

Leon County Schools

Desoto Trail Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Desoto Trail Elementary School

5200 TREDINGTON PARK DR, Tallahassee, FL 32309

<https://www.leonschools.net/desototrail>

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 parent), 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://www.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)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Keltner, Michele	Principal	School-wide responsibilities
Keen, Megan	Assistant Principal	School-wide responsibilities
Schubert, David	Instructional Technology	Oversee the technology component of school wide schedules and systems
Watkins, Mary	Reading Coach	Oversee adherence to reading standards and implementation of reading interventions
Dillon, Kelli	Instructional Media	Oversee reading incentive program and adoption of supplemental reading materials
Lambert, Theresa	Teacher, K-12	Liaison between administration and kindergarten team
Hagood, Brittany	Teacher, K-12	Liaison between administration and first grade team
Whitley, Sharon	Teacher, K-12	Liaison between administration and second grade team
Jones, Alicia	Teacher, K-12	Liaison between administration and third grade team
Howard, Cameron	Teacher, K-12	Liaison between administration and fourth grade team
Lundy, Atesa	Teacher, K-12	Liaison between administration and fifth grade team
Baez, Randy	Teacher, K-12	Liaison between administration and special area team
Bennett, Ashley	Teacher, ESE	Liaison between administration and ESE team
Needham, Chelsie	School Counselor	Oversee referrals and positive behavior support

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. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team examined assessment data and data from early warning systems to identify areas of need. Teachers, school staff, parents, and students provided additional data via the annual

climate survey. After school leaders developed a plan for improvement based on the data and feedback, our School Advisory Council reviewed and approved the plan.

SIP Monitoring

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

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

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	26%
2022-23 Economically Disadvantaged (FRL) Rate	27%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A

School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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 days	0	17	16	12	11	12	0	0	0	68	
One or more suspensions	0	1	1	0	0	0	0	0	0	2	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	14	0	0	0	14	
Level 1 on statewide Math assessment	0	0	0	0	0	13	0	0	0	13	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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	1	1	0	0	4	0	0	0	6

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	2	1	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

Prior Year (2022-23) As Initially 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 days	21	17	10	11	18	17	0	0	0	94	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	8	7	0	0	0	15	
Level 1 on statewide Math assessment	0	0	0	0	10	13	0	0	0	23	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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	0	0	0	0	3	0	0	0	3

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	1	2	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	1	0	1	0	0	0	2

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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 days	21	17	10	11	18	17	0	0	0	94	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	8	7	0	0	0	15	
Level 1 on statewide Math assessment	0	0	0	0	10	13	0	0	0	23	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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	0	0	0	0	3	0	0	0	3

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	1	2	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	1	0	1	0	0	0	2

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

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.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	71	54	53	81	57	56	85		
ELA Learning Gains				71			74		
ELA Lowest 25th Percentile				64			43		
Math Achievement*	66	56	59	77	47	50	78		
Math Learning Gains				69			65		
Math Lowest 25th Percentile				49			40		
Science Achievement*	59	52	54	77	57	59	77		
Social Studies Achievement*					60	64			
Middle School Acceleration					47	52			
Graduation Rate					50	50			
College and Career Acceleration						80			
ELP Progress		52	59						

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	266
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	488
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**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%
SWD	36	Yes	1	
ELL				
AMI				
ASN	91			
BLK	58			
HSP	70			
MUL	65			
PAC				
WHT	67			

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%
FRL	36	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	48			
ELL				
AMI				
ASN	100			
BLK	59			
HSP	64			
MUL	65			
PAC				
WHT	74			
FRL	54			

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)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	71			66			59					
SWD	40			38			40				4	
ELL												
AMI												
ASN	91			91							2	
BLK	63			53							2	
HSP	76			65							3	
MUL	76			53							2	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	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
PAC												
WHT	70			67			61				4	
FRL	45			49			15				4	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	81	71	64	77	69	49	77					
SWD	57	62	69	52	35	17	45					
ELL												
AMI												
ASN	100			100								
BLK	48	73		54	60							
HSP	75	69		75	56		45					
MUL	89	70		61	40							
PAC												
WHT	84	72	70	80	72	55	85					
FRL	62	48	50	61	48	50	59					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	85	74	43	78	65	40	77					
SWD	58			58								
ELL												
AMI												
ASN												
BLK	70	45		48	45		36					
HSP	100			96								
MUL	81			69								
PAC												
WHT	85	77	53	81	65	46	80					
FRL	70			59								

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	72%	55%	17%	54%	18%
04	2023 - Spring	83%	57%	26%	58%	25%
03	2023 - Spring	71%	52%	19%	50%	21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	75%	57%	18%	59%	16%
04	2023 - Spring	72%	58%	14%	61%	11%
05	2023 - Spring	66%	52%	14%	55%	11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	61%	50%	11%	51%	10%

III. Planning for Improvement

Data Analysis/Reflection

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

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

Science proficiency showed the lowest performance in 2023, with 61% of students proficient. Contributing factors included changes to the fifth grade daily schedule and new science teachers.

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

Science proficiency showed the greatest decline from the prior year, from 77% proficient to 16% proficient. Contributing factors included changes to the fifth grade daily schedule and new science teachers.

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.

While the school is above the statewide average for every component, some components are much closer to the statewide average than other. Fifth grade is within 11 percentage points of the statewide average for every subject tested (ELA, math, and science). Fourth grade math is also within 11 points of the statewide average.

In both grade levels, one factor that contributed to the declining gap is changes in staffing and the replacement of experienced teachers with some less experienced teachers.

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

The only data component that showed improvement in 2023 was fourth grade ELA, which increased from 82% of students proficient to 83%. The fourth grade teachers continued highly effective instructional practices to maintain this high performance.

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

We have a significant number of students who are absent more than 10% of school days.

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

1. Science proficiency
2. ELA learning gains for bottom quartile
3. Math learning gains for bottom quartile
4. Attendance

Area of Focus

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

#1. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Last year's data showed a decline from our typical percentage of students proficient in science. This decline was greater than the decline in any other subject area and moved us outside our typical range for science proficiency.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The school will increase the percentage of students proficient in science by at least 5%, from 61% to 66%, as measured by the Florida Statewide Science Assessment.

Monitoring:

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

Teachers will administer the district baseline science assessment at the beginning of the year to identify areas to focus on throughout the year. Fifth grade teachers will administer prior-year science assessments to identify assessed standards that students are not proficient in. Science teachers will use unit tests to identify areas requiring remediation in science and provide remediation via small group instruction. School leadership team will monitor for desired outcome on state assessment in June.

Person responsible for monitoring outcome:

Michele Keltner (keltnerm@leonschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students will utilize the IXL Science resource to practice and remediate science skills.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

IXL Science provides individualized instruction targeted to specific benchmarks.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers administer baseline assessment

Person Responsible: Michele Keltner (keltnerm@leonschools.net)

By When: September

Teachers and intervention team analyzes data from baseline assessment to identify areas for targeted support

Person Responsible: Michele Keltner (keltnerm@leonschools.net)

By When: September-October

Differentiated instruction and ongoing monitoring of student mastery of taught standards

Person Responsible: Michele Keltner (keltnerm@leonschools.net)

By When: October-March

Re-administer baseline assessment to identify areas of growth and continued remediation before statewide science assessment

Person Responsible: Michele Keltner (keltnerm@leonschools.net)

By When: April