

Pinellas County Schools

LAKE ST. GEORGE ELEM. SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Lake St. George Elementary staff, in partnership with students, parents and the community, will provide a quality education that promotes the highest student achievement by being actively involved in continually improving the educational process.

Provide the school's vision statement

100% Student Success!

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

Angela Ohmer

Position Title

Principal

Job Duties and Responsibilities

The Principal is the instructional and operational leader within the school community and is critical to improving student outcomes, through the hiring, development, support, supervision and retention of high-quality instructional and support staff. As the school leader, the Principal creates a culture of rigorous learning, belonging and engagement for staff, students and families through collaboration and distributive leadership. In alignment with the Florida Principal Standards, the Principal leads the school team to increased school and student outcomes by prioritizing instruction while effectively balancing the operational, safety, and policy responsibilities of a school-building leader.

Leadership Team Member #2

Employee's Name

Jennifer Ovalle

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.

Leadership Team Member #3**Employee's Name**

Michael Corey Boyd

Position Title

Behavior Specialist

Job Duties and Responsibilities

Establishes principles of behavior change procedures with basic understanding of applied behavior analysis. Conducts and facilitates Functional Behavior Assessments and implements Positive Behavior Intervention Plans. Establishes specific behavior management programs for students as needed. Consults with school personnel, parents, and others regarding behavior strategies. Functions in the areas of behavior management and crisis intervention and is responsible to the school principal.

Leadership Team Member #4**Employee's Name**

Terri Dyer

Position Title

School Counselor

Job Duties and Responsibilities

Provides a comprehensive school counseling program that assists all students in acquiring the skills and knowledge to maximize highest student achievement in a safe learning environment.

Leadership Team Member #5

Employee's Name

Shannon O'Keeffe

Position Title

Social Worker

Job Duties and Responsibilities

This position provides a specialized service for helping students in an adjustment which enhances learning and participation in school. The students referred to this position are primarily those identified as having problems in behavior, personality, achievement and/or attendance, to the extent that they are not making constructive use of school. Responsibilities include helping students through casework, group work or consultation, either on a long or short-term basis, involving contacts with the child and/or parent, school personnel and community resource.

Leadership Team Member #6

Employee's Name

Justine Sailor

Position Title

Psychologist

Job Duties and Responsibilities

Provides comprehensive psychological services for students experiencing learning and behavioral problems and for students exhibiting high-level abilities and talents. Comprehensive psychological services include formal and informal assessment, counseling, behavior management, consultation, research and in-service training.

DUTIES AND RESPONSIBILITIES include but are not limited to:

- Utilizes psychological methods, instruments, and techniques for purposes of measurement, understanding and prediction of student behavior
- Facilitates and/or serves on problem-solving teams working with teachers, parents and students to improve academic and behavioral performance
- Provides reports to parent and school staff
- Assists parents and schools in understanding data and in valid interpretation of data
- Consults with teachers, parents, and school staff to maximize student success in the educational setting • Links assessment to research-based interventions in developing plans to increase student success.
- Provides leadership and/or guidance in the development of strategies and in progress monitoring
- Responds to crises at schools within district

- Provides mental health support to students and staff before, during and after a crisis • May provide individual and/or group counseling and skill groups for students
- Understands and utilizes district and community resources in planning for students

Leadership Team Member #7

Employee's Name

Rachel Hart

Position Title

Kindergarten Teacher

Job Duties and Responsibilities

Representative of primary educators at Lake St. George, on the School Improvement team.

Mrs. Hart assists in monitoring action steps of the SIP plan, reviews school-wide data, supports initiatives, part of the leadership and decision-making team with respect to schoolwide initiatives, model classroom for instructional supports for primary teachers.

Leadership Team Member #8

Employee's Name

Jane Burgos

Position Title

Intermediate 4th grade Teacher

Job Duties and Responsibilities

Representative of intermediate educators at Lake St. George, on the School Improvement team.

Ms. Burgos assists in monitoring action steps of the SIP plan, reviews school-wide data, supports initiatives, part of the leadership and decision-making team with respect to schoolwide initiatives, model classroom for instructional supports for intermediate teachers.

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.

All stakeholders were given the opportunity to provide feedback and input into the school improvement planning process. Any feedback received, was reviewed and considered during summer planning sessions with select teachers to provide input and action steps for the school improvement plan. Areas of strength and areas of growth based on data were discussed and planned for. Our School Advisory Committee (SAC) is comprised of parents, teachers, and community members. The draft SIP plan is reviewed and approved by the SAC committee during preschool.

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 is regularly monitored through monthly SIP committee meetings as well as monthly SAC committee meetings. The SIP will be revised as necessary to ensure effective implementation in continuous academic growth and positive, cultural environment that supports all students. Site based professional development is planned and implemented based on data and the SIP plan action steps. Feedback is also given during grade level PLC's, Leadership team meetings, and data chats. A mid-year SIP reflection is also conducted to address or tweak any action steps or goals needed.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	28.8%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	67.2%
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) 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: 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	0	11	9	8	11	17				56
One or more suspensions	0	0	2	1	0	0				3
Course failure in English Language Arts (ELA)	0	0	0	2	1	1				4
Course failure in Math	0	0	0	1	0	1				2
Level 1 on statewide ELA assessment	0	0	0	1	8	8				17
Level 1 on statewide Math assessment	0	0	0	1	11	9				21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	1	3	6				12

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	2	0	1				3
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										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

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										0
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024		2023		2022**	
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	73		69	54	53	68
ELA Grade 3 Achievement **	71		74	54	53	
ELA Learning Gains	60					62
ELA Learning Gains Lowest 25%	57					56
Math Achievement *	78		77	61	59	76
Math Learning Gains	69					63
Math Learning Gains Lowest 25%	42					49
Science Achievement *	73		59	62	54	70
Social Studies Achievement *						62
Graduation Rate						65
						57
Middle School Acceleration						52
College and Career Readiness						52
ELP Progress	46		51	64	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	67%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	599
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
67%	68%	66%	56%		65%	56%

* 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	45%	No		
English Language Learners	46%	No		
Black/African American Students	38%	Yes	1	
Hispanic Students	63%	No		
Multiracial Students	77%	No		
White Students	72%	No		
Economically Disadvantaged Students	57%	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	37%	Yes	1	
English Language Learners	51%	No		
Black/African American Students	69%	No		
Hispanic Students	56%	No		
Multiracial Students	74%	No		
White Students	73%	No		
Economically Disadvantaged Students	60%	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	47%	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%
English Language Learners	55%	No		
Native American Students				
Asian Students				
Black/African American Students	40%	Yes	1	
Hispanic Students	68%	No		
Multiracial Students	67%	No		
Pacific Islander Students				
White Students	65%	No		
Economically Disadvantaged Students	57%	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%	71%	60%	57%	78%	69%	42%	73%					46%
Students With Disabilities	41%	38%	63%	58%	50%	48%	21%	38%					
English Language Learners	35%		17%		53%	50%							76%
Black/African American Students	35%				41%								
Hispanic Students	69%	67%	45%		69%	59%		67%					
Multiracial Students	77%				77%								
White Students	77%	75%	65%	67%	83%	73%	52%	81%					
Economically Disadvantaged Students	64%	65%	51%	48%	69%	60%	33%	62%					

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	69%	74%			77%			59%					51%
Students With Disabilities	31%	38%			57%			20%					
English Language Learners	42%				53%								59%
Black/African American Students	64%				73%								
Hispanic Students	56%	67%			63%								38%
Multiracial Students	67%				80%								
White Students	72%	75%			80%			66%					
Economically Disadvantaged Students	61%	68%			69%			56%					46%

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.
All Students	68%		62%	56%	76%	63%	49%	70%		
Students With Disabilities	43%		47%		57%	35%		55%		
English Language Learners	25%				56%					
Native American Students										
Asian Students										
Black/African American Students	40%									
Hispanic Students	58%		50%		74%	61%		73%		93%
Multiracial Students	75%				58%					
Pacific Islander Students										
White Students	70%		61%	61%	78%	66%	52%	69%		
Economically Disadvantaged Students	54%		58%	47%	60%	59%	40%	65%		75%

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

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

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

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

III. Planning for Improvement

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

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

Most Improvement

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

Lake St. George's 5th grade Science data improved from 59% in 2023 to 72% in 2024.

There was a school-wide focus on Science.

Teachers implemented school-wide STEM challenges, after school STEM clubs, STEM week, Science in a snap after school club, hands on activities, science boards, and interactive science notebooks.

Academic science vocabulary was shared school-wide as well as implemented as games for homework.

5th grade teachers implemented a spiral review of the 3rd and 4th grade standards into their daily science 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.

The lowest data at Lake St. George is our ELA data at 72%, a 1% increase from the prior year.

Last year's low performance could be attributed to lack of leadership, processes and procedures.

The school was missing a consistent principal for at least 6 months. There were no tight or consistent processes and procedures in place for PLC's, collaborative planning, or data chats. Professional development and focus were lacking in ELA.

Small group instruction in ELA was lacking in addition to fidelity of instructional best practices in the ELA core.

Deepening understanding of the Florida's B.E.S.T. ELA standards and benchmarks was lacking.

Greatest Decline

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

Math data declined from the prior year by 5%.

Last year's low performance could be attributed to lack of leadership, processes and procedures.

The school was missing a consistent principal for at least 6 months. There were no tight or consistent processes and procedures in place for PLC's, collaborative planning, or data chats. Professional development and focus were lacking in math.

Small group instruction in math was lacking in addition to fidelity of instructional best practices in the Math block.

Deepening understanding of the Florida's B.E.S.T. standards for Mathematics was lacking. Also, lack of utilizing the Best Instructional Guide to Mathematics (B1G-M) to support Implementation of the B.E.S.T. Standards and other instructional initiatives.

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 ELA, math, and science proficiency scores are outperforming the state average in each content area.

EWS Areas of Concern

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

Lake St. George will focus on the top 3 EWS priorities for school improvement for the upcoming school year:

- Improve Tier 1 Behavior expectations implementing a school-wide Positive Behavior Intervention of Supports (PBIS)- current data indicates 10 students receiving 1 or more referrals
- Limit level 1's in ELA and Math- current data indicates 17 level 1's in ELA & 21 level 1's in Math
- Tardies/ Early release & Attendance concerns- current data indicated 56 total students with attendance below 90%

Highest Priorities

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

Lake St. George will focus on the top 3 priorities for school improvement for the upcoming school year:

- Math proficiency
- ELA proficiency
- Academic gains in our lowest 25%

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 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.

Math is an area of focus that impacts student learning at the elementary level. Math instruction is a crucial need as evidenced by data. Math was identified as a relative weakness based on the data declining 5% from 2023 (81%) to 2024 (76%). The instructional staff at Lake St. George will deepen their understanding of the Florida's B.E.S.T. Standards for Mathematics as a non-negotiable for improving student outcomes. Teachers will establish mathematical goals based on the standards to focus learning. Teachers will instruct and monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles. We will monitor to ensure the math block consists of the daily warm-up embedded spiral review, core instruction that utilizes hands on exploration, explicit instruction that promotes collaboration, problem-solving, and discourse.

Measurable Outcome

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

In 2024, Lake St. George demonstrated 76% proficiency in Math. Lake St. George will improve math proficiency by at least 10% (86% proficiency) as measured by the 2025 Spring, PM3 FAST data.

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.

Math instruction and engagement will be monitored by formal and informal walk throughs, student performance on benchmark assessments, exit tickets, completion of weekly Dream Box lessons (5 primary/10 intermediate), etc.

Person responsible for monitoring outcome

Angela Ohmer, 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:

Deepen understanding of the Florida's B.E.S.T. Standards for Mathematics to support staff and utilize data to organize students to interact with content which differentiates/scaffolds instruction to meet the needs of all students.

Rationale:

Historically black students and students with disabilities underperform on state assessments compared to their peers.

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

Teachers and administrators will engage in weekly Common Planning (during PLC's) utilizing the Best Instructional Guide to Mathematics (B1G-M) to support Implementation of the B.E.S.T. Standards and other instructional initiatives to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.

Person Monitoring:

Angela Ohmer, Principal

By When/Frequency:

Weekly

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

Daily walk throughs and weekly PLC's in addition to benchmark data will be used to monitor the impact of this action step.

Action Step #2

Provide all students with consistent opportunities to engage in in complex, grade-level content and activities aligned to the rigor of the standard/benchmark.

Person Monitoring:

Angela Ohmer, Principal

By When/Frequency:

Monthly

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

Daily walk throughs and weekly PLC's in addition to benchmark data will be used to monitor the impact of this action step.

Action Step #3

Teachers and administrators will participate in Math Foundations professional development throughout the school year.

Person Monitoring:
Angela Ohmer, Principal

By When/Frequency:
Monthly

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

Daily walk throughs and weekly PLC's in addition to benchmark data will be used to monitor the impact of this action step.

Action Step #4

Ensure feedback, professional development, and PLC's support the Florida B.E.S.T. Standards and promote strong alignment between standard, target and task.

Person Monitoring:
Angela Ohmer, Principal

By When/Frequency:
Weekly & Monthly

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

Daily walk throughs and weekly PLC's in addition to benchmark data will be used to monitor the impact of this action step. Feedback will be monitored through the use of iobservation and email.

Area of Focus #2

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

ELA is an area of focus that impacts student learning at the elementary level. ELA instruction is a crucial need as evidenced by data. Reading is a fundamental skill for success in school and in life. ELA was identified as a relative weakness based on the data from 2023 (71%) to minimal improvement in 2024 (72%). The instructional staff at Lake St. George will deepen their understanding of the Florida's B.E.S.T. Standards for ELA as a non-negotiable for improving student outcomes. Teachers will establish ELA goals based on the standards to focus learning. Teachers will instruct and monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles. We will monitor to ensure the ELA block consists of core instruction, phonics, explicit instruction that promotes collaboration and the opportunity to practice skills, problem-solving, and discourse.

Measurable Outcome

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

In 2024, Lake St. George demonstrated 72% proficiency in ELA grades 3-5. Lake St. George will improve ELA proficiency in grades 3-5 by at least 10% (82% proficiency) as measured by the 2025 Spring, PM3 FAST data.

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.

ELA instruction and cognitive engagement with content will be monitored by formal and informal walk throughs, student performance on module assessments, exit tickets- formative assessments with corrective feedback, completion of weekly istation minutes, etc.

Person responsible for monitoring outcome

Jennifer Ovalle

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:

Kindergarten- 2nd grade teachers will utilize UFLI curriculum and intervention to support teachers in their development of the knowledge and skills necessary to teach reading effectively. This will also support developing readers, especially those who struggle with early literacy skills. Pop up small groups will be utilized in grades 3-5 to remediate standards and create a spiral review.

Rationale:

Historically black student and students with disabilities are underperforming on state assessments compared to their peers. Explicit instructional practice for novices in learning new content, skill, or concept: 1) full, clear explanations, 2) teacher modeling, 3) Provide a "worked-out" sample with full teacher explanation, 3) Full guidance during student practice, 4) Teacher corrective feedback. Decades of research clearly demonstrate that for novices (comprising virtually all students), direct, explicit instruction is more effective and more efficient than partial guidance. Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring student discovery while learning new skills/concepts. A review of 70 studies indicates that failure to provide strong instructional support produced measurable loss of learning: minimal guidance can increase the achievement gap.

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

Ensure whole group and small group instruction in the ELA block in both reading and writing is designed and implemented according to evidence-based principles.

Person Monitoring:

Jennifer Ovalle

By When/Frequency:

Monthly

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

Daily walk throughs and weekly PLC's in addition to benchmark data will be used to monitor the impact of this action step. Feedback will be monitored through the use of iobservation and email.

Action Step #2

Deliver explicit, step-by-step instruction- in multiple, briskly paced cycles related to student interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices.

Person Monitoring:

Jennifer Ovalle

By When/Frequency:

Monthly

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

Daily walk throughs and weekly PLC's in addition to benchmark data will be used to monitor the impact of this action step. Feedback will be monitored through the use of iobservation and email.

Action Step #3

Prioritize engaging students in immense amounts of reading, *academic discourse, and *writing with *feedback ensuring ample time is given to students to read, *closely read and annotate, and write appropriate grade-level text (while applying foundational skills) with high-quality *feedback and opportunities to use that feedback.

Person Monitoring:

Jennifer Ovalle

By When/Frequency:

Monthly

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

Daily walk throughs and weekly PLC's in addition to benchmark data will be used to monitor the impact of this action step. Feedback will be monitored through the use of iobservation and email.

Action Step #4

Implement a plan for identifying students not meeting benchmark, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

Person Monitoring:

Jennifer Ovalle

By When/Frequency:

Monthly

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

Daily walk throughs and weekly PLC's in addition to benchmark data will be used to monitor the impact of this action step. Feedback will be monitored through the use of iobservation and email.

Area of Focus #3

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

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining

how it was identified as a crucial need from the prior year data reviewed.

There is a strong correlation between the reading and science scores. Embedding more science related articles within small group reading with a focus on lower performing standards. This will help strengthen core curriculum knowledge and provide students with more background knowledge. Increase monitoring during all grade level science blocks to create a common foundation of standards-aligned, rigorous expectations for all students.

Measurable Outcome

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

In 2024, Lake St. George demonstrated 72% proficiency in science. Lake St. George will improve science proficiency by at least 10% (82% proficiency) as measured by the 2025 Spring, PM3 Florida's State Academic Standards for Science (FSASS).

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.

Science instruction and cognitive engagement with content will be monitored by formal and informal walk throughs, student performance on science assessments, exit tickets- formative assessments with corrective feedback, and science notebooks etc.

Person responsible for monitoring outcome

Angela Ohmer, 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:

Utilize data from unit assessments and formative assessments to support differentiated instruction and clarify science misconceptions. Provide consistent and effective feedback to promote rigorous student-centered learning. Formative assessment checks throughout a unit, the use of mini assessments midway, or a summative assessment at the end of a unit will provide the teacher information to help evaluate the teaching and learning of content.

Rationale:

Historically our black students and students with disabilities underperform on statewide assessments compared to their peers. The purpose of feedback is to help the learner get from where he is currently performing to where he needs to be. Student assessment is not just important feedback for learners but is even more useful to teachers as they work to examine whether the learning goals were achieved, content was understood, methods were appropriate and media helpful.

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

During collaborative planning sessions, make strategic decisions about implementation about the curriculum to maximize the impact on student learning, including, not limited to common planning, materials management, and use of collaborative structures for high-level engagement tasks.

Person Monitoring:

Angela Ohmer, Principal

By When/Frequency:

Monthly

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

Science instruction and cognitive engagement with content will be monitored by formal and informal walk throughs, student performance on science assessments, exit tickets- formative assessments with corrective feedback, and science notebooks etc.

Action Step #2

Provide all students with consistent opportunities to engage in complex, grade level content and activities aligned to the rigor of the standards/benchmarks.

Person Monitoring:

Angela Ohmer, Principal

By When/Frequency:

Monthly

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

Science instruction and cognitive engagement with content will be monitored by formal and informal walk throughs, student performance on science assessments, exit tickets- formative assessments with corrective feedback, and science notebooks etc.

Area of Focus #4

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.

Eliminate the gap between proficiency rates in ELA for black and non-black students. Current data indicates the gap between our black students and our non-black students was 37% in ELA. The problem/gap is occurring because the depth of knowledge of standards and the varying use of high yield engagement strategies by teachers is not evident or seen regularly or used with fidelity. The

instructional practice will focus on supporting teachers understanding and usage of research-based practice.

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.

Decrease the gap by at least 50% or more in ELA as measured by the PM3 FAST data.

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.

ELA instruction and cognitive engagement of black students with content will be monitored by formal and informal walk throughs, student performance on module assessments, exit tickets- formative assessments with corrective feedback, completion of weekly istation minutes, etc. Administration will monitor the professional development and implementation of restorative, culturally relevant teaching and high yield engagement strategies for teachers.

Person responsible for monitoring outcome

Jennifer Ovalle, Assistant 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:

Ensure black students are participating in extended learning opportunities before and after school. Ensure social emotional learning and restorative practices are in place to support students.

Rationale:

If the implementation of social emotional implementation and restorative practices are being used with fidelity, the gap between black and non-black students would be minimized or eliminated.

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

Administration will regularly monitor lesson plans and provide ongoing professional development and

support for restorative practices and social emotional learning.

Person Monitoring:

Jennifer Ovalle

By When/Frequency:

Monthly

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

ELA instruction and cognitive engagement of black students with content will be monitored by formal and informal walk throughs, student performance on module assessments, exit tickets- formative assessments with corrective feedback, completion of weekly istation minutes, etc. Administration will monitor the professional development and implementation of restorative, culturally relevant teaching and high yield engagement strategies for teachers.

Action Step #2

Ensure black students are active participants in ELP, STEM, and other extra curricular activities.

Person Monitoring:

Jennifer Ovalle

By When/Frequency:

Monthly

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

Administration will monitor ELP and STEM attendance and enrollment.

Area of Focus #5

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

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

Eliminate the gap in proficiency rates in ELA for student with disabilities. Current data indicates the gap between our students with disabilities and our non-students with disabilities was 35% in ELA. The problem/gap is occurring due to lack of differentiation within the standards and the use of specially designed 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.

Decrease the gap by at least 50% or more in ELA as measured by the PM3 FAST data.

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.

ELA instruction and cognitive engagement of students with disabilities with content will be monitored by formal and informal walk throughs, student performance on module assessments, exit tickets-

formative assessments with corrective feedback, completion of weekly istation minutes, etc. Administration will monitor specially designed instruction and differentiation within the core.

Person responsible for monitoring outcome

Angela Ohmer, 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:

ESE students require remediation and skill development in order to meet the BEST standards through collaborative planning and appropriate scaffolding of grade level material alongside the general education teacher; to provide timely support for increased proficiency. Administration will monitor lesson plans for differentiation and specially designed instruction aligned with evidence-based practices.

Rationale:

If the implementation of specially designed instruction and differentiation are being used with fidelity, the gap between students with disabilities and non-students with disabilities would be minimized or eliminated.

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

Monitor lesson plans

Person Monitoring:

Angela Ohmer, Principal

By When/Frequency:

Monthly

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

Administration will monitor lesson plans to ensure teachers are planning for implementation of specially designed instruction and differentiation.

Action Step #2

Provide opportunities for ESE and Gen. Ed. teachers to co-plan for differentiated instruction and support delivery of services.

Person Monitoring:

Jennifer Ovalle, Assistant Principal

By When/Frequency:

Monthly

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

step:

Administration will provide and monitor planning between ESE and Gen. Ed. teachers as well as monitor for implementation of differentiated instruction and provide feedback.

Area of Focus #6

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

Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale**

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

Beginning in the 2023-2024 school year, third grade reading became a cell under school accountability. Third grade is a crucial year in reading due to the mandatory state retention requirements.

Measurable Outcome

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

In 2024, Lake St. George demonstrated 70% proficiency in Grade 3 ELA. Lake St. George will improve Grade 3 ELA proficiency by at least 10% (80% proficiency) as measured by the 2025 Spring, PM3 FAST data.

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.

Third grade ELA instruction and cognitive engagement with content will be monitored by formal and informal walk throughs, student performance on module assessments, portfolio assessments, exit tickets- formative assessments with corrective feedback, completion of weekly istation minutes, etc.

Person responsible for monitoring outcome

Jennifer Ovalle, Assistant 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:

Pop up small groups will be utilized to remediate standards and create a spiral review. Students that need remediation with foundational skills, will use UFLI along with ELFAC to determine foundational

areas that need support.

Rationale:

Historically black student and students with disabilities are underperforming on state assessments compared to their peers. Explicit instructional practice for novices in learning new content, skill, or concept: 1) full, clear explanations, 2) teacher modeling, 3) Provide a "worked-out" sample with full teacher explanation, 3) Full guidance during student practice, 4) Teacher corrective feedback. Decades of research clearly demonstrate that for novices (comprising virtually all students), direct, explicit instruction is more effective and more efficient than partial guidance. Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring student discovery while learning new skills/concepts. A review of 70 studies indicates that failure to provide strong instructional support produced measurable loss of learning: minimal guidance can increase the achievement gap.

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

Implement a plan for identifying students not meeting benchmark, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

Person Monitoring:

Jennifer Ovalle

By When/Frequency:

Monthly

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

Daily walk throughs and weekly PLC's in addition to benchmark data will be used to monitor the impact of this action step. Feedback will be monitored through the use of iobservation and email.

Action Step #2

Prioritize engaging students in immense amounts of reading, *academic discourse, and *writing with *feedback ensuring ample time is given to students to read, *closely read and annotate, and write appropriate grade-level text (while applying foundational skills) with high-quality *feedback and opportunities to use that feedback.

Person Monitoring:

Jennifer Ovalle

By When/Frequency:

Monthly

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

Daily walk throughs and weekly PLC's in addition to benchmark data will be used to monitor the impact of this action step. Feedback will be monitored through the use of iobservation and email.

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.

In a one-month sample of our behavior calls, we received 40 calls as a request for support. Our Tier 1 behavior system including but not limited to classroom expectations and school-wide guidelines for success represent the minimum behavioral expectations required for successful participation in the educational process. All students and staff are responsible for demonstrating the Guidelines for Success.

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.

On a monthly average our behavior calls will decrease by 50% as measured by Forms documentation.

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.

Monitoring use of cat cash, informal and formal walkthroughs, and Wildcat of the Week will decrease the number of discipline referrals.

Person responsible for monitoring outcome

Jennifer Ovalle, Assistant Principal

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:

Establish regular, predictable, positive learning and teaching environments throughout the campus. Training adults and peers to model positive behavioral expectations, creating systems for providing regular positive feedback, and environments that support academic success.

Rationale:

Our Tier 1 behavior system including but not limited to classroom expectations and school-wide guidelines for success represent the minimum behavioral expectations required for successful participation in the educational process. All students and staff are responsible for demonstrating the Guidelines for Success.

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

All classroom teachers will create a positive classroom management plan that will be submitted to administration.

Person Monitoring:

Angela Ohmer, Principal

By When/Frequency:

August 2024

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

Administration will monitor and provide feedback as needed.

Action Step #2

Teachers will teach and reteach classroom/school-wide expectations.

Person Monitoring:

Jennifer Ovalle, Assistant Principal

By When/Frequency:

Monthly/As Needed

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

Administration will monitor and provide feedback as needed.

Area of Focus #2

Student Attendance

Area of Focus Description and Rationale

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

School attendance is vital to academic success. By establishing and maintaining positive relationships with all students and families, students will feel more connected to their classrooms. When expectations for attendance and the importance of consistent attendance are explicitly shared with families, a greater effort will be made to ensure students are in school daily.

Measurable Outcome

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

We expect the number of students missing 10% of school or more will decrease 50% or more by the end of the 2024-2025 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of

how ongoing monitoring will impact student achievement outcomes.

Child Study Team will review, and problem solve implementation and outcome through daily attendance data.

Person responsible for monitoring outcome

Shannon O'Keeffe, Social Worker

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:

Strengthen the ability of classroom teachers and staff to establish and maintain a positive relationship with students and families.

Rationale:

By establishing and maintaining positive relationships with all students and families, students will feel more connected to their classrooms.

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**

Students will receive perfect attendance awards monthly

Person Monitoring:

Shannon O'Keeffe

By When/Frequency:

Monthly

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

Attendance will continue to be monitored biweekly through the Child Study Team as well as daily attendance.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

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