #6

Employee's Name
Kathryn Hardesty

Position Title
MTSS Coordinator

Job Duties and Responsibilities

A Multi-Tiered System of Supports (MTSS) Coordinator helps our school implement evidence-based strategies to support students' academic and behavioral 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.

Old Kings Elementary continually involves all stakeholders (school leadership team, teachers and school staff, parents, and community members) through monthly review of current data to support the School Improvement Plan Areas of Focus. Areas of Focus will be reviewed as part of the monthly agenda for all stakeholder groups. These monthly reviews are done via PLCs, School Advisory Council, and Parent Teacher Organizations. Opportunity for stakeholder feedback will be provided and all input will be used to monitor the effectiveness of the action steps utilized to meet the measurable goals established in 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))*

Students will take local and state diagnostic assessments. Data from these assessments will be reviewed with all stakeholders. Areas of Focus will be revisited continually with all stakeholder groups via PLCs, School Advisory Council, and Parent Teacher Organization meetings to monitor the effectiveness of the action steps provided to meet the measurable goals established in the SIP. Revisions to the plan based on data collected, as well as stakeholder input, will be shared to all stakeholders. Stakeholders will access the the updated SIP on our school website. Paper copies can be requested through the front office.

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	**33.3%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**69.7%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: A** **2022-23: A*** **2021-22: A** **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	51	52	43	50	38	41				275
One or more suspensions	17	6	14	10	13	12				72
Course failure in English Language Arts (ELA)	6	3	11	9	6	0				35
Course failure in Math	2	1	7	4	4	11				29
Level 1 on statewide ELA assessment				14	33	28				75
Level 1 on statewide Math assessment				7	18	15				40
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	18	21	34	25						98
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	11	5	7	3	8					34

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	6	5	8	7	12	15				53

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	3	2	1	2	5	0				13
Students retained two or more times										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	11	27	18	26	16	17				115
One or more suspensions		3		1	1	1				6
Course failure in ELA	1	35	16	19	29	20				120
Course failure in Math	1	30	8	13	33	19				104
Level 1 on statewide ELA assessment				17	35	22				74
Level 1 on statewide Math assessment				14	23	30				67
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	5	6	7	15						33

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	3	3	2	1	12	5				26

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	3	3		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			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	70	59	57	67	56	53	73	61	56
ELA Grade 3 Achievement **	83	63	58	80	59	53			
ELA Learning Gains	61	60	60				66		
ELA Learning Gains Lowest 25%	49	60	57				48	49	50
Math Achievement *	77	62	62	75	61	59	79		
Math Learning Gains	72	62	62				75		
Math Learning Gains Lowest 25%	52	54	52				69		
Science Achievement *	78	57	57	75	60	54	73	63	59
Social Studies Achievement *								66	64
Graduation Rate								53	50
Middle School Acceleration							56	56	52
College and Career Readiness								59	80
ELP Progress	79	73	61	68	69	59	85		80

*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	69%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	621
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
69%	73%	71%	65%		64%	63%

* 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	47%	No		
English Language Learners	72%	No		
Asian Students	92%	No		
Black/African American Students	39%	Yes	1	
Hispanic Students	80%	No		
Multiracial Students	61%	No		
White Students	70%	No		
Economically Disadvantaged Students	63%	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	43%	No		
English Language Learners	68%	No		
Asian Students	75%	No		
Black/African American Students	52%	No		
Hispanic Students	76%	No		
Multiracial Students	69%	No		
White Students	76%	No		
Economically Disadvantaged Students	67%	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	36%	Yes	3	
English Language Learners	67%	No		
Native American Students				
Asian Students	77%	No		
Black/African American Students	51%	No		
Hispanic Students	71%	No		
Multiracial Students	65%	No		
Pacific Islander Students				
White Students	71%	No		
Economically Disadvantaged Students	68%	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	70%	83%	61%	49%	77%	72%	52%	78%					79%
English Language Learners	68%		67%	55%	86%	85%		67%					79%
Students With Disabilities	34%	62%	43%	52%	44%	55%	48%	38%					
Asian Students	92%				92%								
Black/African American Students	36%	50%	46%	38%	50%	42%	29%	23%					
Hispanic Students	77%	87%	66%	64%	82%	80%	60%	88%					92%
Multiracial Students	54%	62%	52%		62%	70%	60%	64%					
White Students	73%	86%	62%	49%	79%	73%	57%	84%					
Economically Disadvantaged Students	61%	75%	59%	48%	69%	66%	47%	69%					77%

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	67%	80%			75%			75%					68%
Students With Disabilities	31%	82%			35%			23%					
English Language Learners	50%	82%			71%								70%
Asian Students	58%				92%								
Black/African American Students	47%				57%								
Hispanic Students	66%	88%			72%			77%					
Multiracial Students	67%	79%			60%								
White Students	69%	78%			77%			79%					
Economically Disadvantaged Students	58%	71%			65%			69%					73%

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	73%		66%	48%	79%	75%	69%	73%					85%
English Language Learners	59%		69%	50%	72%	75%		58%					85%
Students With Disabilities	34%		33%	24%	43%	41%	37%	38%					
Native American Students													
Asian Students	71%		63%		86%	88%							
Black/African American Students	46%		38%		57%	63%							
Hispanic Students	71%		67%	58%	75%	70%	71%	70%					83%
Multiracial Students	70%		59%	45%	73%	80%	69%	57%					
Pacific Islander Students													
White Students	76%		68%	49%	81%	76%	70%	76%					
Economically Disadvantaged Students	68%		61%	47%	73%	72%	72%	73%					79%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	78%	61%	17%	55%	23%
Ela	4	62%	56%	6%	53%	9%
Ela	5	62%	54%	8%	55%	7%
Math	3	77%	60%	17%	60%	17%
Math	4	68%	64%	4%	58%	10%
Math	5	78%	55%	23%	56%	22%
Science	5	73%	53%	20%	53%	20%

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?

Grade 5 Math reported the greatest improvement with an increase of eight (8) points. Collaborative backwards planning with the team and math coach. Tutoring was provided for identified students based on mid-year progress monitoring data, specifically FAST and iReady, Additionally, data analysis where remediation, scaffolding and differentiated instruction was needed to raise achievement in identified standards. Math specific weekly collaborative planning. Daily instructional blocks include number talks and small group instruction.

Lowest Performance

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

Students in the Black/African American subgroup, reported low or inconsistent performance measures. The overall percentage of students in this category meeting proficiency in ELA was 36%, Math was 50%, and Science was 23%. In total, the overall combined Federal Point Index of Black/African American students was 39%, which was an decrease of 13 percentage points from 52% in the 2022-2023 school year and 51% in the 2021-2022 school year. We have identified the need for improvement in the area of explicit, benchmark-aligned instruction based on learning gaps identified through frequent data collection and provided in consistent small group instruction. Additionally, we will increase efforts to implement Capturing Kids Hearts across all grade levels. The goal of this area of focus is to increase student resilience and engagement, while decreasing the number of student discipline referrals and excessive absences (10% or more 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.

Learning gains in ELA and Math showed a decline from the 2022-2023 school year, with the greatest decline reported in Math Learning Gains from the our students in the lower quartile. We have identified the need for improvement in the area of explicit, benchmark-aligned instruction based on

learning gaps identified through frequent data collection and provided in consistent small group instruction.

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.

Overall, Old Kings performed significantly higher than the state average in all components. Grade 3 ELA

had the greatest gap with a positive difference of 28 points. Teachers in this grade level implemented an intervention model that grouped students based on identified needs and provided specific instruction to close learning gaps. Third grade bootcamp was also implemented prior to state testing.

EWS Areas of Concern

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

Upon reflection on our Early Warning System data, our most urgent area of focus in the 2024-2025 school year is attendance. The number of students missing 10% or more of the school year increased from 115 to 275.

Highest Priorities

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

1. ELA Learning Gains
2. Math Learning Gains
3. Math Lower Quartile Learning Gains
4. Overall Score for Black/African American based on the Federal Index
5. Overall Score for Students With Disabilities based on the Federal Index

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

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

Across all grade levels, our focus is ELA proficiency and growth. Based on the B.E.S.T Spring assessment, 4th grade had 62% of students scoring on or above grade level (the same as 22-23, and 9 points below 21-22). Respectfully, 5th grade had 62% of students scoring on or above grade level (1 point lower than 22-23, and 14 points below 21-22). Old Kings increased their overall ELA proficiency from 67% in 22-23 to 70% in 23-24, however, our learning gains dropped from 66% in 22-23 to 61% in 23-24. Historically, we have noticed a drop in proficiency starting in 4th grade and continuing to 5th. Explicit, standards-aligned instruction and evidence-based interventions are essential to students' success in reading and accessing rigorous grade-level content in all areas.

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.

4th grade "on or above proficiency" was 62% in 23-24, 22-23, and 71% in 21-22.
5th grade "on or above proficiency" was 62% in 23-24, 63% in 22-23, and 77% in 21-22.

Our goal is to increase our percentage of students scoring at proficiency or above in ELA to 72% in 24-25. This will happen through multiple measures. Regular classroom visits looking for standards-aligned tier 1 instruction, weekly collaborative team meetings focused around the 4 essential questions, quarterly data analysis with curriculum and data team, and using evidence-based intervention through the MTSS process.

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.

Students will take multiple progress monitoring measures throughout the year. A curriculum and data

committee will analyze these findings with teachers to create a SMART goal addressing the needs of individual students. These academic supports could include coaching cycles, standards-aligned tier 1 instruction, evidence-based interventions, MTSS, and additional screenings.

Person responsible for monitoring outcome
Tara Ossler

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:
To achieve measurable outcomes in our focus area, we are implementing multiple evidence-based interventions and standards-aligned Tier 1 instruction across relevant grade levels. High levels of Collective Teacher Efficacy (CTE) tend to see better academic performance across various subjects and grade levels. Research by John Hattie has identified CTE as one of the most impactful influences on student achievement, with an effect size of 1.57, which is substantially higher than many other educational interventions. In addition, standards-aligned Tier 1 instruction will ensure that all students receive high-quality, rigorous instruction that meets state and national benchmarks. To reduce absenteeism, we will continue with our CKH/PBIS mentoring program, known for its effectiveness in increasing student attendance. These interventions will be closely monitored through regular assessments, teacher observations, and data analysis to ensure they are meeting their intended goals. Furthermore, we will utilize progress monitoring tools, such as benchmark assessments and formative assessments, to track student progress and make necessary adjustments to instruction and interventions, maximizing their impact and ensuring continuous improvement.

Rationale:
To achieve measurable outcomes in our focus area, we are implementing multiple evidence-based interventions and standards-aligned Tier 1 instruction across relevant grade levels. High levels of Collective Teacher Efficacy (CTE) tend to see better academic performance across various subjects and grade levels. Research by John Hattie has identified CTE as one of the most impactful influences on student achievement, with an effect size of 1.57, which is substantially higher than many other educational interventions. In addition, standards-aligned Tier 1 instruction will ensure that all students receive high-quality, rigorous instruction that meets state and national benchmarks. To reduce absenteeism, we will continue with our CKH/PBIS mentoring program, known for its effectiveness in increasing student attendance.

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

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

Action Steps to Implement:
List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Collaborative Team Meetings

Person Monitoring:	By When/Frequency:
Colleen Newman	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide professional learning in explicit instruction during collaborative team meetings and teacher work days. Literacy Coach will also conduct collaborative planning that includes planning for alignments between the standard, the instruction being delivered, small group focus, and students' work.

Action Step #2
Targeted Phonics Instruction

Person Monitoring:	By When/Frequency:
Kimberly Scaccia	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Use targeted phonics instruction daily for 30 minutes for students with foundational deficits. Use targeted intervention in small groups by providing instruction on prerequisite concepts and skills.

Action Step #3
Small Group Instruction

Person Monitoring:	By When/Frequency:
Kathryn Hardesty	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monitor classroom small group instruction/schedules to ensure daily targeted intervention for all students is done with fidelity and successful.

Area of Focus #2

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

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.

Engage all students in high levels of learning every day. Results of our needs assessment and analysis revealed that our overall success for students identified as black or African American based on the FPI was 39%.

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.

Increase student success based on the Federal Point Index from 39% to 42%. The overall percentage of students in this category meeting proficiency in ELA was 36%, Math was 50%, and Science was 23%. In total, the overall combined Federal Point Index of Black/African American students was 39%, which was a decrease of 13 percentage points from 52% in the 2022-2023 school year and 51% in the 2021-2022 school year. We have identified the need for improvement in the area of explicit, benchmark-aligned instruction based on learning gaps identified through frequent data collection and provided in consistent small group instruction. Additionally, we will increase efforts to implement Capturing Kids Hearts across all grade levels. The goal of this area of focus is to increase student resilience and engagement, while decreasing the number of student discipline referrals and excessive absences (10% or more of the 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.

This area of focus will be monitored through frequent classroom observations and feedback, utilizing data chats to determine instructional adjustments needed to impact student growth. Also, coaching cycles based on teacher need as demonstrated through weekly classroom observations and student performance data. Weekly review of student data and instructional delivery in collaborative team meetings, data chats, and grade level planning as evidenced by collaborative team agendas and notes.

Person responsible for monitoring outcome
Tara Ossler

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:
Our evidence-based strategy is explicit, benchmark-aligned instruction. We will monitor through frequent walkthroughs by school-based administrators, coaches, and the district support team. Grade level teams and individual teachers will receive feedback to guide them in planning and instructing for input on student learning and determining next steps. Student data will be reviewed weekly. Instruction being delivered the following week will be discussed at weekly grade level collaborative team meetings.

Rationale:
Explicit instruction reduces cognitive load for students by segmenting complex skills into smaller tasks, demonstrating and labeling cognitive processes, and providing frequent opportunities for students to receive meaningful, corrective feedback on skills they are practicing (Archer & Hughes,

2011). Segmenting skills into smaller tasks reduces the demand on working memory and supports students with learning disabilities in processing new information to solve problems, applying strategies, and completing tasks (Vaughn et al., 2012). When teachers identify student misconceptions, provide models of how to correctly work through a skill or task, and allow students multiple practice opportunities, students build fluency and automaticity and encode new information into their long-term memory (Martin, 2016). "Danielson's Framework for Teaching: Convergence and Divergence with Conceptions of Effectiveness in Special Education" Morris-Mathews, Stark, Jones, Brownell, and Bell

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

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

Action Steps to Implement:

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

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

Action Step #1
Data Driven Planning

Person Monitoring:	**By When/Frequency:**
Jessica Fries	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Share data with staff to determine the need for benchmark aligned instruction. This action step will be monitored collaborative team agendas, sign-in sheets, and through frequent classroom observations and feedback, utilizing data chats to determine instructional adjustments needed to impact student growth.

Action Step #2
Professional Development

Person Monitoring:	**By When/Frequency:**
Tara Ossler	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide ongoing professional learning in benchmark-based instruction during collaborative team meetings and Professional Development days. District resource teachers in both math and reading will be scheduled to support teachers in delivering rigorous and aligned benchmarks to this student group. This action step will be monitored professional learning agendas, sign-in sheets, and through frequent classroom observations and feedback, utilizing data chats to determine instructional adjustments needed to impact student growth.

Action Step #3
Collaborative Team Meetings

Person Monitoring:	**By When/Frequency:**
Tara Ossler	Weekly

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

Conduct collaborative planning that includes planning for alignment between the benchmark, the instruction being delivered, teacher questions, and student work. This action step will be monitored collaborative team meeting agendas, sign-in sheets, and through frequent classroom observations and feedback, utilizing data chats to determine instructional adjustments needed to impact student growth.

Action Step #4
Targeted Intervention

Person Monitoring:	**By When/Frequency:**
Tara Ossler	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Use targeted intervention in small group by providing instruction on prerequisite concepts and skills. This action step will be monitored through frequent classroom observations and feedback, utilizing data chats to determine instructional adjustments needed to impact student growth.

Area of Focus #3

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

Instructional Practice specifically relating to Differentiation

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.

Engage all students in benchmark-aligned instruction every day. Results of our needs assessment and analysis revealed that 49% of students made a learning gain in ELA and 52% made a learning gain in Math. Year over year trends shows a decline in both categories. Overall SWD success based on the FPI was 45%. When we looked further, we reported 35% for ELA success (4% increase from 2022-2023), 44% for Math success (9% increase from 2022-2023), and 39% for Science (16% increase from 2022-2023) achievement.

Measurable Outcome

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

Increase student growth in Math from 52% to 57% (+5) and in ELA from 49% to 54% (+5). Increase success based on the Federal Point Index for Students with Disabilities from 47% to 49%.

Monitoring

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

This area of focus will be monitored through frequent classroom observations and feedback, utilizing data chats to determine instructional adjustments needed to impact student growth. Also, coaching cycles based on teacher need as demonstrated through weekly classroom observations and student performance data. Weekly review of student data and instructional delivery in collaborative team meetings, data chats, and grade level planning as evidenced by collaborative team agendas and notes.

Person responsible for monitoring outcome
Kimberly Scaccia

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:
Our evidence-based strategy is explicit, benchmark aligned instruction. We will monitor through frequent walkthroughs by school-based administrators, coaches, and the district support team. Grade level teams and individual teachers will receive feedback to guide them in planning and instructing for input on student learning and determining next steps. Student data will be reviewed weekly. Instruction being delivered the following week will be discussed at weekly grade level collaborative team meetings.

Rationale:
Explicit instruction reduces cognitive load for students by segmenting complex skills into smaller tasks, demonstrating and labeling cognitive processes, and providing frequent opportunities for students to receive meaningful, corrective feedback on skills they are practicing (Archer & Hughes, 2011). Segmenting skills into smaller tasks reduces the demand on working memory and supports students with learning disabilities in processing new information to solve problems, applying strategies, and completing tasks (Vaughn et al., 2012). When teachers identify student misconceptions, provide models of how to correctly work through a skill or task, and allow students multiple practice opportunities, students build fluency and automaticity and encode new information into their long-term memory (Martin, 2016). "Danielson's Framework for Teaching: Convergence and Divergence with Conceptions of Effectiveness in Special Education" Morris-Mathews, Stark, Jones, Brownell, and Bell

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

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

Action Steps to Implement:

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

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

Action Step #1
Data Driven Planning

Person Monitoring:
Jessica Fries

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Share data with staff to determine the need for benchmark aligned instruction. This action step will be monitored collaborative team agendas, sign-in sheets, and through frequent classroom observations and feedback, utilizing data chats to determine instructional adjustments needed to impact student growth.

Action Step #2
Professional Development

Person Monitoring:
Kimberly Scaccia

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide ongoing professional learning in benchmark-aligned instruction during collaborative team meetings and Professional Development days. District Curriculum Specialists in both math and reading will be scheduled to support teachers in delivering rigorous and aligned instruction to all students. This action step will be monitored professional learning agendas, sign-in sheets, and through frequent classroom observations and feedback, utilizing data chats to determine instructional adjustments needed to impact student growth.

Action Step #3
Collaborative Team Meetings

Person Monitoring:
Tara Ossler

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conduct collaborative planning that includes planning for alignment between the benchmark, the instructional being delivered, teacher questions, and student work. This action step will be monitored collaborative team agendas, sign-in sheets, and through frequent classroom observations and feedback, utilizing data chats to determine instructional adjustments needed to impact student growth.

Action Step #4
Targeted Intervention

Person Monitoring:
Kimberly Scaccia

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Use targeted intervention in small group by providing instruction on prerequisite concepts and skills. This action step will be monitored through frequent classroom observations and feedback, utilizing data chats to determine instructional adjustments needed to impact student growth.

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.

The goal of this area of focus is to increase student resilience and engagement, while decreasing the number of student discipline referrals and excessive absences (10% or more of the school year). Data from the 23-24 school year show significant increases in these two areas. Similarly, we have identified learning gains in both ELA and Math as an area of academic focus. In order for students to receive specifically designed intervention to close identified academic gaps, students must be on campus and engaged in benchmark-aligned instruction.

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

Our total count of discipline referrals increased from 169 in 2022-2023 to 270 in 2023-2024. Student referrals for our students with disabilities increased from 81 to 136 in the same year. Additionally, the number of students missing 10% or more of the school year increased from 115 to 275.

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

This Area of Focus will be monitored through weekly review of attendance and discipline data. Secondly, a survey will be sent at the mid-year point to faculty and staff to monitor CKH effectiveness and areas of improvement.

Person responsible for monitoring outcome
Kimberly Scaccia

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:
Capturing Kids Hearts (CKH) wil be implemented to increase resiliency and engagement among all students.

Rationale:
Capturing Kids' Hearts (CKH) is a set of processes intended to create healthy relationships between adults and youth and to support high-achieving learning environments. It is designed to strengthen students' connection to school by 1) increasing protective factors including positive character

development, strong bonds with teachers, and consistently enforced behavioral agreements and 2) decreasing risk factors such as inappropriate behavior and poor social coping skills. Schoolwide implementation of CKH consists of several strategies, collectively referred to as the EXCEL Model strategies, used by K-12 classroom teachers that includes: 1. Greeting students at the door with a handshake 2. Asking students to share good things in their lives 3. Having students create a social contract for expected classroom behavior 4. Posing four questions to redirect behavior 5. Using and encouraging students to use non-verbal hand signals to redirect behavior 6. Ending the class on a powerful note or launch Student resilience and engagement programs, such as CKH, have been shown to have a positive impact on student outcome measures and student/student as well as student/teacher relationship development. Sources: https://files.eric.ed.gov/fulltext/ED606969.pdf?scrlybrkr=12e41ab8 https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/blogs/RELMW-ESSA-Tiers-Video-Handout-508.pdf

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

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

Action Steps to Implement:

Action Step #1
Professional Development

Person Monitoring:	**By When/Frequency:**
Kimberly Scaccia	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide ongoing professional learning in Capturing Kid's Hearts best practices during PLC's and Professional Development days. Successful implementation of learning will be monitored through frequent walk-throughs with feedback to teachers.

Action Step #2
Monitor Attendance Data

Person Monitoring:	**By When/Frequency:**
Kimberly Scaccia	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Weekly attendance reports will be monitored and discussed with the Student Services Team. Students who accumulate more than 5 absences will be identified and tracked. Once a student reaches 10 or more absences, a plan to reduce absences will be developed with input from the classroom teacher, school counselor, parent, and school administrator. Additional support will be provided by the School Social Worker, as needed.

Action Step #3
Monitor Discipline Data

Person Monitoring:	**By When/Frequency:**
Kimberly Scaccia	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Weekly discipline reports will be monitored and discussed with the Student Services Team. Students

who demonstrate a need for behavior support will be identified and tracked through our MTSS process. Additional support will be provided by the School Behavioral Interventionist, as needed.

Action Step #4
Celebrate Student Success

Person Monitoring:	**By When/Frequency:**
Kimberly Scaccia	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students who represent the Owl Promise of Being Respectful, Responsible, and Safe will participate in PBIS celebrations quarterly. Additionally, regular attendance and good behavior will be celebrated in the classroom as well as at the school level.

Action Step #5
Survey Stakeholders

Person Monitoring:	**By When/Frequency:**
Jessica Fries	Semester

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
A survey will be provided to all stakeholders (students, teachers, staff, and families) to determine CKH effectiveness and to make any adjustments needed to sustain success.

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.

At the district level funding and resource allocations are determined through several processes such as staffing plans & position control, comprehensive needs assessments, instructional resource review, and Title I funding.

At the school level, school improvement allocations are determined through several processes such as comprehensive needs assessments, instructional resource review, review 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).

We will utilize explicit, benchmark-aligned instruction based on learning gaps identified through frequent data collection and provided in consistent small group instruction. Additionally, we will increase efforts to implement Capturing Kids Hearts across all grade levels. The goal of this area of focus is to increase student resilience and engagement, while decreasing the number of student discipline referrals and excessive absences (10% or more of the school year). This area of focus will be monitored through frequent classroom observations and feedback, utilizing data chats to determine instructional adjustments needed to impact student growth. Also, coaching cycles based on teacher need as demonstrated through weekly classroom observations and student performance data. Weekly review of student data and instructional delivery in PLC's, data chats, and grade level planning as evidenced by PLC agendas and notes.

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