Charlotte County Public Schools

MEADOW PARK ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Know our kids ~ Grow our kids ~ ALL of them.

Provide the school's vision statement

Together we succeed through leadership.

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

Lauren Elek

Position Title

Principal

Job Duties and Responsibilities

 Budgets
 Custodial
 Equipment
 Evaluations
 Facilities
 FTE
 Human Resources
 Literacy Leadership Team
 Master Calendar
 Master Schedules
 PPC
 PTO
 Restraint Reporting
 Retention Coordinator

Roster Verification

SAC

School Improvement Plan

Special Activities

SRO / CCSO

Student Placements

Title I

Leadership Team Member #2

Employee's Name
John Probst

Position Title
Assistant Principal

Job Duties and Responsibilities

Attendance

Bullying

Discipline

Evaluations

F.A.S.T. Coordination

Master Schedules

OSS (Suspensions)

Parent/Family Engagement

PBIS Team

Remind texts

Retentions

Safety Drills / RAPTOR

School Connects

School Improvement Plan

Security Cameras

Social Media

SPPC

Summer Reading Camp

Textbooks/Chromebooks

Transportation

Leadership Team Member #3

Employee's Name

Emma Flowes-Lee

Position Title
Dean of Students

Job Duties and Responsibilities

Behavior Plan Implementation

Behavior Plan Support

Bullying

Buses

Cafeteria

Detentions

Discipline

MTSS Team

PBIS Rewards App

PBIS Co Chair

Student Safety Plans

Student Conflicts

Textbooks/Chromebooks

Leadership Team Member #4

Employee's Name
Meridith Meerman

Position Title
Lead Teacher / Math Coach

Job Duties and Responsibilities

CANVAS Support

CAST Program

Coaching

Collaboartive Planning

Curriculum Resource

Grade Level Data Walls

Math Interventions Coord.

Modeling lessons

MTSS Team

My PLC data input

Professional Learning

Progress Monitoring

School Improvement Plan
Science Curr. Resource
Student Math Computer Programs

Leadership Team Member #5

Employee's Name
Karen Caparo

Position Title
Reading Coach

Job Duties and Responsibilities

3rd Grade Portfolios
Book rooms
CANVAS Support
Coaching
Collaboartive Planning
Curriculum Resource
DRAs
ELA Interventions Coord.
Grade Level Data Walls
Modeling lessons
MTSS Team
My PLC data input
Professional Learning
Progress Monitoring
School Improvement Plan
Social Studies Curr. Resource
Student ELA Computer Programs

Leadership Team Member #6

Employee's Name
Chris Schleden

Position Title
Reading Coach

Job Duties and Responsibilities

3rd Grade Portfolios
Book rooms

CANVAS Support

Coaching

Collaboartive Planning

Curriculum Resource

DRAs

ELA Interventions Coord.

Grade Level Data Walls

Modeling lessons

MTSS Team

My PLC data input

Professional Learning

Progress Monitoring

School Improvement Plan

Social Studies Curr. Resource

Student ELA Computer Programs

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 school improvement team includes admin, teachers, and core team members. We draft a school improvement plan and present it to PTO and SAC for input and feedback. After discussing the plan at a SAC meeting, we finalize it together.

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))*

We review the school improvement plan at our core team meetings, grade level collaborative planning meetings, team leader meetings, PPC meetings, and our PTO/SAC meetings. As the year progresses we will monitor school-wide as well as grade level data regularly and make any changes or adjustments as needed.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**39.5%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: B** **2022-23: B*** **2021-22: B** **2020-21:** **2019-20: B**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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

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

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	30	28	25	12	27				123
One or more suspensions		2	4	1	2	4				13
Course failure in ELA				3	9	7				19
Course failure in Math				3	7	18				28
Level 1 on statewide ELA assessment				7	18	15				40
Level 1 on statewide Math assessment				6	12	19				37
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	11	5	10						39

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			1	3	14	21				39

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		5	2	2	1					10
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	54	56	57	51	56	53	53	53	59
ELA Grade 3 Achievement **	59	59	58	49	60	53			
ELA Learning Gains	53	53	60			57			
ELA Learning Gains Lowest 25%	52	52	57			47		47	50
Math Achievement *	64	59	62	62	59	59		48	50
Math Learning Gains	53	54	62			63		63	
Math Learning Gains Lowest 25%	47	45	52			57		57	
Science Achievement *	60	52	57	66	54	54	65	65	65
Social Studies Achievement *								61	64
Middle School Acceleration								53	52
Graduation Rate								56	50
College and Career Readiness									80
ELP Progress	85	62	61	58	65	59	85		56

*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)	N/A
OVERALL FPPI – All Students	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	527
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
59%	56%	62%	57%		55%	50%

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

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	45%	No		
English Language Learners	59%	No		
Black/African American Students	54%	No		
Hispanic Students	46%	No		
Multiracial Students	42%	No		
White Students	63%	No		
Economically Disadvantaged Students	55%	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	45%	No		
English Language Learners	58%	No		
Black/African American Students	55%	No		
Hispanic Students	50%	No		
Multiracial Students	46%	No		
White Students	59%	No		
Economically Disadvantaged Students	52%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	43%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	69%	No		
Native American Students				
Asian Students				
Black/African American Students	64%	No		
Hispanic Students	59%	No		
Multiracial Students	71%	No		
Pacific Islander Students				
White Students	57%	No		
Economically Disadvantaged Students	58%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	54%	59%	53%	52%	64%	53%	47%	60%					85%
Students With Disabilities	42%	44%	51%	55%	44%	47%	48%	32%					
English Language Learners	46%				46%								85%
Black/African American Students	45%		59%		59%	59%		50%					
Hispanic Students	44%	50%	38%	38%	45%	31%	31%	53%					85%
Multiracial Students	30%	36%	36%		60%	43%							
White Students	62%	66%	59%	68%	71%	60%	55%	65%					
Economically Disadvantaged Students	50%	55%	48%	47%	60%	47%	43%	60%					85%

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	51%	49%			62%			66%					58%
Students With Disabilities	36%	45%			50%			50%					
English Language Learners	67%				58%								50%
Black/African American Students	48%				61%								
Hispanic Students	44%	30%			63%			63%					50%
Multiracial Students	44%	30%			64%								
White Students	54%	57%			61%			64%					
Economically Disadvantaged Students	48%	45%			59%			63%					45%

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	53%		57%	47%	65%	63%	57%	65%			85%		85%
English Language Learners	44%		63%		63%	88%							85%
Students With Disabilities	25%		35%	41%	49%	60%	65%	29%					
Native American Students													
Asian Students													
Black/African American Students	57%		56%		60%	83%							
Hispanic Students	47%		49%	45%	60%	67%	64%	58%					
Multiracial Students	63%		65%		76%	75%		75%					83%
Pacific Islander Students													
White Students	54%		58%	47%	65%	58%	50%	68%					
Economically Disadvantaged Students	52%		51%	49%	59%	60%	51%	60%					80%

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

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

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

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	57%	57%	0%	55%	2%
Ela	4	45%	52%	-7%	53%	-8%
Ela	5	56%	56%	0%	55%	1%
Math	3	73%	60%	13%	60%	13%
Math	4	54%	61%	-7%	58%	-4%
Math	5	57%	51%	6%	56%	1%
Science	5	59%	49%	10%	53%	6%

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?

Our 3rd grade Reading proficiency increased by 10%. We provided 1:1 coaching support to those teachers. We also brought in coaching from the Benchmark representatives. We tracked students as they progressed through their interventions. We purchased supplemental materials through Benchmark such as the spelling/grammar books and ACT Now resources.

We also showed growth in Overall Math Proficiency. Our teams worked together to collaboartively plan for whole and small group math instruction. Students used Dreambox Math as well as Reflex and FRAX to practice skills and fluency.

Lowest Performance

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

Our 4th grade students were low in both reading and math. This cohort of students also scored low in previous years. Many students have gaps in their fundamental skills for both reading and math. One teacher on this grade level scored exceptionally low.

Greatest Decline

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

Our Science scores decreased by 6%. In previous years, we have departmentalized our teachers to focus on one subject each. We have continuously had a highly effective science teacher in that position. This year, our teachers adopted a team teaching model instead so we had 3 different science teachers. One was a brand new teacher that was just learning the standards and grade-level content. The format of the test also changed from paper-based to computer-based which we think may have impacted scores.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our 1st graders scored 7% under the state average in reading and 9% under the state average in math. Our 4th graders scored 8% under the state average in reading and 4% under the state average for math.

For first grade, we had quite a few students coming into first grade with significant gaps from kindergarten. Those students were identified for interventions, and showed growth throughout the year, but still ended first grade below grade level. For fourth grade, our cohort of students scored significantly low last year. We provided interventions for them as well, however, the growth they made was not significant enough to pass the state average.

EWS Areas of Concern

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

No Answer Entered

Highest Priorities

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

Reading Proficiency

Student Behavior

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 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.

Our reading proficiency has historically been below the district and/or state average. Reading is a critical piece for students growth and development in all subject areas. We'd like to continue focusing on fundamental reading skills in primary grades and remediating deficiencies in intermendiate grades.

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

Our K-2 classrooms will use UFli as our core reading curriculum. This will place a heavy focus on phonics foundations. We'll use Heggerty Phonemic Awareness as well as Benchmark to supplement. We've made our master schedule to maximize our ELA blocks to ensure proper time is dedicated to not only building the foundations in tier 1 but allowing ample time for differentiated small group instruction daily as well.

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

Our 3-5 classrooms will continue using Benchmark as core curriculum, but we'll add supplemental resources such as the Grammar workbooks to assist with writing and ACT Now books to reinforce close reading skills. Our intervention teachers will be utilizing UFli to help fill in learning gaps in the area of phonics and LLI to practice comprehension skills.

Grades K-2: Measurable Outcome(s)

In the 23-24 school year, our K-2 reading proficiency averaged 57%. We'd like to increase our reading proficiency in K-2 to at least 60% for 24-25.

Grades 3-5: Measurable Outcome(s)

In the 23-24 school year, our 3-5 reading proficiency averaged 53%. We'd like to increase our reading proficiency in 3-5 to at least 58% for 24-25.

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.

Each cohort of students will be placed in intervention groups based on their reading deficiencies. These groups will be taught by highly effective teachers using research-based resources. We have moved a master reading teacher into the 4th/5th grade intervention position and we are also adopting a new reading resource UFli in the hopes that some of their fundamental learning gaps will be targeted. Teams will discuss these students every other week and analyze weekly progress monitoring data to ensure students are on track for improvment. Groups will be adjusted throughout the year as needed based on this data to ensure UFli is meeting the needs of our students. We will review data frequently to look at trends or gaps in student learning. Our reading coaches will be working with students and staff. They will be modeling best practices, facilitating collaborative planning, and providing support in all areas of reading that show a need.

Person responsible for monitoring outcome
Desiree Burke is our 4/5 reading intervention teacher. Karen Caparo and Chris Schleden are our Reading Coaches.

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:
UFli will be used as an intervention for students who have deficiencies in phonics.

Rationale:
If students struggle with decoding words, it is difficult for them to make meaning of sentences and eventually paragraphs.

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
Students will receive instruction from their intervention teacher using the UFli curriculum.

Person Monitoring:	**By When/Frequency:**
Desiree Burke	Weekly

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

step:
Students will receive instruction from their intervention teacher using the UFli curriculum. Students will take weekly assessments to monitor their learning. Teachers will adjust plans according to needs. Coaches will provide support to classroom teachers to help those students in core academic blocks.

Action Step #2
Coaching teachers

Person Monitoring:	**By When/Frequency:**
Karen Caparo and Chris Schleden	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our reading coaches will be pushing in to 4th and 5th grade classrooms to provide 1:1 support for each teacher. They will work with teachers on lesson planning, small group instructional strategies, and intervention support for tier 2 and 3 learners.

Action Step #3
Register teachers for educational seminars and conferences focusing on standards-based instruction and student engagement strategies.

Person Monitoring:	**By When/Frequency:**
Lauren Elek	quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The leadership team will register staff for conferences such as KAGAN Cooperative Learning, Model Schools, Get Your Teach On, and others where teachers can go to learn the latest strategies for instruction and learning. Once returning from these conferences, teachers will present to the rest of the staff to share their knowledge and coaches will implement strategies into their sessions with teachers needing extra supports.

Action Step #4
Improve rigor of instruction with higher level questioning techniques.

Person Monitoring:	**By When/Frequency:**
Lauren Elek and John Probst	daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Coaches will support teachers in planning for more rigorous instruction through the implementation of higher level questions. During collaborative planning meetings, teachers will purposely plan rigorous questions throughout their lessons to engage students in higher-level thinking and problem solving. Teachers will be given resources for Marzano elements of effective teaching strategies as well as taxonomy charts from Model Schools to aid in designing higher level questions.

Area of Focus #2

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

specifically relating to

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.

No Answer Entered

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.

No Answer Entered

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.

No Answer Entered

Person responsible for monitoring outcome

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:

Rationale:

Tier of Evidence-based Intervention:

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

Person Monitoring: **By When/Frequency:**

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

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

We are putting a big emphasis on our PBIS plan for this year. We've noticed that student misbehaviors are becoming more frequent, and are causing a bigger disruption to the learning environment.

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

In the 22-23 school year, students earned 475 office discipline referrals. Our biggest discipline categories were aggressive touching, class disruption and horseplay. In 23-24 we had 486 referrals and the three biggest categories were the same. We would love to reduce our office discipline referrals by at least 5%.

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.

Our school is using a school-wide behavior tracking app called PBIS Rewards this year. Staff members will be able to recognize when students exhibit positive behavior and reward them with digital points. Our core team and PBIS team will review discipline data as well as PBIS Rewards reports monthly to track progress and communicate to the staff. We're hopeful that focusing on and rewarding positive behaviors will help students make better choices and therefore cause less disruption to the learning environment.

Person responsible for monitoring outcome
Emma Flowers-Lee, John Probst

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:
Tier I PBIS implementation

Rationale:
We're hopeful that focusing on and rewarding positive behaviors will help students make better choices and therefore cause less disruption to the learning environment.

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

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

Description of Intervention #2:
Small group behavior interventions

Rationale:
Our school psychologist, social worker, and school counselor will identify students in need of small group support and provide interventions throughout the year. These students have not responded to Tier I behavior supports and show a need for closer monitoring.

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
PBIS Rewards App

Person Monitoring:	**By When/Frequency:**
Emma Flowers-Lee	weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our school is adopting a PBIS Rewards app to track positive behaviors. Students will receive digital points for exhibiting positive behavior and then they will be able to spend their points on prizes and reward activities. Our core team and PBIS team will review discipline data as well as PBIS Rewards reports monthly to track progress and communicate to the staff. We're hopeful that focusing on and rewarding positive behaviors will help students make better choices and therefore cause less disruption to the learning environment.

Action Step #2
Small Group Behavior Interventions

Person Monitoring:	**By When/Frequency:**
Ashley Chermak, Bo Bishop	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students with multiple behavior referrals will be identified for extra small group support. These groups will meet together once a week to discuss concerns and problem-solve ways to improve. Teachers will use Navigate 360 lessons, Sanford Harmony lessons, or cooperative learning activities to reinforce positive behavior.

Action Step #3
Core Team push in lessons

Person Monitoring:	**By When/Frequency:**
Lauren Elek and John Probst	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our leadership team will be pushing into classrooms once a month to teach lessons on the PBIS words of the month. Teachers will reward students exhbiting those words throughout the month and

the PBIS team and leadership team will review data monthly to monitor effectiveness.

Action Step #4
Leader in Me curriculum

Person Monitoring:	**By When/Frequency:**
Lauren Elek	Spring semester

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will begin looking into the purchase and adoption of the Leader in Me curriculum. Staff will be given the opportunity to attend the Leader in Me Symposium as well as tour local schools that already implement it. Staff will be given the opportunity to participate in Book studies and training in the 7 habits.

Area of Focus #2

Student Attendance

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

We'd like to focus on student attendance in all grade levels this year. We want students in school all day every day to maximize their learning.

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

Our average daily attendance for the 23-24 school year was 93%. We'd like to increase that to 96% for the 24-25 year.

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

Core team will look at attendance data every 2 weeks and work with teachers to communicate with the parents of students with excessive absences and tardies. Interventions will be created for students in need of support.

Person responsible for monitoring outcome
Charyssa Livingston

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:
We'll be using a new app called PBIS Rewards to reward students for our gator expectations. One of those expectations is Getting Ready to Learn so teachers can reward students for being on time and prepared for the day, having homework completed, etc. Another positive reinforcement could be students who remain in school all day could receive points at the end of the day for Acting Responsibly.

Rationale:
At the Elementary level, we don't feel that students have a direct responsibility for getting to school. However, we want school to be a place they want to come to and therefore encourage their parents to bring them in the morning. By rewarding students for being on time and staying all day, we're hoping it creates a positive enviornment where students want to be all day every day.

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
Share grade level attendance data with staff and families.

Person Monitoring: **By When/Frequency:**
Charyssa Livingston and Emma Flowers-Lee   weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Admin will include data in weekly parent communication. Core team will review grade level data with teachers. Attendance data will be shared and celebrated with students during our quarterly celebrations.

Action Step #2
Morning Classbuilding Time

Person Monitoring: **By When/Frequency:**
Lauren Elek and John Probst   daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The master schedule will be updated to include a 10 minute period immediately after the bell for classes to focus on social emotional learning and cooperative relationships. Teachers will plan fun activities for students to interact and celebrate successes. The morning news will have journal prompts or classbuilding activities to start the day with positive thinking.

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.

www.yourcharlotteschools.net/mpe

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))

www.yourcharlotteschools.net/mpe

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

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

No

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