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School Board Approval

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

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission is to create a safe and nurturing learning environment committed to educating the whole child using research-based strategies to promote student success.

Provide the school's vision statement

At Metcalfe Elementary, we dream big. We believe in ourselves and try our best at all that we do. Working together, we will achieve our goals. At Metcalfe Elementary we dream, believe and achieve.

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Tara Breeden

Position Title

Behavior Resource Teacher

Job Duties and Responsibilities

The BRT is responsible for school wide behavior and PBIS. The BRT works with teachers on behavior strategies and behavior data.

Leadership Team Member #2

Employee's Name

Cory Tomlinson

Position Title

Principal

Job Duties and Responsibilities

The school principal oversees all of the school operations including but not limited to: curriculum, employee/ staffing, school safety, schedules, behavior

Leadership Team Member #3

Employee's Name

Michele Quiros

Position Title

Assistant Principal

Job Duties and Responsibilities

The school assistant principal oversees all of the school operations including but not limited to: curriculum, employee/ staffing, school safety, schedules, behavior.

Leadership Team Member #4

Employee's Name

Kichelle Sheppard

Position Title

Assistant Principal

Job Duties and Responsibilities

The school assistant principal oversees all of the school operations including but not limited to: curriculum, employee/ staffing, school safety, schedules, behavior

Leadership Team Member #5

Employee's Name

Kelsey Anhalt

Position Title

School Counselor

Job Duties and Responsibilities

The school counselor works to ensure all students needs are being met academically and social emotional. The counselor works with the principal and assistant principal to maintain MTSS data/ referrals. The counselor teaches skills to all students that support their overall social emotional health.

Leadership Team Member #6

Employee's Name

Robin Lepore

Position Title

Instructional Intervention Coach

Job Duties and Responsibilities

Instructional coach oversees Title 1 responsibilities, coaching teachers in strategies and support, maintaining intervention schedules and groups.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

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

The principal will begin each faculty meeting discussing a different component of the School Improvement Plan as well as the data that aligns with that specific area. Along with sharing and discussing this School Improvement Information with faculty and staff, progress will be shared with stakeholders from goals on the School Improvement Plan.

SIP Monitoring

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

The School Improvement Plan will be monitored for effective implementation through monthly reviews and data data chats. Bi-weekly reviews of specified students within subgroups will also be monitored. We will look at the progress of students receiving interventions, and monitor whether or not those interventions are working. If not, we will revisit those interventions being provided. If interventions are working and progress is being made by students, intervention groups will be adjusted to better meet their academically developing needs.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	93.9%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	TSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: F* 2021-22: D 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	35	49	30	40	23	29				206
One or more suspensions	3	2	7	4	5	2				23
Course failure in English Language Arts (ELA)	5	22	14	23	8	8				80
Course failure in Math	13	16	17	24	24	2				96
Level 1 on statewide ELA assessment				39	22	19				80
Level 1 on statewide Math assessment				40	24	25				89
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	49	42	52	88						231
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	33	27	39	85	51					235

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	16	30	22	52	40	24				184

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	6	4	29						44
Students retained two or more times	1	3	2	10	3	3				22

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

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		53	42	42	38	32				207
One or more suspensions		6	8	6	18	6				44
Course failure in ELA		26	26	30	32	26				140
Course failure in Math		20	14	23	27	25				109
Level 1 on statewide ELA assessment		96	47	42	42	29				256
Level 1 on statewide Math assessment		57	31	54	48	37				227
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)		96	47	42						256

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		27	29	36	50	34				176

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		9	10	10	17					46
Students retained two or more times			1		3	1				5

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	28			22	52	53	25	53	56
ELA Grade 3 Achievement **	29			21	51	53			
ELA Learning Gains	51						37		
ELA Learning Gains Lowest 25%	68						42		
Math Achievement *	27			17	53	59	28	40	50
Math Learning Gains	56						41		
Math Learning Gains Lowest 25%	60						56		
Science Achievement *	19			21	54	54	21	54	59
Social Studies Achievement *								58	64
Graduation Rate								47	50
Middle School Acceleration								43	52
College and Career Readiness									80
ELP Progress				61		59			

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL FPPI – All Students	42%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	338
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
42%	20%	36%	39%		55%	38%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	21%	Yes	3	3
Black/African American Students	40%	Yes	3	
Hispanic Students	50%	No		
White Students	75%	No		
Economically Disadvantaged Students	41%	No		
2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	17%	Yes	2	2
Black/African American Students	17%	Yes	2	1

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students	32%	Yes	1	
Multiracial Students	46%	No		
White Students	20%	Yes	1	1
Economically Disadvantaged Students	20%	Yes	2	1

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	20%	Yes	1	1
English Language Learners				
Native American Students				
Asian Students				
Black/African	34%	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%
American Students				
Hispanic Students				
Multiracial Students	36%	Yes	1	
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	33%	Yes	1	

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	28%	29%	51%	68%	27%	56%	60%	19%					
Students With Disabilities	8%	9%	43%		4%	40%							
Black/African American Students	22%	23%	49%	66%	23%	55%	59%	21%					
Hispanic Students	45%				55%								
White Students	90%				60%								
Economically Disadvantaged Students	27%	28%	50%	66%	26%	55%	59%	20%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	22%	21%			17%			21%					
Students With Disabilities	14%	8%			14%			31%					
Black/African American Students	18%	16%			15%			17%					
Hispanic Students	27%				36%								
Multiracial Students	58%				33%								
White Students	30%				10%								
Economically Disadvantaged Students	21%	20%			16%			22%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	25%		37%	42%	28%	41%	56%	21%					
Students With Disabilities	5%		20%		23%	30%							
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	24%		34%	41%	29%	39%	50%	19%					
Hispanic Students													
Multiracial Students	36%				36%								
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	25%		38%	39%	28%	38%	47%	18%					

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

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

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

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

III. Planning for Improvement

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

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

Most Improvement

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

The 23/24 data for Math achievement for grades 3-5 showed the most improvement as it relates to the State Federal Index. The current data shows a 10% increase in achievement from the prior year.

Metcalfe used district coaches to collaborative plan for math through the year.

Lowest Performance

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

The 23/24 data for Science achievement showed the lowest performance at 19% proficiency per the State Federal Index.

Metcalfe was departmentalized for science in 5th grade to where 1 teacher taught all students. The teacher showed a need for professional development in science to better provide quality instruction. The students showed deficits in both 3rd and 4th grade and those gaps were not addressed effectively.

Greatest Decline

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

The 23/24 data showed that Science Achievement had the greatest decline.

Metcalfe was departmentalized for science in 5th grade to where 1 teacher taught all students. The teacher showed a need for professional development in science to better provide quality instruction. The students showed deficits in both 3rd and 4th grade and those gaps were not addressed effectively.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the

factor(s) that contributed to this gap and any trends.

Metcalfe shows a significant gap in achievement compared to the state of Florida.

ELA achievement Metcalfe: 28%

ELA achievement State: 54%

Math achievement Metcalfe: 27%

Math achievement State: 58%

Factors that play into this gap are student attendance and lack of instruction when they are absent. Another factor is the foundational skills some students lack when starting school.

EWS Areas of Concern

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

Reflecting on the EWS it is clear that attendance is a major concern for Metcalfe. The data shows that Metcalfe has over 200 students identified for attendance. Metcalfe has a large number of students substantially deficient in ELA (231) and math (235). This area of concern will be focused on for the 24/25 school year.

Highest Priorities

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

- 1 - Attendance (students missing more than 10% of the academic year)
- 2 - Students with disabilities data shows 21 % on the federal index
- 3 - Black/ African American students have had 3 consecutive years of falling below 41%

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

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

Benchmark-aligned instruction is a critical area in need of improvement. Collaborative and common planning and providing rigorous, benchmark-aligned instruction and student tasks will result in increased student proficiency. Understanding the grade level benchmarks (B.E.S.T.) and aligning instruction to those benchmarks ensures that students have a fair and equitable opportunity to master the skills comprised within those benchmarks.

Grades 3-5 Subgroup ESSA Data, 23-24 (Federal Index):

African American: 40%

Hispanic: 50%

White: 75%

Economically disadvantage: 41%

Students : 21%

Measurable Outcome

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

At least 50% of all students will score at or above proficiency on the PM3 F.A.S.T. ELA and Math assessment as well as on the Florida Statewide Science assessment.

Classroom walkthrough data will demonstrate teachers delivering explicit benchmark-aligned, grade level instruction in incremental improvement with midyear meeting at least 80% and end of year at least 95%.

Chapter and Unit assessments will provide frequent opportunities to monitor student progress in meeting the grade-level benchmarks. Common assessment results will show at least a 10% improvement in each benchmark as it is assessed multiple times throughout the year, based on the

scope and sequence.

PM1 to PM2 results will demonstrate at least a 20% increase in students who are proficient

Monitoring

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

- 1) Weekly Classroom Walkthroughs
- 2) Monthly Collaborative planning will be facilitated by coaches and/or administration to ensure alignment to benchmark/standards and on grade level.
- 3) Weekly common planning sessions with content area coaches and instructional coach
- 4) Curriculum-Based unit and chapter assessments (approx. once every 3 weeks)
- 5) Monthly data chats
- 6) PM1 & PM2 assessments

Person responsible for monitoring outcome

Cory Tomlinson (tomlinsonc@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

By focusing on pedagogy and instructional delivery methods and incorporating writing in collaborative planning/PLC's and providing rigorous, benchmark-aligned instruction and student tasks will result in increased student proficiency. Weekly collaborative Planning/PLC's will involve vertical alignment, achievement level descriptors and student data focused on instructional delivery/pedagogy and student results. Collaborative planning facilitated by coaches and administration will ensure planned instruction aligns with benchmark and standards. School will also receive monthly support from the State Regional Literacy Director (SRLD). Core instruction will include grade-level text and instructional materials and student tasks will be aligned to the benchmark and will include writing. School Improvement Principal Specialist will provide weekly support tied to instructional strategies and benchmarks helping with next steps and feedback. Administrators will participate in Bureau of School Improvement (BSI) conference to develop additional skills and strategies to better support teachers to improve student learning and achievement. Teachers will participate in professional learning sessions ("Gear Up") a week prior to pre-planning. During "Gear Up," teachers will learn about ways to improve instruction.

Rationale:

All students can meet and exceed high performance standards. All students, when provided with grade level instruction and learning tasks that are culturally responsive with high expectations, in a high quality learning environment, with equitable resources, can reach their full potential.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Monthly Collaborative Planning

Person Monitoring:

Cory Tomlinson (tomlinsonc@gm.sbac.edu)

By When/Frequency:

The action steps will be initiated on August 21, 2024, and will continue through May, 2025..

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

Monthly collaborative planning sessions by grade level will be conducted and facilitated by school-based coach and administration. Collaborative planning tool for ELA, Math and Science will be utilized to guide through the process.

Action Step #2

Weekly Classroom Walkthroughs

Person Monitoring:

Michele Quiros (quirosmo@gm.sbac.edu)

By When/Frequency:

This action step will begin the week of August 19th, and will continue through May, 2025.

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

Weekly classroom walkthrough schedule will be developed; administration and coaches will calibrate; weekly look-fors will be developed based on collaborative planning student data (from exit tickets, unit assessments and chapter assessments).

Action Step #3

Assessment Schedules and Monitoring

Person Monitoring:

Kichelle Sheppard (sheppardks@gm.sbac.edu)

By When/Frequency:

Assessment schedules were developed in August 2024, and monitoring of students progress will begin in the same month and will continue through May, 2025.

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

Assessment schedules were developed, and students' progress on unit and chapter tests, as well as on F.A.S.T. assessments from PM1 to PM2 will be monitored to inform instruction (i.e., make adjustments to instruction based on students' needs).

Action Step #4

Monthly Data Chats

Person Monitoring:

Robin Lepore

By When/Frequency:

Data chats will begin in September 2024, and will

continue through May 2025.

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

Monthly data chats schedule will be developed; data chats with teachers will be facilitated by school-based coach and administration; data analysis will guide instructional decisions.

Action Step #5

Professional Learning and Timeline

Person Monitoring:

Cory Tomlinson (tomlinsonc@gm.sbac.edu)

By When/Frequency:

Schedule development will begin August, 2024.
Sessions will occur monthly until May, 2025.

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

Professional learning plan and timeline will be developed to support grade-level benchmark aligned content, tasks, and instructional delivery/ pedagogy. Provide professional learning for teachers to understand complexities of benchmarks and to support assessment usage for instructional analysis and to make shifts as indicated by the data to meet student needs. Schedule will be developed with the SRLD.

Action Step #6

Weekly common planning sessions with grade levels that include instructional coach and district content area coaches.

Person Monitoring:

Robin Lepore

By When/Frequency:

Weekly starting Aug through May

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

Instructional coach and district content area coaches will meet with grade levels to plan out a week at a time in both ELA and math. The school will schedule these on days that the district coaches are assigned. Templates will be provided to guide teachers in planning.

Area of Focus #2

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

Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale

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

Supporting students in Tier 2 and Tier 3 interventions provides opportunities to differentiate instruction based on student data, increase the intensity of instruction, and provide greater scaffolds. Deficits in foundational reading areas (i.e., phonics, decoding, etc.) will be addressed during intervention groups. Skill deficits will be addressed through the use of UFLI and Magnetic Reading.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

At least 42% of all students will score at or above proficiency on the PM3 F.A.S.T. ELA and Math assessment.

Progress monitoring of students in subgroups (African American, Students with Disabilities, Multi-Racial, and Free/Reduced Lunch) will be conducted weekly, and adjustments to interventions will be made accordingly.

Monitoring

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

School administration and leadership team will conduct classroom walkthroughs during intervention sessions to ensure alignment to benchmarks and that interventions are targeted to students' needs. DIBELS, FAST PM1 and PM2, and Benchmark weekly and unit assessments will be monitored and analyzed to group and regroup students, and to make instructional adjustments as needed.

Person responsible for monitoring outcome

Cory Tomlinson

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The master schedule allows for 45 minutes of interventions to occur for each grade level 4 times per week. Students needing tier 2 and tier 3 support will work in small groups with Title 1 teachers on specific skills during this time. UFLI and Magnetic Reading will be used to address student deficits. Data chats with teacher will allow for identification of student needs and planning will allow for teachers to determine the intervention and programs to employ.

Rationale:

End of year (2023-2024) DIBELS data demonstrates that 60% of students have foundational reading deficits, and 42% of students require intensive support.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Intervention Schedule and Groupings

Person Monitoring:

Robin Lepore (leporerl@gm.sbac.edu)

By When/Frequency:

The schedule was developed in July 2024, and will be implemented beginning the week of August 19th, through May 2025.

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

The intervention schedule will include 45 minutes of intervention per grade level. Students will be identified for intervention groups using FAST PM3 and DIBELS data from the 2023-2024 school year. At the conclusion of each nine weeks, the intervention team will meet with administration to adjust the schedule and groups according to student data.

Action Step #2

Assessment and Progress Monitoring

Person Monitoring:

Robin Lepore

By When/Frequency:

Monitoring of student data will begin in August 2024 and continue through May 2025.

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

Student's progress on Benchmark weekly and unit assessments, DIBELS, and FAST assessments will be used to monitor effectiveness of interventions, and adjust instruction based on student needs. This data will also be used to identify students who may no longer need support through Tier 2 or Tier 3 interventions, as well as identify students who are in need of Tier 2 or Tier 3 interventions.

Action Step #3

Monthly Data Chats

Person Monitoring:

Robin Lepore

By When/Frequency:

Data chats will begin in September 2024, and will continue through May 2025.

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

Monthly data chats schedule will be developed; data chats with interventionists will be facilitated by school-based coach and administration; data analysis will guide instructional decisions and groupings.

Area of Focus #3

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

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

Small group instruction is vital to the development of student growth in the areas of concern. Small

groups allow for teachers to identify, plan and instruct students on specific content skills and standards. Small groups allow for teachers to work on targeted skills using strategies that are specific to individual or small groups of students. Classroom observations and state scores show a need to continue and support teachers in this area.

Grades 3-5 Subgroup ESSA Data, 23-24 (Federal Index):

African American: 40%

Hispanic: 50%

White: 75%

Economically disadvantage: 41%

Students with disabilities: 21%

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

Small group instruction is an important strategy all teachers will implement during ELA and math blocks. Data from common and state assessments will be used to create fluid groupings targeting groups of students who need Tier 2 and Tier 3 intervention.

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

Small group instruction is an important strategy all teachers will implement during ELA and math blocks. Data from common and state assessments will be used to create fluid groupings targeting groups of students who need Tier 2 and Tier 3 intervention.

Grades K-2: Measurable Outcome(s)

At least 50% of all students in grade K-2 will score at or above proficiency on the STAR PM3 ELA and Math assessments. Administration will use classroom snapshots and observations to monitor small group instruction and the implementation of strategies and intervention.

Grades 3-5: Measurable Outcome(s)

At least 50% of all students will score at or above proficiency on the PM3 F.A.S.T. ELA and Math assessment as well as on the Florida Statewide Science assessment.

Classroom walkthrough data will demonstrate teachers delivering explicit benchmark-aligned, grade level instruction in incremental improvement with midyear meeting at least 80% and end of year at least 95%.

Chapter and Unit assessments will provide frequent opportunities to monitor student progress in meeting the grade-level benchmarks. Common assessment results will show at least a 10% improvement in each benchmark as it is assessed multiple times throughout the year, based on the

scope and sequence.

PM1 to PM2 results will demonstrate at least a 20% increase in students who are proficient

Monitoring

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

- 1) Weekly Classroom Walkthroughs
- 2) Monthly Collaborative planning will be facilitated by coaches and/or administration to ensure alignment to benchmark/standards and on grade level.
- 3) Weekly common planning sessions with content area coaches and instructional coach
- 4) Curriculum-Based unit and chapter assessments (approx. once every 3 weeks)
- 5) Monthly data chats
- 6) PM1 & PM2 assessments

Person responsible for monitoring outcome

Cory Tomlinson, Michele Quiros, Kichelle Sheppard

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The 90 minute ELA block is designed to provide small group instruction during station rotations. Teachers are required and expected to meet with small groups to provide intervention and accelerate instruction. Small groups meet daily and rotate based on need and frequency.

Rationale:

Small group instruction was selected and will be monitored through classroom snapshots and formal observations. Snapshots will be created specifically for administrators to document and provide feedback to teacher on their implementation of small groups.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Classroom snapshots by administration

Person Monitoring:

Cory Tomlinson, Michele Quiros, Kichelle Sheppard

By When/Frequency:

weekly

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

Administration will conduct weekly snapshots for identified grade levels. Timely feedback will be provided to teachers on their implementation of small groups for both ELA and math.

Action Step #2

Common and collaborative planning meetings

Person Monitoring:

Robin Lepore

By When/Frequency:

monthly

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

The school based instructional coach will work with teachers and grade levels on content based planning for ELA and math. District provided content area coaches will also be involved.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

We will focus on student attendance for all ESSA Subgroups. When students come to school daily, learning time increases. When students are present, their chances of making academic improvements are maximized, which leads to an overall positive culture.

Measurable Outcome

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

Increase habitually truant students' attendance by 10%.

Decrease tardies by 10%.

Monitoring

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

-
1. Review attendance reports each week.
 2. Set up conferences with families to develop a plan for individual students to improve their

attendance.

3. Have Family Liaison work with families to help improve tardies and overall attendance.

Person responsible for monitoring outcome

Kichelle Sheppard (sheppardks@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

School will run attendance reports each week to identify students who are at risk of chronic absenteeism. Parents will receive personalized attendance reports coupled with an attendance plans. Reports will be sent home with students and mailed each week. The Family Liaison will work with the parents/families on ways to improve attendance. The school will work with local community organizations in an effort to gain resources that will aid in the promotion of increasing student attendance.

Rationale:

Keeping parents abreast of attendance issues via weekly reports, and providing assistance to them through the Family Liaison will allow parents and students opportunities to continuously improve. Hosting attendance celebrations further demonstrates to parents and students how much the school holds attendance as a priority for all students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Home Visits

Person Monitoring:

Kichelle Sheppard (sheppardks@gm.sbac.edu)

By When/Frequency:

Home visits schedule will be developed in September, 2024. Visits will continue through May, 2025.

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

Family Liaison and school Social Worker will conduct home visits, as needed. Parents who are unresponsive to requests to meet will receive visits. Home visits will also be conducted for all families of students identified as at risk for chronic absenteeism. A schedule for weekly (tier 3) and monthly (tier 2) visits will be developed.

Action Step #2

Educational Planning Team Meetings

Person Monitoring:

Kelsey Anhalt (anhaltkm@gm.sbac.edu)

By When/Frequency:

EPT meetings will be scheduled after the first full

week of school (to begin August 19th), and will continue as needed through May, 2025.

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

Scheduling of parent Education Planning Team (EPT) meetings to discuss the importance of school attendance and to develop an attendance improvement plans.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

Methods for dissemination of the School Improvement Plan include sharing the SIP at quarterly SAC meetings, sharing via our school website, which will be accessible to local business partners, organizations, and families. We will also share progress of our goals from our SIP with families through our monthly newsletter.

The SIP can also be found on the school's website at: <https://www.sbac.edu/domain/6432>.

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

The school has a Parent/Family Engagement Plan that outlines several activities for families to engage with the school. This aids in building positive relationships between the school and families. Some activities include Donuts for Dads, STEAM Nights, Grade Level Student Data Chats with Parents, and Coffee/Tea with the Principal. These activities are scheduled to take place throughout the school year, and are opportunities for parents to build knowledge regarding our school improvement needs and plans, to review progress towards goals, and to inquire about how their students' needs can be met.

The Parent/Family Engagement Plan can be found on the school's website at www.sbac.edu/metcalfe.

Plans to Strengthen the Academic Program

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

To strengthen the academic program in the school, the school plans to provide professional development to teachers in the areas of benchmark-aligned instruction, math instruction, and UFLI. The school will also provide coaching to teachers in ELA and Math on a regular basis using district and school provided coaches. This year we are adding additional instructional minutes to the school day. This will increase intervention time with students. In addition, the school plans to incorporate supplemental interventions to students, as well as after-school tutoring.

An area of focus is small group instruction. A focus in this area will increase the quality of instruction to students by differentiating instruction in order to provide remediation or enrichment to students.

Another area of focus will be on increasing attendance across all grade levels. The district provided the school with a Family Liaison for 24/25. Specific plans will be developed and followed to increase habitual attendance.

How Plan is Developed

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

The school will be utilizing the services of high-dose tutors, which are paraprofessionals who provide tier 3 interventions to students. Students are identified from progress monitoring data, and receive support daily.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

Metcalfe ensures that mental health and support services are in place to support students by identifying needs in a bi-yearly screener. The SSRS-IE is a universal screener designed to identify levels of risk for students based on internalizing and externalizing behaviors. Additionally, the screener helps identify classrooms that may benefit from additional Tier 1 strategies as well as students who may need additional Tier 2 or Tier 3 supports.

At the Tier 1 level, every student receives classroom guidance lessons provided by the school counselor on a monthly basis. These lessons focus on responsibility, listening, empathy, citizenship, coping skills, teamwork, resolving conflicts, being a good friend, handling peer pressure, etc.

Students who are identified as moderate risk on the SRSS will receive Tier 2 interventions such as mentoring or small group counseling. Small groups are available for students in need of additional support from the school counselor and peers who are facing a similar situation. Groups are usually organized through referral or identification of a common area for growth.

Students who are identified as high risk on the SRSS will receive Tier 3 interventions and supports such as short-term individual counseling by the school counselor, a referral to our school-based mental health agency, social worker intervention, and crisis interventions as needed.

Preparing for Postsecondary Opportunities and the Workforce

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

Students will also be exposed to collegiate opportunities through meeting college students through the University of Florida. Students will also be exposed to professionals with college degrees including teachers and staff.

Addressing Problem Behavior and Early Intervening Services

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

Tier 1: Classroom management and posting classroom rules; class clip-charts to track student behaviors; posting school-wide expectations in high traffic areas; character trait of the month lessons, using a school wide positive PBIS system

Tier 2: Checking in and out with the BRT or other staff member; small group counseling; mentoring; skill building and support groups

Tier 3: Functional Behavior Assessment and Behavior Intervention Plan; safety plans; threat and/or risk assessments; referrals to outside agencies

Professional Learning and Other Activities

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

Metcalfe teachers will participate in regular collaborative planning funded by the Title I, Part A allocation. Teacher stipends and materials will be provided and the staff will be planning for and utilizing Standards Focus Boards to drive instructional practices. District and school based coaches will participate in collaborative planning.

Strategies to Assist Preschool Children

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

Metcalfe Elementary facilitates the annual Kindergarten Round-up event to assist families of incoming Kindergarten students with registration requirements and Kindergarten Readiness activities to ensure a smooth transition. We also partner with Gainesville Empowerment Zone Family Learning Center (GEZFLC). This is a local learning center located on the campus of Metcalfe Elementary.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

The principal and SI Principal will review the data to ensure the identified areas of focus and action steps align to school needs as the data indicates. Subgroup data will be identified in addition to overall goals. Ongoing progress will be monitored on regular intervals to ensure alignment of action steps and student needs, including identified subgroups. Subgroups will be monitored in addition to school-wide, overall group data. The Title I department will facilitate the budget alignment processes to ensure student needs are met.

Specifics to Address the Need

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

The administrative team will meet monthly with the district provided SI principal. These meetings will include data analysis using the school's progress monitoring data sheets. The school will also be reviewing school based FAST and attendance data sheets.

VII. Budget to Support Areas of Focus

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

No

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