

St. Johns County School District

TROUT CREEK ACADEMY



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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: <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

At Trout Creek Academy, we believe in nurturing curious minds and empowering students to discover their unique strengths. Our community is built on a foundation of integrity, where collaboration and mutual respect guide us. We support our students in overcoming obstacles, helping them to forge a purposeful path in their educational journey and beyond. Together, we inspire each individual to reach their full potential and create a brighter future.

Provide the school's vision statement

At Trout Creek Academy, we empower all students to persevere, discover their strengths, and excel in their educational journey and beyond.

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

Katherine O'Connell

Position Title

Principal

Job Duties and Responsibilities

Primary areas of focus include:

- PLC supervision
- Student and teacher recognition
- Staffing and supervision of staff mentorship
- Data review, presentation, goal setting
- Student and staff data chats

Leadership Team Member #2

Employee's Name

David Barnes

Position Title

Assistant Principal

Job Duties and Responsibilities

Primary areas of include:

- Middle school staff, student, and schedule management
- MTSS process for middle school plans
- LEA and Gifted programming logistics
- SAC
- Safety
- Bus Transportation

Leadership Team Member #3

Employee's Name

Samantha Sawruk

Position Title

Assistant Principal

Job Duties and Responsibilities

Primary responsibilities include:

- K-5 staff, student, and schedule management
- MTSS process for elementary plans
- PTO
- LEA and 504 programming logistics
- PPU/Walker Transportation
- Testing support
- Instructional resource management

Leadership Team Member #4

Employee's Name

Christa Ritchie

Position Title

Instructional Literacy Coach

Job Duties and Responsibilities

Primary responsibilities include:

- MTSS Facilitator

- Lead teacher coach
- Literacy Team facilitator
- Professional development point of contact
- Progress monitoring
- Deliberate growth plans
- Data chats with teachers/students

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.

School stakeholders are involved in all aspects of school performance and improvement. Teachers, staff, parents, students and business partners work together to review and analyze performance data and determine goals and actions. Schoolwide performance data is shared with our school community and parents and teachers are surveyed for input and response. Our SAC reviews the SIP and provides input and participates in ongoing progress monitoring. Our community stakeholders support our positive culture goals as well by participating in community events, providing recognition, and funding rewards.

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))

Our SIP is regularly monitored through weekly PLCs on grade level teams where they analyze students performance and provide progress monitoring on specific grade level goals. Our CORE team regularly monitors student information including discipline data, EWS reports, Threat Assessment and behavior and mental health referrals in weekly team meetings to identify patterns and or areas of concern. SIP data and progress reports are shared in monthly SAC and PTO meetings to engage business partners and families in our progress. If the plan needs to be revised, the school leaders adjust the plan and communicate changes to stakeholders.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	
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)	
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: 2022-23: * 2021-22: 2020-21: 2019-20:

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	56	42	28	40	31	36	46	40	0	319
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	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	0	0	0						0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0					0

Current Year 2024-25

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

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

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

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

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

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

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

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

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	74	58	72	53	75	55			
ELA Grade 3 Achievement **	78	59	76	56					
ELA Learning Gains	65	59							
ELA Learning Gains Lowest 25%	56	54							
Math Achievement *	81	59	78	55	45	42			
Math Learning Gains	74	61							
Math Learning Gains Lowest 25%	63	56							
Science Achievement *	72	54	74	52	81	54			
Social Studies Achievement *	91	72	79	68	71	59			
Graduation Rate	71	71	82	74	73	50			
Middle School Acceleration	73	71	71	70	56	51			
College and Career Readiness	19	54	32	53	89	70			
ELP Progress	71	59	70	55	70	70			

*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

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

ESSA OVERALL FPPI HISTORY

2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
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* 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%
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No ESSA data found for this school and year

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%
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No ESSA data found for this school and year

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%
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No ESSA data found for this school and year

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)

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.

There is no assessment data available for this school.

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?

As a new school we do not have comparative data from action taken last year.

In reviewing our feeder school's reading data, the areas that showed the greatest improvement were:

Increased performance with African American students from 63 to 67 percent proficiency (TCES)

Increased performance with African American students from 46 to 65 percent proficiency (HCES)

Increased performance for students with FRL from 57 to 64 percent proficiency (HCES)

Increase in performance for SWDs from 40 to 50 percent proficiency (HCES)

Increase in performance for students with FRL from 61 to 68 percent proficiency (SPMS)

Increase in performance for Hispanic students from 62 to 78 percent proficiency (SPMS)

Increase in performance for SWDs from 37 to 53 percent proficiency (SPMS)

Lowest Performance

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

As a new school we do not have comparative data from action taken last year.

In reviewing our feeder school's reading data, the areas that showed the lowest performance and areas for us to focus on are:

Students with disabilities (HCES - 50%, TCES - 43%, SPMS - 53%)

Students with free and reduced lunch (TCES - 40%)

Students who are English language learners (TCES - 45%)

Greatest Decline

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

As a new school we do not have comparative data from action taken last year.

In reviewing our feeder schools reading data, the areas that showed the greatest decline in proficiency are:

TCES - ELL - 18% reduction from the previous year

TCES - FRL - 15% reduction from the previous year

TCES - Hispanic - 9% reduction from the previous year

TCES - White - 14% reduction from the previous year

HCES - Hispanic - 8% reduction from the previous year

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.

As a new school we do not have comparative data from action taken last year.

In reviewing our feeder schools reading data, the areas that showed the greatest gap with the state average are:

Students with disabilities, African American students, and students on free and reduced lunch.

EWS Areas of Concern

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

As a new school we do not have comparative data from action taken last year.

In reviewing data from feeder schools, the biggest Early Warning indicators are attendance with over 10% of the school identified and students performing below grade level expectation in Reading.

Highest Priorities

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

After reviewing the data from our feeder schools, the areas of highest priority are:

Students with disabilities

Students on free and reduced lunch

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.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

In reviewing data from feeder schools, it is evident that students with disabilities are performing significantly below grade level expectations with a growing gap according to longitudinal data. Additionally, more students are being identified more frequently as having a learning disability.

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.

Trout Creek Academy expects to see overall reading proficiency of students with disabilities to increase to at least 55% proficient.

Historical data:

TCES 43% proficient

HCES 50% proficient

SPMS 53% 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.

We will utilize ongoing FAST progress monitoring to track our students with disabilities. All students will maintain a data binder that shows the ongoing data as well as district created performance indicators. Teachers will conference with students and parents throughout the year to discuss data and will create targeted intervention groups to provide remedial instruction.

Person responsible for monitoring outcome

Katie O'Connell (Principal), David Barnes (AP), Sam Sawruk (AP), Christa Ritchie (ILC)

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:

Inclusive scheduling Push-in services Remediation blocks Research based instructional materials

Rationale:

Inclusive scheduling: ensure all service schedules are structured to best utilize instructional time
Push-in services: ensure students remain present in the classroom for all Tier 1 instructional while being supported in those skills requiring remediation
Remediation blocks: daily blocks of time scheduled in the students' instructional day to create frequent and repeated opportunities to remediate deficient skills
Research based instructional materials: utilizing the district adopted instructional materials such as Savvas, FUNdations, etc. to ensure the highest quality instruction possible.

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

Scheduling

Person Monitoring:

David Barnes and Sam Sawruk

By When/Frequency:

Quarterly

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

Ensure inclusive scheduling work previously done remains in the ESE teacher's schedule Maintain intervention block for quality instructional practices

Action Step #2

Push-In Services

Person Monitoring:

David Barnes and Sam Sawruk

By When/Frequency:

Quarterly

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

Ensure that as IEP meetings are held, we are encouraging push-in services to protect Tier 1 instructional time

Action Step #3

Instructional Materials

Person Monitoring:

Katie O'Connell and Christa Ritchie

By When/Frequency:

Monthly

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

While supervising the PLC process, people monitoring will ensure plans and interventions are utilizing the approved materials

Area of Focus #2

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

ESSA Subgroups specifically relating to Economically Disadvantaged Students (FRL)

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.

In reviewing data from feeder schools, it is evident that economically disadvantaged students are performing significantly below grade level expectations. Though this is a small population of students, economic privilege should not be a predictor of academic success.

Measurable Outcome

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

Trout Creek Academy expects to see overall reading proficiency of economically disadvantaged students to increase to at least 65% proficient.

Historical data:

TCES 40% proficient

HCES 64% proficient

SPMS 68% 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.

We will utilize ongoing FAST progress monitoring to track our economically disadvantaged students. All students will maintain a data binder that shows the ongoing data as well as district created performance indicators. Teachers will conference with students and parents throughout the year to discuss data and will create targeted intervention groups to provide remedial instruction.

Person responsible for monitoring outcome

Katie O'Connell (Principal), David Barnes (AP), Sam Sawruk (AP), Christa Ritchie (ILC)

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:

Remediation Blocks Research based instructional materials Intentional relationship building

Rationale:

Remediation blocks: daily blocks of time scheduled in the students' instructional day to create frequent and repeated opportunities to remediate deficient skills Research based instructional materials: utilizing the district adopted instructional materials such as Savvas, FUNdations, etc. to ensure the highest quality instruction possible. Intentional relationship building: relationships are one of the top indicators of childhood resilience when facing adverse conditions. Poverty is considered an adverse childhood experience. Intentionally developing and maintaining positive relationships will impact student engagement and learning

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

Scheduling

Person Monitoring:

David Barnes and Sam Sawruk

By When/Frequency:

Quarterly

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

Maintain intervention block for quality instructional practices

Action Step #2

Instructional Materials

Person Monitoring:

Katie O'Connell and Christa Ritchie

By When/Frequency:

Monthly

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

While supervising the PLC process, people monitoring will ensure plans and interventions are utilizing the approved materials

Action Step #3

Relationship building

Person Monitoring:

Katie O'Connell, David Barnes, Sam Sawruk, and Christa Ritchie

By When/Frequency:

Quarterly

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

Develop a system to track each student. Ensure that all students have positive adult relationships in the building. Connect students to adults if they do not have those relationships. Administrative team check in with the staff regularly to ensure student contact is maintained.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

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.

Through our continued focus on retaining teachers, celebrating positivity, supporting teachers, and celebrating leaders we have identified a common theme of positivity and have will continue as a certified Energy Bus School.

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 in student recognition, positive interactions, decrease in suspensions and improved parent participation in positive celebrations.

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.

We will track the number of students and staff recognized for their positivity. We will survey parents and community members to ascertain impact on community. We will see a decrease in referrals and an increase in teacher retention.

Person responsible for monitoring outcome

Katherine O'Connell

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:

Teacher Shout Outs Energy Bus CEOs Stake-holder surveys "Stay Interviews"

Rationale:

Teacher Shout Outs: Administrative team does weekly shout out for teachers and staff as they model student engagement, instruction, and learning. Energy Bus CEOs: Each month, each homeroom identifies a student who has been a model of positivity that aligns to our Energy Bus initiative and the "5 Rules" Stake-holder surveys: We will conduct surveys at the end of the year to measure student, family, and staff satisfaction with TCA. "Stay Interviews": receive positive feedback from staff who stay year-to-year to see what the team has done to earn trust, foster positive relationships, and make TCA a positive place to work. We will capitalize on strengths and remain open to constructive feedback.

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

Shout Outs

Person Monitoring:

Katie O'Connell, David Barnes, Sam Sawruk

By When/Frequency:

Weekly

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

Take picture of model actions throughout the week and high light that terrific work for the whole staff in weekly Shout Out emails.

Action Step #2

Energy Bus CEOs

Person Monitoring:

David Barnes

By When/Frequency:

Monthly

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

Work with one of the resource teachers to ensure that teachers have submitted monthly student CEOs, print the certificates, and plan the recognition.

Action Step #3

Stakeholder Survey

Person Monitoring:

Katie O'Connell and David Barnes

By When/Frequency:

1x at end of the year

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

Work with the yearly SAC survey to get survey data from stakeholders on their feelings on TCA throughout the year and identify areas for improvement.

Action Step #4

Stay Interviews

Person Monitoring:

Katie O'Connell, David Barnes, Sam Sawruk,
Christa Ritchie

By When/Frequency:

1x at end of the year

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

Conduct teacher interviews at the end of the year from those teachers staying to get feedback on what went well and constructive feedback on what can be improved for the following year. The team would use that data to plan next steps for the 25-26 school year.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

RTI- MTSS Process

NEST & WIN Groups

Differentiated instruction within class and among grade level

Collective Teacher Efficacy has the highest yield effect on student performance. This collective partnership is implemented through our PLC process which uses data based decision making to drive instruction.

Review individual student data and create an inclusive master schedule to include support facilitation

Quarterly progress reports and progress monitoring

Analyzing growth trends quarterly to adjust instruction and intervention as needed

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