

Leon County Schools

Ruediger Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Ruediger Elementary School

526 W 10TH AVE, Tallahassee, FL 32303

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

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.

Reaching Every Student - All Day, Every Day, in Every Way!

Provide the school's vision statement.

Ruediger Elementary School 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
Haire, Shannon	Principal	These teachers and administrators comprise our leadership team at Ruediger. The team meets with the principal monthly to bring forth concerns and problem solve as needed. With meeting minutes posted school-wide and members reporting back to their teams, this process is an integral part of our horizontal communication system within the school. Instructional coaches, the guidance counselor, administrators, and teachers of specific students are also part of our weekly MTSS meetings as well as monthly MTSS data reviews designed to monitor progress of all students receiving reading interventions.
Sumner, Melissa	Assistant Principal	These teachers and administrators comprise our leadership team at Ruediger. The team meets with the principal monthly to bring forth concerns and problem solve as needed. With meeting minutes posted school-wide and members reporting back to their teams, this process is an integral part of our horizontal communication system within the school. Instructional coaches, the guidance counselor, administrators, and teachers of specific students are also part of our weekly MTSS meetings as well as monthly MTSS data reviews designed to monitor progress of all students receiving reading interventions.
Gray, Shemeka	Reading Coach	As a literacy leader, the position is responsible for implementing a comprehensive literacy program at the assigned school through coaching, supporting, and guiding teachers in best practices for literacy instruction.
Woodson, Bettye	School Counselor	The school counselor provides education, prevention, early identification and intervention. In addition, elementary school counselor helps students achieve academic success, develop an understanding of career opportunities and develop social/ emotional skills in response to issues they face.
Bodiford, Samantha	Instructional Media	Media Specialist promoting literacy. Evaluates, selects, and requisitions new library materials and equipment. Assists teachers in the selection of instructional materials. Maintains a comprehensive and efficient system for cataloging all library materials and instructs teachers and students on use of the system.
Atkins, Amanda	Teacher, K-12	These teachers and administrators comprise our leadership team at Ruediger. The team meets with the principal monthly to bring forth concerns and problem solve as needed. With meeting minutes posted school-wide and members reporting back to their teams, this process is an integral part of our horizontal communication system within the school. Instructional coaches, the guidance counselor, administrators, and teachers of specific students are also part of our weekly MTSS meetings as well as monthly MTSS data reviews designed to monitor progress of all students receiving reading interventions.

Name	Position Title	Job Duties and Responsibilities
Schrieber, Leigh	Teacher, K-12	<p>These teachers and administrators comprise our leadership team at Ruediger. The team meets with the principal monthly to bring forth concerns and problem solve as needed. With meeting minutes posted school-wide and members reporting back to their teams, this process is an integral part of our horizontal communication system within the school. Instructional coaches, the guidance counselor, administrators, and teachers of specific students are also part of our weekly MTSS meetings as well as monthly MTSS data reviews designed to monitor progress of all students receiving reading interventions.</p>
Cineus, Shunteen	Teacher, K-12	<p>These teachers and administrators comprise our leadership team at Ruediger. The team meets with the principal monthly to bring forth concerns and problem solve as needed. With meeting minutes posted school-wide and members reporting back to their teams, this process is an integral part of our horizontal communication system within the school. Instructional coaches, the guidance counselor, administrators, and teachers of specific students are also part of our weekly MTSS meetings as well as monthly MTSS data reviews designed to monitor progress of all students receiving reading interventions.</p>
DuBose, Jennifer	Teacher, ESE	<p>These teachers and administrators comprise our leadership team at Ruediger. The team meets with the principal monthly to bring forth concerns and problem solve as needed. With meeting minutes posted school-wide and members reporting back to their teams, this process is an integral part of our horizontal communication system within the school. Instructional coaches, the guidance counselor, administrators, and teachers of specific students are also part of our weekly MTSS meetings as well as monthly MTSS data reviews designed to monitor progress of all students receiving reading interventions.</p>
Sinclair, Randi	Math Coach	<p>As a math leader, the position is responsible for implementing a comprehensive math program at the assigned school through coaching, supporting, and guiding teachers in best practices for math instruction.</p>

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.

All stakeholders were involved with developing the School Improvement Plan by reviewing data, identifying areas that need to be addressed, helping set clear expectations for instruction, and identifying resources. This year Mrs. Sinclair (math coach) and Mrs. Gray (reading coach) will continue to support teachers in analyzing and responding to ongoing data from IReady Reading and Math, STAR, FASR and Lexia.

All are vital members of our Problem Solving Team (PST) which meets weekly to identify struggling students and adjust programs as indicated by data for students in intervention groups. Team members also include our guidance counselor, serving as referral coordinator; our ESE teachers, paraprofessionals who provide student interventions; and all grade level chairs.

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))

Problem Solving Team (PST) and PLCs (Professional Learning Communities) which meets weekly to identify struggling students and adjust programs as indicated by data for students in intervention groups. Team members also include our guidance counselor, serving as referral coordinator; our ESE teachers, paraprofessionals who provide student interventions; and all grade level chairs.

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	Yes
2022-23 Minority Rate	92%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
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)* 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: C 2019-20: C 2018-19: C 2017-18: C
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	26	28	15	21	26	23	0	0	0	139
One or more suspensions	1	1	3	1	3	0	0	0	0	9
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	10	14	30	0	0	0	54
Level 1 on statewide Math assessment	0	0	0	9	21	34	0	0	0	64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	13	10	15	28	12	13	0	0	0	91

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	5	7	12	12	15	0	0	0	57

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	2	8	2	8	1	1	0	0	0	22
Students retained two or more times	0	0	0	1	0	0	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	24	25	22	26	22	26	0	0	0	145
One or more suspensions	5	0	0	3	2	10	0	0	0	20
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	24	30	34	0	0	0	88
Level 1 on statewide Math assessment	0	0	0	25	34	48	0	0	0	107
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	9	16	26	23	14	0	0	0	100

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	7	2	9	18	16	22	0	0	0	74

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	7	5	0	1	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	24	25	22	26	22	26	0	0	0	145
One or more suspensions	5	0	0	3	2	10	0	0	0	20
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	24	30	34	0	0	0	88
Level 1 on statewide Math assessment	0	0	0	25	34	48	0	0	0	107
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	9	16	26	23	14	0	0	0	100

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	7	2	9	18	16	22	0	0	0	74

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	7	5	0	1	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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*	40	54	53	35	57	56	30		
ELA Learning Gains				51			23		
ELA Lowest 25th Percentile				47			19		
Math Achievement*	43	56	59	34	47	50	31		
Math Learning Gains				51			30		
Math Lowest 25th Percentile				52			18		
Science Achievement*	33	52	54	17	57	59	21		
Social Studies Achievement*					60	64			
Middle School Acceleration					47	52			
Graduation Rate					50	50			
College and Career Acceleration						80			
ELP Progress		52	59				75		

** 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)	TSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	160
Total Components for the Federal Index	4

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	287
Total Components for the Federal Index	7
Percent Tested	98
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	14	Yes	4	4
ELL				
AMI				
ASN				
BLK	37	Yes	2	
HSP	45			
MUL	50			
PAC				
WHT	66			
FRL	33	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	17	Yes	3	3
ELL				
AMI				
ASN				
BLK	39	Yes	1	
HSP	53			
MUL	38	Yes	1	
PAC				
WHT	65			
FRL	38	Yes	1	

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	40			43			33					
SWD	13			26			0				4	
ELL												
AMI												
ASN												
BLK	36			40			31				4	
HSP	39			52			25				4	
MUL	50			50							2	
PAC												
WHT	77			54							2	
FRL	33			37			25				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	35	51	47	34	51	52	17					
SWD	6	12		10	41		15					
ELL												
AMI												
ASN												
BLK	34	50	46	30	47	52	13					
HSP	33	69		47	62							
MUL	33	30		50								
PAC												
WHT	70			60								
FRL	31	48	45	30	46	48	19					

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	30	23	19	31	30	18	21					75
SWD	14	17		20	17		25					
ELL												75
AMI												
ASN												
BLK	28	18	9	30	27	14	18					
HSP	15			31								
MUL	57			14								
PAC												
WHT	55			73								
FRL	26	24	23	26	25	21	14					

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	36%	55%	-19%	54%	-18%
04	2023 - Spring	42%	57%	-15%	58%	-16%
03	2023 - Spring	42%	52%	-10%	50%	-8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	46%	57%	-11%	59%	-13%
04	2023 - Spring	42%	58%	-16%	61%	-19%
05	2023 - Spring	37%	52%	-15%	55%	-18%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	34%	50%	-16%	51%	-17%

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.

FCAT Science is our lowest performing area this year, as it has been in prior years. However, this year we experienced a significant increase from 17% to 32%. Although students experience hands-on science on a daily basis, we are going to continue our emphasis on reading and vocabulary.

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

Our data shows that we improved in all areas:
 2021-FSA 2022-FSA 2023-FAST
 ELA 3+ 26% ELA 3+ 35% ELA 3+ 40%
 ELA Gains 23% ELA Gains 51% ELA Gains N/A
 Math 3+ 30% Math 3+ 34% Math 3+ 42%
 Math Gains 30% Math Gains 51% Math Gains N/A
 ELA < 25% Gains 19% ELA < 25% Gains 47% ELA < 25% Gains N/A
 Math < 25% Gains 18% Math < 25% Gains 52% Math < 25% Gains N/A
 Science 3+ 18% Science 3+ 17% Science 3+ 34%

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.

Ruediger's FCAT Science scores are 19 points lower than the state average of 51%.

Factors that contributed to this gap:

*Lack of background knowledge/ experiences

*There is a need to put more emphasis on science at all grade levels.

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

*Ruediger's FCAT Science scores for students scoring 3+ showed the most improvement with a 15 point increase.

*Ruediger's FSA Math scores for students scoring 3+ showed the most improvement with a 10 point increase.

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

*The number of students scoring level 1 on the FSA Math Assessment

*The number of students absent 10% or more days

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

*Coaching and support for all of our ELA teachers as they plan and deliver tier 3 reading interventions

*Coaching and support for all of our math teachers as they plan and deliver tier 3 reading interventions

*STEM teacher has been added to the special area rotation to support math and science

*Revised master schedule to allow for multiple layers of reading support

*Revised master schedule to have an inclusion model for ESE students

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Other**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.

We will maintain a strong social media presence and our open door policy for all stakeholders. We will also

host Family Orientation and our Annual Title 1/Open House meeting. In addition, we will continue to host heavily attended family nights focused on literacy and math, as well as Curriculum/ State Assessment and Kindergarten Family Nights, spring and fall book fairs, Father Daughter/Mother Son dance, and STEAM/ College Night. Equally important, one of our local churches sponsors monthly All Pro Dads meetings.

Measurable Outcome:

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

*Increase the number of stakeholders attending parent involvement events. We will use sign-in sheets to capture our attendance.

*Increase positive feedback from all stakeholders. We will use the climate survey to capture this data.

Monitoring:

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

Stakeholders: School Administrators, Faculty and Staff, Students, Families, School Community & Partners
Our positive culture begins and ends with kids. As a school community, we address the social, physical and

intellectual needs of our students. Each one demands adult contributions and effective engagement at all levels. We all work together to ensure that:

1. Students are safe, physically, emotionally, as well as treated fairly and with equity
2. Students are supported: meaningful connections to adults, positive peer relationships, effective and readily available supports in place
3. Students are challenged: high expectations, strong personal motivation, strong and diverse academic opportunities
4. Students are socially capable: emotionally intelligent, culturally competent, responsible, co-operative, and contribute to the school

Person responsible for monitoring outcome:

Shannon Haire (haire@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.)

Continued implementation of a strong PBIS shows that supportive, caring relationships between students and teachers, as well as teachers' positive perceptions of students' efforts in the classroom, resulted in higher academic achievement for students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research has shown that positive school climate is tied to high or improving attendance rates, test scores, promotion rates, and graduation rates.

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.

*Identify & Enlist Stakeholders: School Administrators, Faculty and Staff, Students, Families, School Community & Partners

*Our positive culture begins and ends with kids. As a school community, we address the social, physical and intellectual needs of our students. Each one demands adult contributions and effective engagement at all levels. We all work together to ensure that:

1. Students are safe, physically, emotionally, as well as treated fairly and with equity
2. Students are supported: meaningful connections to adults, positive peer relationships, effective and readily available supports in place
3. Students are challenged: high expectations, strong personal motivation, strong and diverse academic opportunities
4. Students are socially capable: emotionally intelligent, culturally competent, responsible, co-operative, and contribute to the school

*We will maintain a strong social media presence and our open door policy for all stakeholders. We will also host Family Orientation and our Annual Title 1/Open House meeting. In addition, we will continue to host

heavily attended family nights focused on literacy and math, as well as Curriculum/ State Assessment and Kindergarten Family Nights, spring and fall book fairs, Father Daughter/Mother Son dance, and STEAM/ College Night. Equally important, one of our local churches sponsors monthly All Pro Dads meetings.

Person Responsible: Shannon Haire (haire@leonschools.net)

By When: May 2024

#2. ESSA Subgroup specifically relating to Students with Disabilities**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.

Improve the ELA FAST performance of bottom quartile and SWD in grades 4 and 5. Provide an additional layer of reading interventions (Leveled Literacy Intervention) for all Level 1 and SWD in grades 4 and 5. These same students will also engage in weekly fluency work by reading passages on Monday, practicing them during the week, and charting/graphing their progress when they reread on Friday. In addition, we will continue to enhance implementation of the ESE inclusion model. For struggling readers in grades 4 and 5, we have purchased additional Aimsweb seats which we will use for ongoing progress monitoring. We will also monitor growth on quarterly STAR, iReady Reading, and built-in assessments included with the Leveled Literacy Intervention program.

Measurable Outcome:

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

In 2023, 44% of matched 4th and 5th grade students in the bottom quartile earned gains on the ELA component of the FSA. In 2024, 50% of 4th and 5th grade students in the bottom quartile will earn gains on the ELA

Monitoring:

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

1. Student data and progress is reviewed, monitored and discussed during weekly grade level PLC meetings.
2. Student progress and fidelity of instruction is monitored during monthly MTSS data review meetings with our entire problem solving team.

Person responsible for monitoring outcome:

Shemeka Gray (pittmans@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.)

*Level 1 students and SWD will receive on-grade level instruction in their regular education classrooms for a portion of the reading block, and additional focused small group instruction from ESE teachers. They will also be placed into small groups with similar needs (across grade level) for an additional 45 minutes (daily) of LLI.

*Progress will be monitored via program assessments, iReady, AimsWeb, and quarterly STAR/ FAST

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research suggests that students must be provided with additional time for high quality reading instruction and intervention in order to speed progress and close the achievement gap. That is the purpose of our plan - to provide effective core instruction with an additional layer of intensive intervention on a daily basis.

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.

1. Train reading endorsed teachers and Reading Coach to deliver LLI & Sondays with fidelity
2. Support program via master schedule
3. Reading Coach to consistently monitor program implementation
4. AimsWeb assessment every two weeks and monthly monitoring on individual and group progress by MTSS team.
5. If progress is insufficient, revisit fidelity of program implementation and/or provide alternate intervention.
6. Purchase additional reading intervention materials.

Person Responsible: Shemeka Gray (pittmans@leonschools.net)

By When: May 2024

#3. ESSA Subgroup specifically relating to Students with Disabilities**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.

Improve the math EOY state assessment performance of bottom quartile and SWD in grades 3, 4 and 5. We will provide an additional layer of math interventions for our bottom quartile and SWD in grades 4 and 5 daily. bottom quartile and SWD will be provided ongoing support in classroom content as well as additional time on iReady Math to address skills/concepts not mastered.

Measurable Outcome:

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

In 2023, 52% of 3rd, 4th and 5th grade students in the bottom quartile earned gains on FSA math. In 2024, 55% of 4th and 5th grade students in the bottom quartile will earn gains on FAST math.

Monitoring:

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

1. Student data and progress is reviewed, monitored and discussed during weekly grade level PLC meetings.
2. Student progress and fidelity of instruction is monitored during monthly MTSS data review meetings with our entire problem solving team.

Person responsible for monitoring outcome:

Randi Sinclair (sinclairr2@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.)

Math Coach, teachers and additional paraprofessionals will engage in frequent formative assessment in order to provide ongoing reteaching and support in current content areas as well as areas/strands identified within iReady/ FAST math. iReady & FAST will be used for ongoing progress monitoring.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Instead of relying upon summative data provided by Go Math chapter tests, we will use formative assessment (such as exit tickets) to identify and address areas of need as they occur. SWD and bottom quartile students will remain in the regular education classroom for at least part of whole group instruction. The ESE teacher will reteach and support ESE students while the classroom para provides intensive daily classroom support

to small groups of Level 1 students on current content. The Math Coach and teacher will will also examine interim Go Math assessments and reteach areas of need for regular ed and SWD. Math Coach will also provide additional lab time before school to allow students to access unmastered content. For SWD and Level 1 students, we will also focus on teaching basic algorithms and using mnemonics to aide recall.

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.

1. Identify students for morning lab.
2. Place paras in classrooms with bottom quartile and SWD
3. Use daily exit tickets to monitor understanding and plan instruction.
4. Monitor progress in mastery of strands using iReady & FAST.

Person Responsible: Randi Sinclair (sinclairr2@leonschools.net)

By When: May 2024

#4. Instructional Practice specifically relating to ELA**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.

Increase the percentage of proficient students on the ELA portion of FAST. Reading proficiency for matched students has increased significantly post Covid . Multiple barriers due to Covid and distance learning impacted instruction and student achievement.

We will increase rigor and incorporate high impact reading strategies and instruction. Our reading block contains multiple layers of support to provide intensive interventions for struggling readers and assist with recovering learning loss. Teachers will continue to implement of Phonics for Reading, Leveled Literacy and Jr. Great Book. The emphasis will be on the use of high impact reading strategies and improvement of student-led discussion and inquiry skills.

Measurable Outcome:

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

In 2023, 42% of matched students in grades 3, 4, and 5 scored 3 or above on the ELA. In 2024, 50% of matched students in grades 3, 4, and 5 will be proficient on the ELA portion of the EOY state assessment:

Monitoring:

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

1. Student data and progress is reviewed, monitored and discussed during weekly grade level PLC meetings.
2. Student progress and fidelity of instruction is monitored during monthly MTSS data review meetings with our entire problem solving team.

Person responsible for monitoring outcome:

Shemeka Gray (pittmans@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.)

Increase instructional rigor and incorporate high impact reading strategies across content areas.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers will continue implementation of daily research based tier three interventions. Emphasis will be on use of high impact reading strategies and improvement of student-led discussion and inquiry skills.

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.

1. Reading Coach will plan with teams and support implementation of Phonics for Reading, Leveled Literacy and Jr. Great Book.
2. Reading endorsed teachers will provide intensive tier 2 and tier 3 instruction to struggling readers.
3. Monitor progress during weekly PLC meetings (classroom assessments, iReady, and STAR).

Person Responsible: Shemeka Gray (pittmans@leonschools.net)

By When: May 2023

#5. Instructional Practice specifically relating to ELA**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.

Increase ELA learning gains. Reading proficiency for matched students increased during the 2021-2022 school year. We continue to recover learning loss due to multiple barriers during Covid and distance learning which impacted instruction and student achievement. With all students returning to in-person learning, we will continue with our increased rigor and incorporation of high impact reading strategies and instruction. Our reading block contains multiple layers of support to provide intensive interventions for struggling readers and to support the continuation of recovering learning loss.

Teachers will continue the implementation of Leveled Literacy and Jr. Great Book. The emphasis will be on the use of high impact reading strategies and improvement of student-led discussion and inquiry schools. Reading endorsed teachers will provide an additional layer of reading interventions during the I/E block each day. In addition, we will continue to enhance implementation of the ESE inclusion model. For struggling readers, we have purchased additional Aimsweb seats which we will use for ongoing progress monitoring. We will also monitor growth on quarterly STAR, iReady Reading, and built-in assessments included with the tier 3 Leveled Literacy Intervention program.

Measurable Outcome:

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

In 2023, 51% of matched students earned gains on the ELA component of the FSA. In 2024, 54% of matched students will earn gains on the ELA portion of the EOY state assessment.

Monitoring:

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

1. Student data and progress is reviewed, monitored and discussed during weekly grade level PLC meetings.
2. Student progress and fidelity of instruction is monitored during monthly MTSS data review meetings with our entire problem solving team.

Person responsible for monitoring outcome:

Shemeka Gray (pittmans@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.)

Continue implementation of Jr. Great Books reading strategies to increase rigor and effectiveness of whole and small group reading (guided practice with stronger modeling and think-alouds; greater emphasis on vocabulary development). All ELA teachers have received training for delivery of tier 3 reading interventions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Interventions alone will not help struggling students demonstrate great level expectations and close the achievement gap. Highly effective core instruction during whole and small group differentiated reading and a strong layer of high quality reading intervention will enhance learning for all.

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.

1. Reading coach to plan, observe and co-teach whole and small group reading.
2. Use and reinforce vocabulary strategies through all curriculum areas and display word walls in all classrooms.
3. Enlist support of the district reading team.
4. Monitor progress via unit/ chapter tests, iReady, and quarterly STAR.

Person Responsible: Shemeka Gray (pittmans@leonschools.net)

By When: May 2024

#6. Instructional Practice specifically relating to Math**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.

Increase the percentage of students proficient or higher on the Math assessment. Math proficiency for matched students increased slightly during the 2021-2022 school year as we continue to recover from Covid learning loss. We will increase rigor and incorporate high impact math strategies and instruction. In addition to our math block, we will continue to provide layers of support and intensive interventions for struggling students and assist with recovering learning loss and closing the achievement gap. We have put the following additional layers of support in place:

1. Morning Math Lab
2. Afterschool Tutoring Program
3. STEM will be on the special area rotation for 3rd, 4th and 5th grade.
4. STEM teacher and math coach will push into classrooms to provide additional support to teachers during the math block.
5. STEM teacher will math coach will push into classrooms to provide additional support to students during during the math intervention block.

Measurable Outcome:

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

In 2023, 44% of matched students in grades 3, 4, and 5 scored 3 or above on the Math FAST assessment. In 2024, 50% of matched students will be proficient on the EOY state math assessment.

Monitoring:

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

1. Student data and progress is reviewed, monitored and discussed during weekly grade level PLC meetings.
2. Student progress and fidelity of instruction is monitored during monthly MTSS data review meetings with our entire problem solving team.

Person responsible for monitoring outcome:

Randi Sinclair (sinclairr2@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.)

Increase instructional rigor and incorporate high impact math strategies across content areas.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers will continue implementation of the small group math model. Emphasis will be on use of high impact math strategies and providing additional layers of intensive and targeted instruction during our morning math lab and tutoring programs.

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.

1. Math Coach will plan with teams and support implementation of the small group math model and high impact math strategies.
2. Monitor progress via Go Math chapter tests, iReady, and quarterly benchmark assessments.

Person Responsible: Randi Sinclair (sinclairr2@leonschools.net)

By When: May 2024

#7. 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.

Improve EOY State Science Assessment performance of fifth grade students. Our science scores are among the lowest in our district. Although the teacher does a great job of teaching the content, student performance breaks down when they are required to read independently and apply concepts. Progress will be monitored using Science Fusions chapter results, with reteaching provided as needed.

Measurable Outcome:

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

In 2023, 32% of matched students in grade 5 scored 3 or above on the EOY State Science Assessment. In 2024, 38% of matched students will score 3 or above on the EOY State Science Assessment.

Monitoring:

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

1. Student data and progress is reviewed, monitored and discussed during weekly grade level PLC meetings.
2. Student progress and fidelity of instruction is monitored during monthly MTSS data review meetings with our entire problem solving tea.

Person responsible for monitoring outcome:

Shannon Haire (haire@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.)

Incorporate effective content area reading strategies into the teaching of science.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

To support students in transferring what they learn through hands-on science to independent reading and concept application, the science teacher will work with the Reading Coach and district gifted support person to implement effective reading strategies into teaching the science content. Heavy emphasis will be placed on vocabulary.

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.

1. Enlist ongoing support from the district science contact.
2. Establish a highly visible science vocabulary word wall in the classroom.
3. STEM has been added to our special area rotation for our 3rd, 4th and 5th grade students.

4. Principal and reading coach will monitor implementation of reading strategies.
5. Use daily exit tickets to monitor understanding and plan appropriate follow up instruction.

Person Responsible: Shannon Haire (haire@leonschools.net)

By When: May 2024

#8. ESSA Subgroup specifically relating to Black/African-American**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.

Increase percentage of students scoring 3 or higher on ELA portion of FAST. Reading proficiency for this ESSA subgroup was below 41%.

Measurable Outcome:

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

In 2024, 42% of matched students in grades 3, 4, and 5 will score 3 or above on ELA.

Monitoring:

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

Administrators will conduct frequent walkthroughs and informal observations to provide teachers with instructional feedback. The Reading Coach will also provide instructional feedback as she models and co-teaches in classrooms to improve instruction. The impact on student achievement will be monitored weekly and quarterly via PLC meetings as described above.

Person responsible for monitoring outcome:

Shannon Haire (haire@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.)

Continue implementation of Jr. Great Books reading strategies to increase rigor and effectiveness of whole and small group reading (guided practice with stronger modeling and think-alouds; greater emphasis on vocabulary development). All ELA teachers have received training for delivery of tier 3 reading interventions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Interventions alone will not help struggling students demonstrate great level expectations and close the achievement gap. Highly effective core instruction during whole and small group differentiated reading and a strong layer of high quality reading intervention will enhance learning for all.

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.

1. Reading coach to plan, observe and co-teach whole and small group reading.
2. Use and reinforce vocabulary strategies through all curriculum areas and display word walls in all classrooms.
3. Enlist support of the district reading team.
4. Monitor progress via unit/ chapter tests, iReady, and quarterly STAR.

Person Responsible: Shannon Haire (haire@leonschools.net)

By When: May 2024

#9. ESSA Subgroup specifically relating to Economically Disadvantaged

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.

Increase the percentage of proficient students on the ELA portion of FAST. Reading proficiency for this ESSE subgroup was below 41%.

We will increase rigor and incorporate high impact reading strategies and instruction. Our reading block contains multiple layers of support to provide intensive interventions for struggling readers and assist with recovering learning loss.

Teachers will continue to implementation of Phonics for Reading, Leveled Literacy and Sondays The emphasis will be on the use of high impact reading strategies and improvement of student-led discussion and inquiry skills.

Measurable Outcome:

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

2024, 42% of matched students in grades 3, 4, and 5 will be proficient on the ELA portion of the EOY state assessment.

Monitoring:

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

1. Student data and progress is reviewed, monitored and discussed during weekly grade level PLC meetings.
2. Student progress and fidelity of instruction is monitored during monthly MTSS data review meetings with our entire problem solving team.

Person responsible for monitoring outcome:

Shannon Haire (haire@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.)

Increase instructional rigor and incorporate high impact reading strategies across content areas.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers will continue implementation of daily research based tier three interventions. Emphasis will be on use of high impact reading strategies and improvement of student-led discussion and inquiry skills.

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.

1. Reading Coach will plan with teams and support implementation of Phonics for Reading, Leveled Literacy and Sondays.
2. Reading endorsed teachers will provide intensive tier 2 and tier 3 instruction to struggling readers.
3. Monitor progress during weekly PLC meetings (classroom assessments, iReady, and STAR).

Person Responsible: Shemeka Gray (pittmans@leonschools.net)

By When: May 2024

#10. ESSA Subgroup specifically relating to Multi-Racial**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.

Increase the percentage of students scoring 3 or higher on the ELA. Reading proficiency for this ESSA subgroup was below 41%.

Measurable Outcome:

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

In 2024, 42% of matched students in grades 3, 4, and 5 will scores 3 or higher on the ELA.

Monitoring:

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

Administrators will conduct frequent walkthroughs and informal observations to provide teachers with instructional feedback. The Reading Coach will also provide instructional feedback as she models and co-teaches in classrooms to improve instruction. The impact on student achievement will be monitored weekly and quarterly via PLC meetings as described above.

Person responsible for monitoring outcome:

Shannon Haire (haire@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.)

Increase instructional rigor and incorporate high impact reading strategies across content areas.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Interventions alone will not help struggling students demonstrate grade level expectations and close the achievement gap. Highly effective core instruction during whole and small group differentiated reading and a strong layer of high quality reading intervention will enhance learning for all.

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.

1. Reading coach to plan, observe and co-teach whole and small group reading.
2. Use and reinforce vocabulary strategies through all curriculum areas and display word walls in all classrooms.
3. Enlist support of the district reading team.
4. Monitor progress via unit/ chapter tests, iReady, and quarterly STAR.

Person Responsible: Shannon Haire (haire@leonschools.net)

By When: May 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Title 1 Budget and Narrative – Our estimated Title 1 budget for 23/24 is \$516,007.80 which is an increase of about \$27,000. The budget, student data and needs assessment was reviewed, discussed and voted on by the School Advisory Council. These include additional teachers and paraprofessionals, materials and supplies for interventions, parent involvement funding, technology (smartboards & iPads) after school tutoring for grades 3-5, and assistance with the third grade trip to the Jacksonville Zoo & fourth-grade year-end trip to St. Augustine. The SAC team used the chat to approve the proposal. Ms. Haire reviewed the items below and will update SAC when the grant is approved.

- Title 1 Budget & Narrative – Submitted for Approval
- Total Allocation \$516,007.80 (increase of about \$27,000 from last year)
- Additional teachers, paraprofessionals & Tutoring (salaries and benefits)= \$386,656.88
- Intervention materials and supplies, Acaletics- Science, Aims, Waterford = \$36,029.10
- High Touch, High Tech & Challenger= \$3000.00
- 6 Additional Smart Boards & 27 iPads= \$32,703.58
- Third grade trip to Jacksonville Zoo & Fourth grade trip to St. Augustine= \$9,391.80
- Chromebook Headphones & Chargers= \$986.26
- Parent Liaison/ Guidance= \$43,449.28
- Parent Involvement Events = \$3218.59
- STEM/ Mini Mu Competitions= \$562,30

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Improve the ELA EOY PM / State Assessment performance of bottom quartile and SWD in grades K-2nd. We will provide an additional layer of reading interventions (Phonics for Reading & Leveled Literacy Intervention) for our bottom quartile and SWD daily. These same students will also engage in weekly fluency work by reading passages on Monday, practicing them during the week, and charting/graphing their progress when they reread on Friday. In addition, we will continue to enhance

implementation of the ESE inclusion model. For struggling readers, we have purchased additional Aimsweb seats which we will use for ongoing progress monitoring. We will also monitor growth on quarterly STAR, iReady Reading, and built-in assessments included with the Leveled Literacy Intervention program.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Improve the ELA EOY state assessment performance of bottom quartile and SWD in grades 3, 4 and 5. We will provide an additional layer of reading interventions (Phonics for Reading & Leveled Literacy Intervention) for our bottom quartile and SWD in grades 3, 4 and 5 daily. These same students will also engage in weekly fluency work by reading passages on Monday, practicing them during the week, and charting/graphing their progress when they reread on Friday. In addition, we will continue to enhance implementation of the ESE inclusion model. For struggling readers in grades 3, 4 and 5, we have purchased additional Aimsweb seats which we will use for ongoing progress monitoring. We will also monitor growth on quarterly STAR, iReady Reading, and built-in assessments included with the Leveled Literacy Intervention program.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Kindergarten, first and second grade EOY STAR reading scores for 2023: 76% of kindergarteners scored at the 53rd percentile or higher (proficient); 71% of first graders scored at the 53rd percentile or higher (proficient); 68% of second graders scored in the proficient range. In 2024, 80% of kindergarteners will score at the 53rd percentile or higher on STAR Early Literacy (proficient); 73% of first graders scored at the 53rd percentile or higher (proficient); 70% of second graders scored in the proficient range.

Grades 3-5 Measurable Outcomes

In 2022, 47% of matched 3rd, 4th and 5th grade students in the bottom quartile earned gains on the ELA component of the state assessment. In 2024, 51% of 3rd, 4th and 5th grade students in the bottom quartile will earn gains on the ELA (FAST).

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

1. Student data and progress is reviewed, monitored and discussed during weekly grade level PLC meetings.

2. Student progress and fidelity of instruction is monitored during monthly MTSS data review meetings with our entire problem solving team.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Haire, Shannon, haire@leonschools.net

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Level 1 students and SWD will receive up to receive 3 layers of reading instruction:

*Daily grade level instruction in their regular education classrooms for a portion of the reading block.

*ESE teachers will push in to provided small group instruction for SWD.

*During the intervention block, students will be placed into small groups with similar needs for an additional 45 minutes (daily) of daily tier 3 instruction provided by a reading endorsed teacher.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Research suggests that students must be provided with additional time for high quality reading instruction and

intervention in order to speed progress and close the achievement gap. That is the purpose of our plan - to provide effective core instruction with an additional layer of intensive intervention on a daily basis.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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LITERACY COACHING & PROFESSIONAL LEARNING:

1. Train reading endorsed teachers and Reading Coach to deliver research-based tier three reading interventions with fidelity
2. Support program via master schedule
3. Reading Coach to consistently monitor program implementation
4. AimsWeb assessment every two weeks and monthly monitoring on individual and group progress by MTSS team.
5. If progress is insufficient, revisit fidelity of program implementation and/or provide alternate intervention.
6. Purchase additional reading intervention materials

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Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 1114(b)(4))

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

The school improvement plan is development using input from all stakeholders (Title One Surveys, Climate Surveys, Leadership Team, SAC). The SIP is presented to the SAC team, and additional input is given before a final vote. The SIP plan is presented during our Annual Title One meeting, posted to our website, posted in our parent center and paper copies are available upon request.

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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

This year our staff has elected to conduct two report card/conference nights, with a goal of meeting with the parents of all struggling students by the end of the first quarter. We also host Family Orientation and our Annual Title 1/Open House meeting. In addition, highly attended evening family offerings include the spring and fall book fairs, Camp Read-A-Lot, FAST & Kindergarten Family Night, Father-Daughter & Mother-Son Dance, as well as STEAM/College Night. Equally important, one of our local churches sponsors monthly All Pro Dads meetings.

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 III of the SIP. (ESSA 1114(b)(7)ii)

Title 1 funding is used to purchase additional teachers to lower the student to teacher ratio. Additional para professionals have been added to our staffing plan to conduct effective reading intervention programs. Using Title 1 funds, we also purchased Sondays and Leveled Literacy Intervention program as a high quality intervention for all Level 1 and ESE students in grades 3, 4 and 5. Using TEC funds, we are also providing support facilitation and differentiated instruction training to all teachers in an effort to teach teachers highly effective reading & math strategies that can be incorporated into all content areas, including science.

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). (ESSA 1114(b)(5))

This year we will be hosting a combination STEAM and College Night for our children and families. Inviting all our local colleges and technology schools, we will enable parents to become aware of the wealth of options available to students as well as potential financial aide. Older siblings who may be closer to graduation will also be invited.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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. (ESSA 1114(b)(7)(iii)(I))

We currently offer on-site Pre-K for ESE, SR, and VPK students. In addition, we offer a Kindergarten Orientation every Spring and invite local day care centers, VPK centers, and Head Start programs.

Fifth graders transitioning to middle school attend orientation sessions at their selected middle schools. Middle school administrators also visit Ruediger to discuss expectations, grades, and extracurricular opportunities. These administrators also came to assist students in signing up for their classes next year.

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. (ESSA 1114(b)(7)(iii)(II))

Our counselor conducts guidance lessons for all children at Ruediger. As specific needs arise, she also works personally with identified children via individual and/or small group counseling. We enjoy mentoring support from local churches and business partners that include Generations Church, Engage Church, and Celebration Baptist Church. Several partners also provide food to families in need through Second Harvest.

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 ESSA 1114(b)(7)(iii)(III).

*Identify & Enlist Stakeholders: School Administrators, Faculty and Staff, Students, Families, School Community & Partners

*Our positive culture begins and ends with kids. As a school community, we address the social, physical and intellectual needs of our students. Each one demands adult contributions and effective engagement at all levels. We all work together to ensure that:

1. Students are safe, physically, emotionally, as well as treated fairly and with equity
2. Students are supported: meaningful connections to adults, positive peer relationships, effective and readily available supports in place
3. Students are challenged: high expectations, strong personal motivation, strong and diverse academic opportunities
4. Students are socially capable: emotionally intelligent, culturally competent, responsible, co-operative, and contribute to the school

*We will maintain a strong social media presence and our open door policy for all stakeholders. We will also host Family Orientation and our Annual Title 1/Open House meeting. In addition, we will continue to host

heavily attended family nights focused on literacy and math, as well as Curriculum/ State Assessment and Kindergarten Family Nights, spring and fall book fairs, Father Daughter/Mother Son dance, and STEAM/College Night. Equally important, one of our local churches sponsors monthly All Pro Dads meetings.

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. (ESSA 1114(b)(7)(iii)(IV))

#1: Administration, teachers, coaches, and support staff will meet with PLC teams weekly to analyze assessment data and plan for effective instruction. Master schedule will reflect a reading block that is approximately two hours long, as well as a 40 minute block of time for Intervention/Enrichment during which students at each grade level shift into approaching, on, and beyond level groups for further differentiated instruction.

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

We currently offer on-site Pre-K for ESE, SR, and VPK students. In addition, we offer a Kindergarten Orientation every Spring and invite local day care centers, VPK centers, and Head Start programs.