

Alachua County Public Schools

THE ONE ROOM SCHOOL HOUSE PROJECT



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

 A. School Mission and Vision 2

 B. School Leadership Team, Stakeholder Involvement and SIP
 Monitoring 2

 C. Demographic Data..... 5

 D. Early Warning Systems 6

II. Needs Assessment/Data Review 9

 A. ESSA School, District, State Comparison 10

 B. ESSA School-Level Data Review 11

 C. ESSA Subgroup Data Review 12

 D. Accountability Components by Subgroup..... 13

 E. Grade Level Data Review 16

III. Planning for Improvement..... 17

IV. Positive Learning Environment 23

V. Title I Requirements (optional)..... 25

VI. ATSI, TSI and CSI Resource Review 29

VII. Budget to Support Areas of Focus 30

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 (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of The One Room School House is to extend the opportunity for school choice to at risk Alachua County school students who may not otherwise have a chance to participate in a small, highly rigorous, family oriented, and academically intensive educational experience.

Provide the school's vision statement

The vision of The One Room School House is to offer the opportunity to at risk Alachua County school students to participate in a small, highly rigorous, family oriented, and academically intensive educational experience.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Sarah Mosley

s.mosley@orsh.net

Position Title

Principal

Job Duties and Responsibilities

Overall supervision and planning for all aspects of daily school functions.

Leadership Team Member #2

Employee's Name

Brandi Crossman

b.crossman@orsh.net

Position Title

Vice Principal

Job Duties and Responsibilities

Assists in daily school functions and oversees the childcare program.

Leadership Team Member #3

Employee's Name

Robin Casey

r.casey@orsh.net

Position Title

School Financial Officer

Job Duties and Responsibilities

Oversees all Financial and Business information for the school.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

After each Title I event we have participants fill out a short questionnaire about the event and what things they would like to see in the future.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The plans will be reviewed monthly, along with current student data, by the administration and ESE

team to ensure that goals are being worked towards and met. If it is shown that goals need to be revised the administration will make those determinations.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	YES
RAISE SCHOOL	
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	BLACK/AFRICAN AMERICAN STUDENTS (BLK)* MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: C 2023-24: C 2022-23: B 2021-22: A 2020-21: B

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	31	39	33	34	20	16	0	0	0	173
Absent 10% or more school days	8	4	1	6	2	3	0	0	0	24
One or more suspensions	2	0	1	0	0	1	0	0	0	4
Course failure in English Language Arts (ELA)	0	4	4	8	2	4	0	0	0	22
Course failure in Math	0	3	4	6	4	4	0	0	0	21
Level 1 on statewide ELA assessment	0	5	4	2	6	6	0	0	0	23
Level 1 on statewide Math assessment	1	5	2	2	6	5	0	0	0	21
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	4	4	6	0	0	0	0	0	14
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	3	3	4	4	0	0	0	0	14

Current Year 2025-26

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	3	2	5	3	3	0	0	0	16

Current Year 2025-26

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	1	4	1	2	0	0	0	0	0	8
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

Prior Year (2024-25) 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	12	10	8	11	5	2				48
One or more suspensions	2	2			1					5
Course failure in English Language Arts (ELA)	1	9	5	1	5					21
Course failure in Math		1	4	5		4				14
Level 1 on statewide ELA assessment	6	7	9	2	4	4				32
Level 1 on statewide Math assessment	3	6	4	2	2	3				20
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	5	6	2						17
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	4	2	1	2					11

Prior Year (2024-25) 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	2	8	2	3	4	2				21

Prior Year (2024-25) 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	2	2	3						9
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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	56	55	59	44	55	57	49	52	53
Grade 3 ELA Achievement	61	56	59	52	58	58	57	51	53
ELA Learning Gains	46	57	60	55	57	60			
ELA Lowest 25th Percentile		50	56	60	51	57			
Math Achievement*	51	56	64	54	55	62	60	53	59
Math Learning Gains	29	57	63	60	59	62			
Math Lowest 25th Percentile		44	51		49	52			
Science Achievement	38	49	58	36	54	57	71	54	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	63	63		75	61		61		59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	47%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	281
Total Components for the FPPI	6
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
47%	52%	59%	64%	56%		60%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Black/African American Students	40%	Yes	2	
Multiracial Students	50%	No		
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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	56%	61%	46%		51%	29%		38%					
Black/African American Students	43%	44%	37%		46%	32%							
Multiracial Students	60%				40%								
White Students	71%				59%								
Economically Disadvantaged Students	48%	50%	42%		42%	19%		27%					

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	44%	52%	55%	60%	54%	60%		36%					
Black/African American Students	33%	47%	55%		47%	45%		10%					
White Students	60%	60%	67%		55%	75%							
Economically Disadvantaged Students	46%	52%	56%		50%	67%		40%					

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	49%	57%			60%			71%					
Black/African American Students	39%	45%			44%								
White Students	60%				73%								
Economically Disadvantaged Students	39%	47%			48%			55%					

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	62%	54%	8%	57%	5%
ELA	4	50%	55%	-5%	56%	-6%
ELA	5	50%	52%	-2%	56%	-6%
Math	3	62%	55%	7%	63%	-1%
Math	4	35%	58%	-23%	62%	-27%
Math	5	50%	50%	0%	57%	-7%
Science	5	38%	47%	-9%	55%	-17%

III. Planning for Improvement

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

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

Most Improvement

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

The component that showed improvement would be ELA Achievement. Grade 3 ELA Achievement increased from 52% to 61%, ELA achievement with our Black students increased from 33% to 43% and ELA achievement with our Economically Disadvantaged students increased from 46% to 48%. ELA has been an intensive focus with out intervention groups.

Lowest Performance

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

The component that showed the lowest performance would be Math Learning Gains. There has been a steady drop in learning gains with this year being at 29% compared to last year's 54%. There has been a heavy focus on ELA which has contributed to the decline in math.

Greatest Decline

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

The greatest decline was in Math Learning Gains with our Economically Disadvantaged Students dropping from 67% to 19%. There has been a heavy focus on ELA which has contributed to the decline in math.

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.

The greatest gap would be the Math Gains with our Economically Disadvantaged Students due to the heavy focus on ELA.

EWS Areas of Concern

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

Looking at the Early Warning Signs, the data shows positive signs of improvement , however that is not translating to the decrease in math achievement. The school had a significant decrease in

absenteeism and was consistent from last year with level 1s on the math assessment.

Looking at the ESSA subgroups, Black/African American students fell below 41%, only having 40% for a second year in a row. Economically Disadvantaged Students also fell below 41% at 38% for the first time.

Highest Priorities

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

1. Learning Achievement for Black/African American students
2. Learning Achievement for Economically Disadvantaged students
3. Math Achievement

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 Black/African American Students (BLK)

Area of Focus Description and Rationale

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.

The school had a decrease in achievement and learning gains falling below 41% for our Black/African American students and it has been determined as a critical need.

Measurable Outcome

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.

Achievement on this year's FAST test to be 50% of students level 3 or higher.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

ISIPs, FAST PM1 and FAST PM2 scores will be monitored for gains for students. Any students not showing gains will be moved to intervention groups.

Person responsible for monitoring outcome

Sarah Mosley

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The school has increased the number of intervention groups to provide more student support. ISIPs are given monthly and monitored for students starting to struggle.

Rationale:

Maintaining intervention groups create more opportunity for students to receive support. ISIPs track student data and plot the trend lines for easy tracking of growth or decline.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Identify students using their end of year FAST scores to start in daily intervention groups. Monitor students progress monthly as they are taking assessments. Add or remove students as needed to provide the best possible instruction for each student.

Person Monitoring:

Ashley Barnes

By When/Frequency:

First two weeks of school then monthly

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

Students will be monitored closely for the need for additional support. Families and the school team will be involved with support decisions.

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**

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.

The school had a decrease in achievement and learning gains falling below 41% for our Economically Disadvantaged students and it has been determined as a critical need.

Measurable Outcome

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.

Achievement on this year's FAST test to be 50% of students level 3 or higher.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

ISIPs, FAST PM1 and FAST PM2 scores will be monitored for gains for students. Any students

not showing gains will be moved to intervention groups.

Person responsible for monitoring outcome

Sarah Mosley

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The school has increased the number of intervention groups to provide more student support. ISIPs are given monthly and monitored for students starting to struggle.

Rationale:

Maintaining intervention groups create more opportunity for students to receive support. ISIPs track student data and plot the trend lines for easy tracking of growth or decline.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Identify students using their end of year FAST scores to start in daily intervention groups. Monitor students progress monthly as they are taking assessments. Add or remove students as needed to provide the best possible instruction for each student.

Person Monitoring:

Ashley Barnes

By When/Frequency:

First two weeks then monthly

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

Students will be monitored closely for the need for additional support. Families and the school team will be involved with support decisions.

Area of Focus #3

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**

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.

The school had a decrease in math achievement and has been determined as a critical need.

Measurable Outcome

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.

Math gains on this year's FAST test to be 50% level 3 or higher in third-fifth grades.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

ISIPs, FAST PM1 and FAST PM2 scores will be monitored for gains in Math for all students. Any students not showing gains will be moved to intervention groups.

Person responsible for monitoring outcome

Sarah Mosley

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The school has increased intervention groups to provide Math support to several small groups throughout the day. ISIPs are given monthly and monitored for students starting to struggle.

Rationale:

Maintaining intervention groups create more opportunity for students to receive support. ISIPs track student data and plot the trend lines for easy tracking of growth or decline.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Identify students using their end of year FAST scores to start in daily intervention groups. Monitor students progress monthly as they are taking assessments. Add or remove students as needed to provide the best possible instruction for each student.

Person Monitoring:

By When/Frequency:

Ashley Barnes

First two weeks then monthly

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

Students will be monitored closely for the need for additional support. Families and the school team will be involved with support decisions.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

The school will continue to push the importance of school attendance with parents. The school has policies in place to promote consistent attendance.

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.

The school currently has 14% of students having attendance below 90%. The school's goal will to decrease to 10% or lower.

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.

The school will monitor attendance monthly to look for attendance trends and work with parents.

Person responsible for monitoring outcome

Sarah Mosley

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 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:

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

The school Improvement Plan is listed on the school's website. It is also in our Title I binder on campus that anyone has access to view. The plan is referenced at our parent and family engagement events and where it can be viewed. www.orsh.net

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

The school has 4-5 events for parents, families, students and staff to come together on campus. After each event we ask families to complete a survey about the event and what they would like to see in the future. www.orsh.net

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

The school already goes well over the required educational minutes per day/year. The school would like to increase the number of intervention teachers we have on staff. Currently we have three

but would like to have more.

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The school also uses funds from Title II and Title IV to provide students with social emotional education, occupational therapy trainings for teachers, CPR trainings as well as increasing art education. The school has a program on campus for 3 and 4 year olds. The program models after the elementary school and provides a smooth transition to elementary school.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

The school ensures that at least 80% of the staff is trained in youth mental health. The school also participates in the district's mental health plan that provides the school with a social worker/mental health counselor. Teachers and staff regularly write referrals for students needing these services.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Not Applicable

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

The school will provide counseling as needed, tailor the curriculum to their needs and refer to RTI/ ESE interventions as needed. The school also works closely with parents to address behavior needs as they arise.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

During pre-planning the teachers have professional development in areas such as classroom management and verbal de-escalation strategies. All teachers and staff are encouraged to attend. They also have access to ACIIS to other trainings and courses throughout the year.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

The school currently has a 3 year old program and VPK program. The students have access to participate in all school resources and activities.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

The school collaborates with the district by using Needs Assessments within different areas of focus to pride needs for the school and students. Information is taken from student academic performance, stakeholder input and identification of different student groups to completed the Needs Assessments.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

The school will be using Title I funds to help increase student academic performance with a focus on reading and math for all students but also with special emphasis on economically disadvantaged students and African American students. The school will also be opting into the district's mental health plan, working with a social worker to serve students with needs beyond the academic instruction.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
--	----

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