RUEDIGER ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

Table of Contents

School Board Approval

This plan has not yet been approved by the Leon 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

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

Provide the school's vision statement

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

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
Shannon Haire

Position Title
Principal

Job Duties and Responsibilities

These teachers and administrators comprise our leadership team at Ruediger. The team meets with the principal monthly to bring forth concerns and problem solve as needed. With meeting minutes posted school-wide and members reporting back to their teams, this process is an integral part of our horizontal communication system within the school. Instructional coaches, the guidance counselor, administrators, and teachers of specific students are also part of our weekly MTSS meetings as well as monthly MTSS data reviews designed to monitor progress of all students receiving reading interventions.

Leadership Team Member #2

Employee's Name
Melissa Sumner

Position Title
Assistant Principal

Job Duties and Responsibilities

These teachers and administrators comprise our leadership team at Ruediger. The team meets with the principal monthly to bring forth concerns and problem solve as needed. With meeting minutes posted school-wide and members reporting back to their teams, this process is an integral part of our horizontal communication system within the school. Instructional coaches, the guidance counselor, administrators, and teachers of specific students are also part of our weekly MTSS meetings as well as monthly MTSS data reviews designed to monitor progress of all students receiving reading interventions.

Leadership Team Member #3

Employee's Name
Shemeka Gray

Position Title
Reading Coach

Job Duties and Responsibilities

As a literacy leader, the position is responsible for implementing a comprehensive literacy program at the assigned school through coaching, supporting, and guiding teachers in best practices for literacy instruction.

Leadership Team Member #4

Employee's Name

Position Title

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #5

Employee's Name
Bettye Woodson

Position Title
School Counselor

Job Duties and Responsibilities

The school counselor provides education, prevention, early identification and intervention. In addition,

elementary school counselor helps students achieve academic success, develop an understanding of career opportunities and develop social/ emotional skills in response to issues they face.

Leadership Team Member #6

Employee's Name
Samantha Bodiford

Position Title
Media Specialist

Job Duties and Responsibilities

Media Specialist promoting literacy. Evaluates, selects, and requisitions new library materials and equipment. Assists teachers in the selection of instructional materials. Maintains a comprehensive and efficient system for cataloging all library materials and instructs teachers and students on use of the system.

Leadership Team Member #7

Employee's Name
Yolanda Barnes

Position Title
Teacher

Job Duties and Responsibilities

These teachers and administrators comprise our leadership team at Ruediger. The team meets with the principal monthly to bring forth concerns and problem solve as needed. With meeting minutes posted school-wide and members reporting back to their teams, this process is an integral part of our horizontal communication system within the school. Instructional coaches, the guidance counselor, administrators, and teachers of specific students are also part of our weekly MTSS meetings as well as monthly MTSS data reviews designed to monitor progress of all students receiving reading interventions.

Leadership Team Member #8

Employee's Name
Laci Moore

Position Title
Teacher

Job Duties and Responsibilities

These teachers and administrators comprise our leadership team at Ruediger. The team meets with

the principal monthly to bring forth concerns and problem solve as needed. With meeting minutes posted school-wide and members reporting back to their teams, this process is an integral part of our horizontal communication system within the school. Instructional coaches, the guidance counselor, administrators, and teachers of specific students are also part of our weekly MTSS meetings as well as monthly MTSS data reviews designed to monitor progress of all students receiving reading interventions.

Leadership Team Member #9

Employee's Name
Nicole Jackson

Position Title
Reading Interventionist

Job Duties and Responsibilities

An elementary school reading interventionist is an educator who helps students who are struggling with reading. They work with students individually or in small groups to improve their literacy skills and learn the basics of reading, such as letter recognition and sounding out words. The goal is to help students meet challenging academic standards.

Leadership Team Member #10

Employee's Name
Jenny Dubose

Position Title
ESE Teacher

Job Duties and Responsibilities

These teachers and administrators comprise our leadership team at Ruediger. The team meets with the principal monthly to bring forth concerns and problem solve as needed. With meeting minutes posted school-wide and members reporting back to their teams, this process is an integral part of our horizontal communication system within the school. Instructional coaches, the guidance counselor, administrators, and teachers of specific students are also part of our weekly MTSS meetings as well as monthly MTSS data reviews designed to monitor progress of all students receiving reading interventions.

Leadership Team Member #11

Employee's Name
Leigh Schrieber

Position Title
Teacher

Job Duties and Responsibilities

These teachers and administrators comprise our leadership team at Ruediger. The team meets with the principal monthly to bring forth concerns and problem solve as needed. With meeting minutes posted school-wide and members reporting back to their teams, this process is an integral part of our horizontal communication system within the school. Instructional coaches, the guidance counselor, administrators, and teachers of specific students are also part of our weekly

Leadership Team Member #12

Employee's Name
Randi Sinclair

Position Title
Math Coach

Job Duties and Responsibilities

As a math leader, the position is responsible for implementing a comprehensive math program at the assigned school through coaching, supporting, and guiding teachers in best practices for math instruction.

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 SAC, composed of parents, teachers, administrators, and community members, provides diverse perspectives and valuable insights into the school's needs and goals. During the development of the school improvement plan, the SAC reviews data on student performance, identifies areas for enhancement, and offers recommendations based on their collective experience and understanding of the school environment. Their involvement ensures that the plan is comprehensive, addresses the unique challenges of the school, and garners broader community support, ultimately fostering a collaborative approach to improving student outcomes.

*The School Advisory Council, which includes all stakeholders that are chosen by the parents and appointed community members, meet monthly to plan, review and provide input into the school's Parent Involvement Plan, activities and School Improvement Plan & Goals.

*The School Advisory Council approves the Parent Involvement budget along with the School Improvement budget.

 *The School Advisory Council reviews the school grade, progress monitoring, and SPAR report.

 *The School Advisory Council reviews the school grade, school AYP information, and SPAR Report.

*During pre-planning teachers, coaches and administrators review school data from end of prior and establish new SIP goals.

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 Advisory Council, which includes all stakeholders that are chosen by the parents and appointed community members, meet monthly to plan, review and provide input into the school's Parent Involvement Policy/Plan, activities and School Improvement Plan/ Goals.

*Teachers, admin & coaches meet in weekly PLCs to review student data/ assessments/ grades. Then use the data to drive instruction (remediation, reteach, enrichment)

*The Problem Solving Team meets monthly to review the progress of students in intervention groups. The PST is probing for effectiveness of interventions and tier placement/ movement.

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	**92.6%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
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)** **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: C** **2022-23: C*** **2021-22: C** **2020-21:** **2019-20: C**

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	4	9	2	7	8	7	0	0	0	37
One or more suspensions	0	4	2	2	3	3	0	0	0	14
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	4	26	18	26	20	26	0	0	0	120
Level 1 on statewide Math assessment	3	21	11	26	17	32	0	0	0	110
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	11						11
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	13	9	12	9	9					52

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	1	3	0	3	3	5	0	0	0	15

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	4	9	0	5	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

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	26	28	15	21	26	23				139
One or more suspensions	1	1	3	1	3					9
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment				10	14	30				54
Level 1 on statewide Math assessment				9	21	34				64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	13	10	15	28						91

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	6	5	7	12	12	15				57

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	2	8	2	8	1	1				22
Students retained two or more times				1						1

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 *	43	56	57	40	54	53	35	57	56
ELA Grade 3 Achievement **	38	59	58	44	56	53			
ELA Learning Gains	57	58	60				51		
ELA Learning Gains Lowest 25%	63	52	57				47	47	
Math Achievement *	44	60	62	43	56	59	34	47	50
Math Learning Gains	49	59	62				51		
Math Learning Gains Lowest 25%	40	47	52				52	52	
Science Achievement *	50	54	57	33	52	54	17	57	59
Social Studies Achievement *								60	64
Graduation Rate								50	50
Middle School Acceleration							47	47	52
College and Career Readiness									80
ELP Progress	62		61	52		59			

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

**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)	ATSI
OVERALL FPPI – All Students	48%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	384
Total Components for the FPPI	8
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	**2022-23**	**2021-22**	**2020-21**	**2019-20***	**2018-19**	**2017-18**
48%	40%	41%	31%		47%	44%

* 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	39%	Yes	5	
Black/African American Students	48%	No		
Multiracial Students	36%	Yes	1	
White Students	55%	No		
Economically Disadvantaged Students	45%	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	14%	Yes	4	4
Black/African American Students	37%	Yes	2	

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	45%	No		
Multiracial Students	50%	No		
White Students	66%	No		
Economically Disadvantaged Students	33%	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	17%	Yes	3	3
English Language Learners				
Native American Students				
Asian Students				
Black/African	39%	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	53%	No		
Multiracial Students	38%	Yes	1	
Pacific Islander Students				
White Students	65%	No		
Economically Disadvantaged Students	38%	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	43%	38%	57%	63%	44%	49%	40%	50%					
Students With Disabilities	16%		44%	45%	38%	53%							
Black/African American Students	45%	38%	59%	64%	44%	50%	37%	49%					
Multiracial Students	36%				36%								
White Students	50%				60%								
Economically Disadvantaged Students	39%	37%	55%	60%	40%	46%	33%	47%					

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	40%	44%			43%			33%					
Students With Disabilities	13%	18%			26%			0%					
Black/African American Students	36%	39%			40%			31%					
Hispanic Students	39%	64%			52%			25%					
Multiracial Students	50%				50%								
White Students	77%				54%								
Economically Disadvantaged Students	33%	38%			37%			25%					

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	35%		51%	47%	34%	51%	52%	17%					
Students With Disabilities	6%		12%		10%	41%		15%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	34%		50%	46%	30%	47%	52%	13%					
Hispanic Students	33%		69%		47%	62%							
Multiracial Students	33%		30%		50%								
Pacific Islander Students													
White Students	70%				60%								
Economically Disadvantaged Students	31%		48%	45%	30%	46%	48%	19%					

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	34%	55%	-21%	55%	-21%
Ela	4	39%	51%	-12%	53%	-14%
Ela	5	49%	52%	-3%	55%	-6%
Math	3	45%	60%	-15%	60%	-15%
Math	4	34%	56%	-22%	58%	-24%
Math	5	43%	51%	-8%	56%	-13%
Science	5	47%	51%	-4%	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 science data continues to improve (2022-17%, proficient, 2023- 32% proficient, 2024- 50% proficient).**

 Action Steps:
 -*New teaching model in 5th grade.*
  -*2nd year of Acaletics (exposure to test questions & spiral review)*
  -*3rd year of STEM on the special area rotation*
  -*3rd year with gifted and talented teacher (enrichment)*
  -*STEM and Mini Mu*

***ELA Gains and Bottom Quartile Gains**

 Action Steps:
 -*Inclusion model for ESE students*
 -*Daily intervention block for tier 2 and tier 3 students*
 -*After school tutoring*

***SWD ESSA Subgroup**

 -*Inclusion model for ESE students*
 -*Support facilitation training for gen ed teachers*
 -*PLC meetings for gen ed & ESE teachers to plan collaboratively*
 -*Daily intervention block for tier 2 and tier 3 students*
 -*After school tutoring*
 -*Monthly data meeting with PST to probe all intervention groups for effectiveness*

Lowest Performance

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

3rd grade proficiency showed the lowest performance. 38% of our 3rd graders were proficient compared to the state average at 53%. In 3rd grade, there is not an opportunity for gain scores, and the focus is solely on proficiency.

Greatest Decline

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

Our greatest decline was 3rd grade reading. In 2023, 44% of 3rd grade students were proficient, and in 2024, 38% of 3rd grade students were proficient. In 3rd grade, there is not an opportunity for gain scores, and the focus is solely on proficiency.

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 greatest gap was 3rd grade reading. In 2023, 44% of 3rd grade students were proficient, and in 2024, 38% of 3rd grade students were proficient. In 3rd grade, there is not an opportunity for gain scores, and the focus is solely on proficiency.

EWS Areas of Concern

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

We would like to improve our attendance (absences, tardies & leaving early).

Highest Priorities

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

1. 5. ESSA Subgroups
2. 3rd ELA Proficiency
3 Overall Gains for ELA & Math
4. Bottom Quartile Gains for ELA & Math
5. Maintaining our Science progress

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

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 area of focus is to increase both proficiency and gains on the ELA assessment.   In addition, our improvement plan focuses on enhancing literacy skills among students in grades PK-5. This area of focus was identified based on a thorough review of prior year data, which revealed a significant portion of students performing below level 3. By prioritizing literacy, the plan aims to bolster foundational skills crucial for all subjects, thereby improving overall academic performance. Strategies include targeted professional development for teachers in evidence-based instructional techniques, implementing a structured literacy program school-wide, and allocating resources for diverse reading materials. This holistic approach ensures that students receive tailored support to meet literacy benchmarks, fostering a learning environment conducive to their academic growth and future 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.

In 2024, 43% of matched students in grades 3, 4, and 5 scored 3 or above on the ELA test. In 2025, 63% of matched students will score 3 or above on the ELA portion of the EOY state assessment.

In 2024, 51 % of matched students earned gains on the ELA component of the FSA. In 2025, 71% of matched students will earn gains on the ELA portion of the EOY state assessment.

Monitoring

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

In our elementary school improvement plan, data monitoring for reading outcomes will be a continuous and integral process. We will utilize a variety of assessment tools such as standardized tests, formative assessments, and reading fluency checks to track student progress regularly. This

ongoing monitoring will allow us to identify specific areas where students may need additional support or enrichment. By analyzing this data closely, teachers and administrators can adjust instructional strategies in real-time to better meet the needs of individual students and the overall cohort. Ultimately, this systematic approach to data monitoring aims to improve student achievement outcomes in reading by ensuring that interventions are timely and effective, thus promoting a culture of continuous improvement throughout the school community.

Person responsible for monitoring outcome
Shemeka Gray, Reading Coach

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:
At Ruediger, evidence-based intervention practices are being implemented across grade levels to achieve measurable outcomes in reading proficiency. In grades K-2, interventions have been selected for its structured approach to phonics instruction and early literacy development, addressing foundational skills crucial for young learners. For grades 3-5, the intervention programs are adopted to strengthen comprehension and fluency through systematic instruction and scaffolded practice.

Rationale:
Each program was chosen based on rigorous research supporting their effectiveness in improving reading outcomes for diverse student populations. To monitor the success of these interventions, regular assessments such as FAST, STAR CBM, classroom assessments and comprehension checks will be conducted. Progress will be reviewed systematically, allowing educators to adjust instruction as needed and ensure that all students are on track to meet grade-level reading benchmarks.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

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
implementation of a daily intervention block.

Person Monitoring:	**By When/Frequency:**
Shannon Haire	Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To effectively monitor the impact of reading programs and interventions, the elementary school will

implement a series of structured action steps. First, they will establish baseline reading levels for all students through initial assessments. Regular progress monitoring will follow, with periodic evaluations using both standardized tests and teacher observations to track improvements and identify any areas needing additional support. The school will also gather feedback from students, teachers and coaches to assess the perceived effectiveness of the interventions. Data will be analyzed to determine the correlation between specific strategies and student progress, and adjustments to the programs will be made as needed to ensure that all students receive the most beneficial support. This approach will help create a responsive and adaptive reading program tailored to the needs of each student.

Area of Focus #2

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

Instructional Practice specifically relating to Math

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.

At Ruediger, a focused emphasis on math skills has been identified as crucial for improving overall student learning. This decision stems from a thorough analysis of prior years' data, which revealed a consistent pattern of below-average performance in mathematics across various grade levels. Standardized test scores, formative assessments, and classroom performance data highlighted gaps in fundamental math concepts and problem-solving skills. Recognizing these deficiencies, the school has prioritized targeted math interventions to address these areas of need. By enhancing math instruction and providing additional support through tailored programs, the school aims to build students' foundational skills, boost their confidence, and ultimately improve their academic performance. This focused approach ensures that each student receives the necessary tools to succeed in math and lays a strong foundation for future 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.

In 2024, 44% of matched students in grades 3, 4, and 5 scored 3 or above on Math. In 2025, 63% of matched students will be proficient on the Math portion of the EOY state assessment.

In 2024, 49% of matched students earned gains on FSA Math. In 2025, 73% of matched students will earn gains on the Math portion of the EOY state assessment.

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.

To effectively monitor the focus on math and ensure desired outcomes, our team will implement a comprehensive system of ongoing assessment and evaluation. This process will include regular formative assessments to track student progress in real-time, periodic benchmark tests to measure improvement against set standards, and continuous feedback from teachers regarding instructional effectiveness. The school will also utilize data from student performance in daily math activities and assignments to identify trends and areas for adjustment. If the desired outcomes are not being achieved, this ongoing monitoring will allow for timely identification of issues, such as gaps in understanding or ineffective teaching strategies. As a result, the school can promptly adjust interventions, provide additional resources, or refine instructional approaches to better support student needs. This adaptive strategy ensures that any obstacles to achieving math proficiency are addressed proactively, thereby enhancing overall student success in mathematics.

Person responsible for monitoring outcome
Randi Sinclair, Math Coach

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 elementary school is implementing several evidence-based interventions to enhance math proficiency across all grade levels. These interventions include both specific practices and structured programs designed to address varying needs. Practices: 1. Differentiated Instruction:Teachers will use targeted strategies tailored to students' individual needs, such as small-group instruction and personalized math tasks, to ensure that each student receives appropriate support. 2. Math Fluency Drills: Regular practice sessions focusing on fundamental math skills, such as addition, subtraction, multiplication, and division, will help build speed and accuracy. Programs: 1. Math Recovery Program:This program offers intensive, one-on-one or small-group instruction for students who are struggling with foundational math concepts. It uses structured lessons and activities to target specific areas of need. 2. Mathematics Instructional Support Program: An evidence-based curriculum that incorporates hands-on activities, visual aids, and interactive lessons to reinforce math concepts and problem-solving skills.

Rationale:
The selected strategies and programs were chosen based on their demonstrated effectiveness in improving math outcomes, as supported by research and previous successful implementations in similar educational settings. Differentiated instruction and math fluency drills are grounded in the need for tailored support and repeated practice to solidify skills, while the Math Recovery Program and Mathematics Instructional Support Program are proven approaches for addressing significant learning gaps and enhancing overall math instruction.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

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
*Implementation of math intervention schedule *Small group math model

Person Monitoring:	**By When/Frequency:**
Shannon Haire, Principal	Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To effectively implement a daily math and prevention block alongside a small group math model, the school will undertake the following action steps: 1. Schedule Implementation: -Daily Math Block:** Integrate a designated time each day for focused math instruction, ensuring consistency across all grade levels. This block will include direct instruction, guided practice, and independent work. -Prevention Block:** Allocate specific time within the math block for targeted prevention strategies aimed at addressing common learning gaps before they become more significant issues. 2. Small Group Math Model: -Group Formation: Organize students into small groups based on their current math skill levels and needs. These groups will rotate through various stations or activities that focus on specific skills or concepts. -Targeted Instruction: Provide specialized instruction and support within these small groups, using differentiated materials and techniques tailored to each group's needs. 3. Professional Development: - Training for Staff: Conduct professional development sessions for teachers to ensure they are proficient in implementing the daily math and prevention blocks and using the small group model effectively. 4. Resource Allocation: -Materials and Tools: Ensure that teachers have access to appropriate instructional materials, technology, and resources necessary for effective implementation of the math blocks and small group instruction. 1. Assessment and Data Collection: - Formative Assessments: Regularly use formative assessments to gauge students' understanding and progress within the daily math and prevention blocks. - Progress Monitoring: Track the effectiveness of small group instruction through periodic evaluations and data collection, such as quizzes and observational notes. 2. Teacher Feedback: - Surveys and Meetings: Gather feedback from teachers regarding the implementation of the daily math and prevention blocks and the small group model. Discuss any challenges faced and areas for improvement during regular team meetings. 3. Student Performance Analysis: - Benchmark Testing: Use benchmark tests to assess overall math proficiency and identify any trends in student performance related to the implemented strategies. - Adjustments: Based on data and feedback, make necessary adjustments to instructional practices, group compositions, or intervention strategies to better meet students' needs. By systematically implementing these action steps and closely monitoring their impact, the school aims to enhance math instruction and address learning gaps effectively, ensuring all students achieve their full potential in mathematics.

Area of Focus #3

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

Instructional Practice specifically relating to Science

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 science data continues to improve (2022-17%, proficient, 2023- 32% proficient, 2024- 50% proficient). Science will continue to be a crucial focus in elementary education, as it lays the foundation for students' understanding of the world around them and fosters essential problem-solving and critical-thinking skills. Data shows that early exposure to scientific concepts enhances students' ability to grasp complex ideas in later education stages and promotes higher engagement in STEM fields. Emphasizing science in elementary school not only builds foundational knowledge but also encourages curiosity and innovation, preparing students for future academic and career opportunities. Ensuring that science education is a priority can significantly impact students' long-term success and interest in scientific disciplines.

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 2024, 50% of matched students in grade 5 scored 3 or above on the FCAT Science. In 2025, 71% of matched students will be proficient on the EOY state Science assessment.

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.

Ruediger will implement a robust system for monitoring science data to ensure desired outcomes are achieved. This process will involve regular collection and analysis of student performance metrics, such as test scores, Acaletics reports, and project assessments. By employing a combination of formative and summative assessments, educators will gain continuous insights into student progress and areas needing improvement. Ongoing monitoring will allow for timely interventions and adjustments to instructional strategies, thereby addressing individual learning needs and enhancing overall understanding. This proactive approach ensures that students receive the support necessary to achieve mastery of scientific concepts, ultimately driving improved academic performance and fostering a deeper engagement with the subject matter.

Person responsible for monitoring outcome
Shannon Haire, Principal

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:
Ruediger is implementing evidence-based interventions and programs in science to achieve measurable outcomes through a strategic approach. We have selected several key interventions, including targeted small-group instruction, inquiry-based learning activities, and the integration of formative assessment tools. Targeted small-group instruction is designed to address the specific needs of students who are struggling with particular concepts, based on detailed data analysis from assessments. This approach ensures that students receive personalized attention and support tailored to their learning gaps. Inquiry-based learning activities foster critical thinking and deeper understanding by encouraging students to explore scientific concepts through hands-on experiments and investigations. This method has been shown to enhance student engagement and retention of scientific knowledge. Formative assessment tools will be used regularly to track student progress and provide immediate feedback. These tools help in adjusting teaching strategies promptly to better meet students' needs.

Rationale:
The rationale for selecting these strategies lies in their strong track record of improving student outcomes in science education. Research supports that targeted interventions and active learning significantly enhance students' grasp of scientific concepts and problem-solving skills. To monitor the effectiveness of these interventions, we will employ a system of continuous assessment and feedback. Regular analysis of assessment data, student performance metrics, and feedback from both students and teachers will inform necessary adjustments and refinements. This ongoing evaluation ensures that the interventions remain effective and aligned with our goals for student achievement in science.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

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
To address our science area of focus, we will implement a series of action steps designed to enhance student learning and improve overall achievement.

Person Monitoring:	**By When/Frequency:**
Shannon Haire, Principal	Monthly/ Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To address our science area of focus, we will implement a series of action steps designed to enhance student learning and improve overall achievement: 1. Assessment of Current Performance: Begin with a comprehensive review of current student performance data to identify specific areas of need and set measurable goals for improvement. 2. Professional Development: Provide targeted

professional development for science teachers on effective instructional strategies, including the use of inquiry-based learning and formative assessments. This ensures that teachers are well-equipped to implement best practices in their classrooms. 3. Curriculum Enhancement: Revise and update the science curriculum to align with current standards and incorporate evidence-based teaching methods. This may include integrating more hands-on experiments and real-world applications to make learning more relevant and engaging. 4. Implementation of Interventions: Deploy evidence-based interventions such as small-group instruction for students who need additional support, and differentiated instruction to cater to diverse learning styles and needs. 5. Ongoing Monitoring: Establish a regular schedule for monitoring student progress through formative assessments and classroom observations. Use this data to adjust instructional strategies and interventions as needed. 6. Feedback and Adjustment: Collect feedback from students, teachers, and parents to evaluate the effectiveness of the implemented strategies. Use this feedback to make continuous improvements and ensure that interventions are meeting their intended goals. 7. Collaboration and Support: Foster a collaborative environment among teachers through regular meetings and sharing of best practices. Provide additional support and resources as necessary to ensure that all students receive the help they need. 8. Evaluation and Reporting: Periodically review and analyze the impact of the action steps on student achievement. Prepare detailed reports to track progress towards the goals and make data-driven decisions for further improvements. By following these action steps, we aim to address the focus areas in science effectively, driving improvements in student understanding and performance.

Area of Focus #4

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.

Ruediger will implement a Positive Behavior Intervention System (PBIS) tailored to each grade level to foster a supportive and productive learning environment. The system will include age-appropriate strategies and incentives that promote positive behavior, such as classroom rewards, recognition programs, and clear behavioral expectations. For younger students, the focus will be on reinforcing basic behavioral skills and creating a nurturing classroom atmosphere, while older students will engage in more complex behavioral expectations and peer-led initiatives. This approach aims to improve student engagement, reduce disruptions, and enhance overall classroom dynamics, which in turn supports better learning outcomes. The decision to adopt PBIS was driven by a critical need identified from the previous year's data, which highlighted a minimal behavioral issues that could impact student learning and classroom cohesion. By addressing these behavioral challenges with a structured and positive framework, we anticipate improved academic performance and a more conducive learning environment for all students.

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.

During the 2023-2024 school year Ruediger had 128 referrals and of those referrals 7 were identified as SESIR incident. For the 2024-2025 school year, our goal is to reduce the number of referrals and SESIR incidents.

Ruediger will leverage prior year discipline data to set a measurable outcome for improvement in the current school year by conducting a thorough analysis of behavioral incidents, trends, and patterns. This data will inform our team of specific, quantifiable goals aimed at reducing incidents of misconduct and improving overall student behavior. For instance, if data reveals a high frequency of disruptions in certain grade levels or times of day, targeted interventions will be designed to address these issues. The measurable outcome for the current year will be based on a reduction in the number of disciplinary referrals or incidents by a set percentage, alongside improvements in student behavior metrics such as attendance and classroom engagement. By setting these clear and data-driven objectives, the school aims to create a more positive and orderly learning environment, directly impacting student achievement and overall school climate.

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.

Ruediger will implement a comprehensive system to monitor and analyze student discipline and behavior data to drive improvements in the learning environment. Utilizing FOCUS (our student information system) will involve regular collection of behavioral incident reports, tracking of disciplinary actions, and observations from teachers and staff. By using data analysis tools, the school will identify patterns and trends in student behavior, allowing for targeted interventions and the development of behavior improvement plans. Ongoing monitoring will ensure that behavioral issues are addressed promptly, which in turn creates a more positive and focused learning environment. Improved behavior and discipline are closely linked to better academic performance, as students are more likely to engage in their studies and participate actively in class when they are not distracted by behavioral disruptions. Consequently, this proactive approach to managing discipline will contribute to enhanced student achievement and overall school performance.

Person responsible for monitoring outcome
Shannon Haire, Principal

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:
Ruediger will implement a Positive Behavioral Interventions and Supports (PBIS) system to foster a supportive and respectful learning environment. This system involves defining clear behavioral expectations, teaching these expectations explicitly, and consistently reinforcing positive behavior through rewards and recognition. Evidence-based interventions, such as Social Skills Training and Cognitive Behavioral Techniques, will be utilized to address specific behavioral challenges and promote social-emotional learning. For example, Social Skills Training will involve structured activities to teach students appropriate ways to interact with peers and manage emotions, while Cognitive Behavioral Techniques will help students develop problem-solving skills and self-regulation. The school will use data from behavior tracking tools and student surveys to monitor progress and make data-driven decisions. Regular assessments, such as behavior incident reports and classroom observations, will be reviewed to adjust strategies as needed, ensuring that the interventions effectively lead to measurable improvements in student behavior and overall school climate. This approach is grounded in research that demonstrates the effectiveness of structured behavior management in enhancing student outcomes and creating a positive educational environment.

Rationale:
Rationale for Selecting Specific Strategies: - Evidence-Based: Strategies should be backed by research showing effectiveness in improving behavior and school climate. - Feasibility:Chosen strategies should be feasible within the school's resources, including staff training and time constraints. - Fit with School Culture: Strategies should align with the school's values and culture to ensure buy-in from all stakeholders.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

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

Action Steps to Implement:

Action Step #1
Monitoring and Measuring Outcomes

Person Monitoring: **By When/Frequency:**
Shannon Haire, Principal   Weekly/ Monthly/ Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monitoring and Measuring Outcomes: - Data Collection: Use tools such as behavior incident reports, attendance records, and academic progress to collect quantitative data. Qualitative data can be gathered through teacher and student surveys, observations, and focus groups. - Analysis: Regularly analyze data to track progress towards behavior goals and identify any emerging patterns or areas needing improvement. - Adjustment: Based on data analysis, adjust interventions as necessary. This might involve modifying behavioral expectations, refining teaching strategies, or intensifying supports for specific students or groups. By following these steps, Ruediger can effectively implement PBIS with measurable outcomes, fostering a positive school climate conducive to academic and social-emotional growth for all students.

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.

SIP on website: https://www.leonschools.net/domain/8577
PFEP on website: https://www.leonschools.net/domain/8577

*The SAC, composed of parents, teachers, administrators, and community members, provides diverse perspectives and valuable insights into the school's needs and goals. During the development of the school improvement plan, the SAC reviews data on student performance, identifies areas for enhancement, and offers recommendations based on their collective experience and understanding of the school environment. Their involvement ensures that the plan is comprehensive, addresses the unique challenges of the school, and garners broader community support, ultimately fostering a collaborative approach to improving student outcomes.

*The School Advisory Council, which includes all stakeholders that are chosen by the parents and appointed community members, meet monthly to plan, review and provide input into the school's Parent Involvement Plan, activities and School Improvement Plan & Goals.

*The School Advisory Council approves the Parent Involvement budget along with the School Improvement budget.

 *The School Advisory Council reviews the school grade, progress monitoring, and SPAR report.

 *The School Advisory Council reviews the school grade, school AYP information, and SPAR Report.

*During pre-planning teachers, coaches and administrators review school data from end of prior and

establish new SIP goals.

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))

https://www.leonschools.net/domain/8577

*We will maintain a strong social media presence and our open door policy for all stakeholders. We will also host Family Orientation and our Annual Title 1/Open House meeting. In addition, we will continue to host heavily attended family nights focused on literacy and math, as well as Curriculum/ State Assessment and Kindergarten Family Nights, spring and fall book fairs, Father Daughter/Mother Son dance, and STEAM/ College Night. Equally important, one of our local churches sponsors monthly All Pro Dads meetings.

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))

Our school plans to strengthen the academic program by enhancing the quality and quantity of learning time and providing an enriched and accelerated curriculum across reading, math, and science. We will extend instructional time through additional classes and dedicated learning periods, ensuring that students have ample opportunities to engage deeply with the material. To elevate the quality of learning, we will integrate advanced teaching methods, including differentiated instruction and project-based learning, tailored to meet diverse student needs. The enriched curriculum will feature advanced content and challenging materials designed to stimulate critical thinking and foster a love for learning. Accelerated programs will be introduced for students who show high potential, providing them with opportunities for advanced study and exploration in reading, math, and science. By implementing these strategies, we aim to create a robust academic environment that supports all students in achieving their full potential and excelling in their educational pursuits.

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))

Title I, Part A Services are provided to ensure students requiring additional remediation are assisted through afterschool programs or the Summer Reading Academy (Leon Co. Schools).

The district coordinates with Title II and III in ensuring staff development is provided. Title I, Part C-Migrant Migrant Liaison provides services and support to students and their parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D The district receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-Out Prevention programs.

Title II The LEA and schools are held accountable for improvements in student academic achievement. Title II funding is used to increase students academic achievement through strategies such improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.

Title III The LEA provides services and educational materials to improve the education of immigrant and English Language Learners. Leon

Title X- Homeless The District Homeless Social Workers provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Title I and Title X coordinate efforts to support and provide services to students in Title I and Non-Title I schools. Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers on standardized tests such as FCAT.

Nutrition Programs Leon County Schools Wellness grant will provide exercise programs and education for our students in healthy eating habits.

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

Adult Education N/A Career and Technical Education Proposals are submitted annually to enhance

selected vocational programs for regular, disadvantaged, and handicapped students in grades 7-12. Job Training A partnership with the city will provide students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

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))

Ruediger will enhance student well-being and development by implementing a multifaceted approach to support services. This includes providing access to dedicated school counselors who can address emotional and social challenges, along with comprehensive mental health services tailored to the needs of students. Specialized support services, such as speech and language therapy or learning disability accommodations, should be readily available to ensure all students receive personalized assistance. Additionally, establishing mentoring programs can offer students positive role models and guidance, while extracurricular activities and life skills workshops can further enrich students' personal growth. By integrating these strategies, the school can create a nurturing environment that supports the holistic development of every student, fostering both their academic and personal success.

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))

Our College and STEM Night will play a crucial role in preparing students and their families for post-secondary opportunities by offering a comprehensive overview of various career pathways and educational options. The event will feature presentations from representatives of colleges, technical schools, and career training programs, providing valuable insights into diverse fields and career trajectories. Attendees will have the opportunity to explore hands-on exhibits and participate in interactive workshops that highlight the benefits of career and technical education. By fostering direct engagement with educational institutions and industry professionals, the event aims to broaden access and awareness, helping students and families make informed decisions about future opportunities and ensuring that they are well-prepared to navigate the transition from school to the workforce.

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)).

Implementing a schoolwide tiered model to address and prevent problem behavior involves creating a structured framework that supports all students through varying levels of intervention. This model typically consists of three tiers:

1. Tier 1: Universal interventions are provided to all students, including clear behavioral expectations, consistent classroom management strategies, and positive reinforcement systems. These strategies aim to promote a positive school climate and prevent problem behaviors from occurring.

2. Tier 2: Targeted interventions are designed for students who are at risk of behavioral issues. This includes small group interventions, social skills training, and additional support within the classroom. These strategies address specific needs and provide more focused support.

3. Tier 3: Intensive, individualized interventions are implemented for students with significant or persistent behavioral challenges. This tier involves personalized behavior plans, one-on-one counseling, and collaboration with external specialists if necessary.

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)).

Professional learning and targeted activities for teachers, paraprofessionals, and other school personnel are vital for enhancing instruction and effectively utilizing data from academic assessments. Ongoing professional development programs should focus on evidence-based instructional strategies, data-driven decision-making, and the integration of technology into teaching practices. By equipping staff with the skills to analyze and interpret academic assessments, they can tailor instruction to meet individual student needs and address learning gaps more effectively.

To improve recruitment and retention of effective teachers, particularly in high-needs subjects, Ruediger will implement initiatives such as mentorship programs. Creating a supportive work environment with regular feedback and professional growth opportunities can also help retain talented educators. Additionally, targeted recruitment strategies, such as partnerships with universities and teacher preparation programs, can attract skilled candidates to high-need areas. By investing in the continuous development of staff and fostering a positive and rewarding work culture, schools can enhance instructional quality and ensure a stable, effective teaching workforce.

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))

To assist preschool children in transitioning smoothly from early childhood education programs to elementary school, Ruediger will implement several key strategies:

1. Orientation Programs: Organize orientation sessions for both children and parents to familiarize them with the elementary school environment, routines, and expectations. These programs can include tours of the school, meet-and-greet opportunities with teachers, and introductory activities that ease children into their new setting.

2. Curriculum Alignment: Ensure that the preschool curriculum is aligned with the elementary school curriculum to provide continuity in learning. This involves collaborating between preschool and elementary educators to bridge any gaps and make the transition seamless.

3. Family Engagement: Provide resources and workshops for parents to help them support their child's transition. This might include information on how to reinforce learning at home, manage expectations, and understand the new school's routines and policies.

4. Teacher Collaboration: Facilitate communication between preschool and K-5th teachers to share information about each child's developmental progress, strengths, and areas of need. This helps teachers better understand and support the incoming students.

5. Social and Emotional Support: Implement programs that focus on social and emotional readiness, such as activities that build self-regulation, resilience, and social skills. This support helps children adjust to new social dynamics and academic expectations.

By employing these strategies, Ruediger can create a supportive transition process that enhances preschool children's readiness for elementary school and fosters a positive start to their educational journey.

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.

Ruediger's process for reviewing the use of resources to meet identified academic needs involves several systematic steps:

1. Data Collection and Analysis: Collect and analyze academic performance data from various assessments, including standardized tests, formative assessments, and classroom observations. This data helps identify areas where students are excelling or struggling.

2. Identification of Needs: Based on the data, identify specific academic needs and gaps in students' learning. This could involve recognizing patterns of underachievement in particular subjects or skills.

3. Resource Assessment: Review current resources available, such as instructional materials, technology, and support services. Evaluate how effectively these resources are being used to address identified academic needs.

4. Resource Allocation: Allocate or reallocate resources to areas where they are most needed. This might involve investing in new educational materials, enhancing technology, or increasing support staff.

5. Implementation and Monitoring: Implement changes in resource allocation and monitor their impact on student performance. This involves regular check-ins to assess whether the new resources or strategies are effectively addressing the identified needs.

6. Feedback and Adjustment: Gather feedback from teachers, students, and parents regarding the effectiveness of the resources and strategies. Use this feedback to make necessary adjustments and continuously improve the approach.

7. Documentation and Reporting: Maintain records of resource usage, adjustments made, and their outcomes. Regularly report these findings to school leadership and stakeholders to ensure transparency and accountability.

By following this process, the elementary school can ensure that resources are effectively utilized to support students' academic needs and improve overall educational outcomes.

Specifics to Address the Need

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

*Our science data continues to improve (2022-17%, proficient, 2023- 32% proficient, 2024- 50% proficient).

  Action Steps/ Plan/ Resources:

 -Implement new teaching model in 5th grade.

  -Continue with Acaletics (exposure to test questions & spiral review)

  -Continue with STEM on the special area rotation

  -Continue with gifted and talented teacher (enrichment)

  -Continue STEM and Mini Mu Clubs

*ELA & Math Gains and Bottom Quartile Gains

Action Steps/ Plan/ Resources:

 -Continue with inclusion model for ESE students

 -Continue with daily intervention block for tier 2 and tier 3 students

 -Continue PLC meetings for gen ed & ESE teachers to plan collaboratively

 -Monthly data meeting with PST to probe all intervention groups for effectiveness

 -After school tutoring

*SWD ESSA Subgroup

Action Steps/ Plan/ Resources:

 -Continue Inclusion model for ESE students

 -Continue Support facilitation training for gen ed teachers

 -Continue PLC meetings for gen ed & ESE teachers to plan collaboratively

 -Continue Daily intervention block for tier 2 and tier 3 students

 -After school tutoring

 -Monthly data meeting with PST to probe all intervention groups for effectiveness

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