

Clay County Schools

AMIKIDS CLAY COUNTY



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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

AMIkids Clay County's mission is to protect public safety and positively impact as many youth as possible through the efforts of a diverse and innovative staff. We strive to provide a safe, nurturing environment through education, behavior modification, and treatment; to create a community of empowered learners who will become caring, competent, and responsible citizens; and to educate at-risk youth for life-long learning with an uncompromising commitment to excellence; thereby reducing juvenile crime.

Provide the school's vision statement

AMIkids Clay County's Vision: Separating a troubled past from a bright future. Our primary objective is to provide a safe and successful learning environment for troubled youth, while encouraging social and emotional development through achievement of academic and personal goals.

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

Candace Calhoun

candace.calhoun@myoneclay.net

Position Title

Executive Director

Job Duties and Responsibilities

Responsible for comprehensive administration of all program operations, academic programming, behavior modification and individual case management. ED functions as chief program administrator

to oversee all components of and evidence-based practices. Work includes implementing fundraising initiatives, overseeing financial resources, securing and maintaining relationships with community agencies and managing the budget.

Leadership Team Member #2

Employee's Name

Kerri Bell

kerri.bell@myoneclay.net

Position Title

Director of Education

Job Duties and Responsibilities

The Director of Education role provides overall supervision of the academic program. Ensure quality learning services are provided through professional development and effective classroom management. Primary objective and execution of duties is aligned with AMIkids mission to provide a safe and successful learning environment for a diverse population of youth, while encouraging social and emotional development through the achievement of academic and personal goals.

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.

The School Leadership Team reviews data to identify trends in classroom walkthroughs to promote student engagement and long-term retention. Teachers work in collaboration with school leadership and district instructional coaches to determine the next steps for their students' greatest area of need.

Parents, students and families are involved in the development of the SIP by attending family engagement activities such as structured Title 1 meetings, family fun days, and campus family activities during which they are asked for feedback and complete a questionnaire.

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)).

Regular weekly walkthroughs will monitor consistent display of Corrective Reading being taught at the beginning of every Reading block. PM1-3 data will track the desired outcome by showing growth in the necessary reporting categories. We will also track our economically disadvantaged students each PM to ensure necessary growth is being made in that subgroup. Lexia Power Up will also be used to collect data on school-wide deficiencies.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 6-12
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
DJJ ACCOUNTABILITY RATING HISTORY	2025-26: 2024-25: MAINTAINING

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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								4	5	9
Absent 10% or more school days								2	1	3
One or more suspensions								0	0	0
Course failure in English Language Arts (ELA)								1	0	1
Course failure in Math								1	3	4
Level 1 on statewide ELA assessment								0	0	0
Level 1 on statewide Math assessment								3	5	8
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
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)								0	0	0

Current Year 2026-27

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								2	4	6

Current Year 2026-27

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

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

Prior Year (2025-26) 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	
School Enrollment							3	21	24	48
Absent 10% or more school days							1	3	1	5
One or more suspensions										0
Course failure in English Language Arts (ELA)								6	1	7
Course failure in Math								5	3	8
Level 1 on statewide ELA assessment							2	8	13	23
Level 1 on statewide Math assessment							2	9	12	23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) 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	10	12	24

Prior Year (2025-26) 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
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 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
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2026-27)

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
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	1				1

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	19	69	62	9	66	59	14	64	55
Grade 3 ELA Achievement									
ELA Learning Gains	61	62	59	29	60	58	48	62	57
ELA Lowest 25th Percentile		59	55		59	56		62	55
Math Achievement*	43	61	52	32	59	49	0	61	45
Math Learning Gains	77	44	45	68	48	47	15	60	47
Math Lowest 25th Percentile		41	44		42	49		61	49
Science Achievement	35	82	74	9	82	72	0	80	68
Social Studies Achievement*	25	85	76		84	75		83	71
Graduation Rate		97	94		95	92		94	90
Middle School Acceleration									
College and Career Acceleration		67	74		63	69		60	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					69	52		51	49

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	43%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	260
Total Components for the FPPI	6
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
43%	29%	15%	26%	33%	17%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	26%	Yes	1	1
White Students	48%	No		
Economically Disadvantaged Students	40%	Yes	4	

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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	19%		61%		43%	77%		35%		25%			
Students With Disabilities	0%		46%		14%	62%				10%			
White Students	29%		63%		56%	71%		40%		29%			
Economically Disadvantaged Students	16%		54%		40%	73%		33%		26%			

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	9%		29%		32%	68%		9%					
Economically Disadvantaged Students	6%		31%		25%	71%							

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	14%		48%		0%	15%		0%					
Students With Disabilities	10%												
White Students	22%		56%		0%	6%							
Economically Disadvantaged Students	15%		47%		0%	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.

There is no assessment data available for this school.

III. Planning for Improvement

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

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

Most Improvement

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

Overall, English Language Arts (ELA) achieved the most improvement in learning gains. To sustain this progress, AMI hired a new Director of Education to strengthen teacher support. Additionally, UniSIG funding was utilized to bring in district-level assistance, providing curriculum development and administrative leadership.

Lowest Performance

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

ELA showed the lowest performance. A long-term substitute contributes to the performance. A certified teacher will take over next year.

Greatest Decline

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

Algebra 1 showed the greatest decline from the prior year. This decline is attributed to a new group of students who (historically) had more deficiencies than the cohort before.

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.

Compared to the state average, Geometry's data showed the biggest gap. This particular gap was a positive one, showing the state average proficiency at 56% and AMI's Geometry proficiency at 100%. The factors that contributed to this: AMI's Math Teacher received his temporary certificate and is studying to become a certified teacher. Also, AMI had a mathematically stronger cohort of students moving up from the grade before.

EWS Areas of Concern

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

Economically disadvantaged
Students with Disabilities

White Students

Highest Priorities

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

ESSA subgroups: ED, SWD, and White Students.

Retaining certified teachers.

Preventing students from course failure.

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 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.

Economically Disadvantaged:

7th: 100%

8th: 90%

9th: 100%

10th: 100%

Being economically disadvantaged affects student learning through a complex, interconnected web of physical, psychological, environmental, and institutional barriers which show themselves in learning gaps.

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.

ELA: 24/25 saw 23% learning gains. 25/26 saw 61% learning gains.

In 26/27, each grade level will be assigned an intensive reading course with 100% of students taught with research based curriculum: Corrective Reading.

Monitoring

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

This area of focus will be monitored through weekly walkthroughs.

Person responsible for monitoring outcome

Director of Education and Executive Director

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:

Corrective Reading and Vocabulary.com

Rationale:

Weekly walkthroughs will look for the following evidence-based curriculum: 1. Corrective Reading. Taught every day to meet learning needs by addressing decoding concerns and deficits related to reading across genres and vocabulary. 2. Vocabulary.com to ensure explicit vocabulary is being taught and retained.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

Weekly walkthroughs

Person Monitoring:

Director of Education and Executive Director

By When/Frequency:

weekly

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

This area of focus will be monitored through weekly walkthroughs to ensure the teacher is pacing their standards appropriately. Following the county created curriculum guide will be a key indicator and temperature check to reference when evaluating pacing.

Area of Focus #2

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

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.

ELA will be posting their Reading Teacher position as soon as HR approves. AMI will obtain and retain a certified teacher who is knowledgeable with identifying trends and disaggregating data. This actionable step will affect student learning by adding more intentionality to the alignment of standards and what is being taught.

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.

7th ELA: 29% proficient

8th ELA: 21% proficient

9th ELA: 13% proficient

10th ELA: 43% proficient

Overall, AMI grew 38% in learning gains from last year to this year, with a total of 61% learning gains for the 25/26 school year.

Monitoring

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

The use of research-based curriculum will be monitored through frequent walkthroughs which will provide corrective feedback if evidence of the curriculum is not seen. 100% of AMI students using Corrective Reading will address, remediate and correct their foundational deficiencies, resulting in higher learning gains during the 26/27 school year.

Person responsible for monitoring outcome

Director of Education and Executive Director

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:

Corrective Reading and Vocabulary.com

Rationale:

1. Corrective Reading. Taught every day to meet learning needs by addressing decoding concerns and deficits related to reading across genres and vocabulary. 2. Vocabulary.com to ensure explicit vocabulary is being taught and retained.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

New Corrective Reading curriculum has already been approved, processed and will be delivered soon. This curriculum will provide support to the foundational literacy gaps seen school-wide. Using this curriculum with fidelity will be monitored through formal and informal classroom visits.

Person Monitoring:

Director of Education and Executive Director

By When/Frequency:

Weekly

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

Weekly walkthroughs will provide the evidence needed to ensure this research based curriculum is being taught with fidelity.

Corrective feedback will be shared with teachers.

IV. Positive Learning Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

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

Obtain and retain certified Reading and Science/Social Studies Teachers.

Once certified teachers are obtained, AMI will retain the teachers by providing necessary supports and professional learning opportunities. The ELA Teacher will attend quarterly collaboratives which are facilitated by the Clay County School District.

A quarterly retention bonus is also available for teachers who meet the criteria.

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.

By hiring two certified teachers, each grade level will see significant gains. Teacher expertise is essential to student success.

John Hattie explains variations in student achievement—including school, teacher, and student. On that list, teacher expertise is the variable that has by far the greatest positive impact which will be measured in 10% learning gains across the board.

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 area of focus will be monitored by the Director of Education and the Executive Director by screening applicants, hiring those that are qualified and appear to be effective educators.

Person responsible for monitoring outcome

Director of Education and Executive Director

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:

Effective, highly-qualified teachers will be able to teach subjects they are skilled at teaching. Students will benefit from teachers who have expertise in the subject they teach. By retaining highly qualified teachers, the need for continuous training will decrease, creating a cohesive classroom culture. Teachers will become more of a team the longer they work together and students will benefit from their expertise in their content areas. Hattie explains variations in student achievement—including school, teacher, and student. On that list, teacher expertise is the variable that has by far the greatest positive impact.

Rationale:

This strategy was chosen because AMIkids has had a significant shortage of certified teachers since the beginning of the 2022-2023 school year. A study completed by the Northwest Comprehensive Center of Education Northwest states, "Developing a stable, high-quality, teaching force that becomes increasingly effective creates a professional learning community that not only reduces teacher failure but also student failure."

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

Hiring certified teachers

Person Monitoring:

Executive Director and Director of Education

By When/Frequency:

As needed

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

AMI has already hired two certified teachers for the 26-27 school year.

Action Step #2

Weekly walkthroughs to ensure certified teachers have necessary resources to meet students' needs.

Person Monitoring:

Executive Director and Director of Ed

By When/Frequency:

Weekly

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

Weekly evaluations will be uniformed through the classroom walks and will include corrective

feedback along with positive praise.

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.

<https://amikids.org/location/amikids-clay-county/>

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)).

AMIKids, Clay holds several family engagement days and Title I nights each school year, during which students and their families are invited to attend fun activities such as bowling, cook outs, field trips, financial planning events etc. During these activities, school personnel communicate the schools mission as well as provide information about student progress. Students also have monthly progress meetings held with all stakeholders that are directly involved with the student's success.

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)).

AMI will hire a certified Science/Social Studies teacher and provide them with support from our instructional coach and county collaboratives. AMI will continue to provide workforce development

programing for students where they can earn industry recognized certifications that become valuable tools when they are ready to transition into the workforce. As always, we will keep our families involved through our frequent care meetings.

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)).

AMIkids is a program designed to help students get a "fresh start," and provide them skills that will help lead to a brighter future. We participate in the National School Lunch program and provide Career and Technical education on site. Students at AMIkids receive Vocational and Employability skills training along with real-world experiences that help to prepare them for the workforce.

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)).

All ESE services are provided by Clay County School District as prescribed in the school board contract. Mentoring services are provided by community stakeholders as well as AMIkids personnel/ Mental Health Specialist. Students are provided opportunity to participate in several project based learning opportunities throughout the year such as the AMIkids challenge events, a scuba diving trip, white water rafting, repelling, and legislative day which includes a trip to Tallahassee. AMI also provides CTE opportunities to prepare them for the workforce.

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)).

AMIkids employs a career coordinator and job recruiters to work directly with students, preparing them for the workforce. Students complete a career interest inventory upon enrollment and based upon their results, they are given the opportunity to explore different career paths. Soft skills are taught and students are even brought to and from interviews.

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)).

AMIkids Personal Growth Model is designed to target and reduce risk factors that sustain negative behavior, academic failure, and improve successful program completion rates which promotes academic achievement.

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)).

AMIkids provides professional learning through weekly Small Learning Community meetings, annual Education and Workforce Development Conferences, and quarterly collaboratives with other teachers in the district.

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)).

N/A

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 (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.

We use FSBD to ensure our curriculum and resources are state approved. We also use evidence-based curriculum. The process we engage in includes the county-office approving our quotes from FSBD to ensure the resources meet the needs of our students.

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).

To ensure we have the appropriate materials and resources for the 25-26 school year, we will order materials in July, 2026.

Math Rationale: Math gains significantly increased with the use of ALEKS and Reveal.

Reading Rationale: Corrective Reading is evidence-based curriculum that will meet our students' foundational needs.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

ARGYLE ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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 Argyle Elementary School, Home of the Pioneers, is to collaborate with all stakeholders to provide an engaging, innovative, reflective, and safe education that builds student confidence. We boost achievement through rigorous, benchmark-aligned learning that extends beyond the classroom. By grounding our environment in community, accountability, mindfulness, intentionality, regulation, prevention, and engagement, we maximize student potential and foster personal ownership.

Provide the school's vision statement

The vision of Argyle Elementary School is to equip students with the skills needed to forge the future's next discoveries, inventions, solutions, and adventures in a world of new possibilities. We envision our Pioneers as safe, responsible, reflective, confident, innovative, and engaged individuals who foster a lifelong love of learning, preparing them to be compassionate and contributing global citizens.

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

Mary Dorsch

mary.dorsch@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

The function of the School-Based Leadership Team (SBLT) is to analyze

school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-6 FAST assessment and K-2 Foundational Skills Assessment using Accidence The Principal is a participant in the data meetings and SBLT meetings. The Assistant Principals will attend the discussions in a support role for the Principal. The school based literacy team may provide effective interventions for the Tier 1, 2, or 3 instructional needs, as well as the school based leadership team will support recommendations for math. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

Leadership Team Member #2

Employee's Name

Dr. Casey Leone

casey.leone@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal will attend the meetings in a support role for the Principal. PBIS admin leader and committe leader.

Leadership Team Member #3

Employee's Name

Olivia Smith

olivia.smith@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal will attend the meetings in a support role for the Principal.

Leadership Team Member #4

Employee's Name

Megan Gonzalez

megan.gonzalez@myoneclay.net

Position Title

Teacher K-6

Job Duties and Responsibilities

Mrs. Gonzalez supports the implementation of effective tier 1 instructional in K-6 grades. Megan is a kindergarten team lead for AES. In this role, she will guide her team in improving student achievement by modeling and supporting effective instructional practice, data analysis, collegial learning, communication, and oversight.

Leadership Team Member #5**Employee's Name**

Kacee Wolfe

kacee.wolfe@myoneclay.net

Position Title

Teacher K-6

Job Duties and Responsibilities

Ms. Wolfe supports the implementation of effective tier 1 instructional in K-6 grades. Kacee is the first grade team lead. In this role, she will guide her team in improving student achievement by modeling and supporting effective instructional practice, data analysis, collegial learning, communication, and oversight.

Leadership Team Member #6**Employee's Name**

Ashlee Morgan

ashlee.morgan@myoneclay.net

Position Title

Teacher K-3

Job Duties and Responsibilities

Ms. Morgan supports the implementation of effective tier 1 instructional in K-3 grades. Ashlee is the 2nd grade team lead. In this role, she will guide her team in improving student achievement by modeling and supporting effective instructional practice, data analysis, collegial learning, communication, and oversight.

Leadership Team Member #7

Employee's Name

Jessica Armenta

jessica.armenta@myoneclay.net

Position Title

Teacher K-3

Job Duties and Responsibilities

Mrs. Armenta supports the implementation of effective tier 1 instructional in K-3 grades. Jessica is the 3rd grade team lead. In this role, she will guide her team in improving student achievement by modeling and supporting effective instructional practice, data analysis, collegial learning, communication, and oversight.

Leadership Team Member #8

Employee's Name

Cynthia Fitcher

cynthia.fitcher@myoneclay.net

Position Title

English Language Development Teacher K-6

Job Duties and Responsibilities

Ms. Fitcher supports the implementation of effective language development instruction for our English Language Learners in K-6.
grades.

Leadership Team Member #9

Employee's Name

Claudine Chapman

claudine.chapman@myoneclay.net

Position Title

STEM Teacher

Job Duties and Responsibilities

Mrs. Chapman is a resource teacher for K-6 in STEM. She instructions on critical thinking, problem-solving, and technological literacy. In STEM the goal is close achievement gaps, boost standardized

science/math proficiency, and build a foundational passion for innovation.

Leadership Team Member #10

Employee's Name

Melanie Newport

melanie.newport@myoneclay.net

Position Title

Teacher VE ESE K-6

Job Duties and Responsibilities

In this role, she will guide her team in
Improving student achievement by modeling and supporting effective
instructional practice, data analysis, collegial learning, communication, and
oversight

Leadership Team Member #11

Employee's Name

Carmine Robles

carmine.robles@myoneclay.net

Position Title

Teacher K-6

Job Duties and Responsibilities

Mr. Robles supports the implementation of effective tier 1 instructional in K-6
grades. Carmine is the fourth grade team lead. In this role, he will guide his
team in improving student achievement by modeling and supporting effective
instructional practice, data analysis, collegial learning, communication, and
oversight.

Leadership Team Member #12

Employee's Name

Miguel Rivera

miguel.rivera@myoneclay.net

Position Title

Teacher K-6 and PBIS Chair

Job Duties and Responsibilities

Mr. Rivera supports the implementation of effective tier 1 instructional in K-6 grades. Carmine is the sixth grade team lead. In this role, he will guide his team in improving student achievement by modeling and supporting effective instructional practice, data analysis, collegial learning, communication, and oversight.

Leadership Team Member #13

Employee's Name

Traci Miller

traci.miller@myoneclay.net

Position Title

Teacher K-6

Job Duties and Responsibilities

Ms. Miller supports the implementation of effective tier 1 instructional in K-6 grades. Traci is the sixth grade team lead. In this role, she will guide her team in improving student achievement by modeling and supporting effective instructional practice, data analysis, collegial learning, communication, and oversight.

Leadership Team Member #14

Employee's Name

Breclyn Kriener

breclyn.kriener@myoneclay.net

Position Title

Teacher K-6

Job Duties and Responsibilities

Mrs. Kriener supports the implementation of effective tier 1 instructional in K-6 grades. Breclyn is a fifth grade team lead for AES. In this role, she will guide her team in improving student achievement by modeling and supporting effective instructional practice, data analysis, collegial learning, communication, and oversight.

Leadership Team Member #15

Employee's Name

Michelle Barnes

michelle.barnes@myoneclay.net

Position Title

Teacher VE ESE and Intervention Team Facilitator i

Job Duties and Responsibilities

Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed, and that tier 1, 2, 3 are implemented with fidelity in reading, math, and behavior. supports the implementation of effective tier 1 instructional in reading classrooms 3rd -6th grade. Mrs. Barnes oversee the School Based Literacy Team in tracking progress monitoring, data driven planning, and implementation research based practices in all reaching classroom.

Leadership Team Member #16**Employee's Name**

Elizabeth Sellers

elizabeth.sellers@myoneclay.net

Position Title

Teacher VE ESE

Job Duties and Responsibilities

In this role, she will guide her team in
Improving student achievement by modeling and supporting effective instructional practice, data analysis, collegial learning, communication, and oversight

Leadership Team Member #17**Employee's Name**

Jon Christy Bankhead

jonchristy.bankhead@myoneclay.net

Position Title

Teacher K-6

Job Duties and Responsibilities

In this role, she will guide her team in
Improving student achievement by modeling and supporting effective instructional practice, data analysis, collegial learning, communication, and oversight

Leadership Team Member #18

Employee's Name

Scarlett Adams

scarlett.adams@myoneclay.net

Position Title

Teacher K-6

Job Duties and Responsibilities

In this role, she will guide her team in
Improving student achievement by modeling and supporting effective
instructional practice, data analysis, collegial learning, communication, and
oversight

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.

The School-Based Leadership Team (SBLT) analyzes school-wide data—specifically K–6 FAST and K–2 Acadience Foundational Skills assessments—to evaluate and ensure the effectiveness of Tier 1 instruction for all students. Led by the Principal and supported by the Assistant Principals, the team collaborates closely with key instructional stakeholders: the Literacy Team provides targeted interventions across Tiers 1, 2, and 3, while the SBLT guides recommendations for mathematics. To maintain compliance and systemic alignment, the Intervention Team Facilitator ensures strict adherence to the district's MTSS plan, while lead teachers participate as needed to serve as vital communication liaisons to their respective grade levels and content areas.

Quarterly School Advisory Council (SAC) meetings will be held throughout the school year to actively involve all stakeholders in school improvement efforts. During the first-quarter meeting, the SBLT and SAC committee will present the draft School Improvement Plan (SIP) to stakeholders to gather vital feedback and input, ensuring community collaboration prior to final SIP approval.

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)).

To ensure continuous accountability, schoolwide progress monitoring data will be reviewed at each subsequent quarterly SAC meeting to verify that student achievement and proficiency rates align with established SIP goals. During these sessions, stakeholders will collaboratively review data and agree upon necessary adjustments to the plan, ensuring instructional strategies remain highly effective and responsive to student learning needs.

C. Demographic Data

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	61.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) 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>	2025-26: A 2024-25: A 2023-24: C 2022-23: B 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	74	95	119	95	108	112	104			707
Absent 10% or more school days	12	20	21	22	19	19	27			140
One or more suspensions	2	10	16	8	8	19	18			81
Course failure in English Language Arts (ELA)	3	6	0	10	3	0	1			23
Course failure in Math	3	2	0	10	2	0	7			24
Level 1 on statewide ELA assessment	14	22	31	14	21	22	5			129
Level 1 on statewide Math assessment	16	19	30	18	14	24	7			128
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	12	27	15	32	25	25	15			151
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	10	15	11	16	12	13	8			85

Current Year 2026-27

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	8	17	23	23	17	13	13			114

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	1	1	13	0	0				15
Students retained two or more times	0	0	0	0	1	0	0			1

Prior Year (2025-26) 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	
School Enrollment	86	123	94	118	112	99	84			716
Absent 10% or more school days	14	22	21	22	18	19	28			144
One or more suspensions	3	13	8	13	15	12	14			78
Course failure in English Language Arts (ELA)		9	6	23	1		1			40
Course failure in Math	1	4	3		2	11				21
Level 1 on statewide ELA assessment	12	37	26	26	22	22	6			151
Level 1 on statewide Math assessment	14	22	23	20	9	26	11			125
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			1	2						3
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) 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	10	15	11	39	22	29	12			138

Prior Year (2025-26) 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	1	3		5	6					15
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	64	66	62	59	63	59	51	62	57
Grade 3 ELA Achievement	59	66	61	58	66	59	57	65	58
ELA Learning Gains	65	63	63	68	62	60	56	62	60
ELA Lowest 25th Percentile	58	60	58	64	60	56	59	60	57
Math Achievement*	66	69	66	64	67	64	53	67	62
Math Learning Gains	65	69	64	74	65	63	50	68	62
Math Lowest 25th Percentile	60	58	50	76	57	51	46	59	52
Science Achievement	62	67	62	52	62	58	38	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				72		63		55	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	499
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
62%	68%	48%	54%	55%	44%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	48%	No		
English Language Learners	50%	No		
Asian Students	64%	No		
Black/African American Students	57%	No		
Hispanic Students	68%	No		
Multiracial Students	56%	No		
White Students	70%	No		
Economically Disadvantaged Students	60%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	64%	59%	65%	58%	66%	65%	60%	62%					
Students With Disabilities	41%	29%	46%	52%	49%	63%	55%	50%					
English Language Learners	28%	40%	42%	56%	62%	74%	50%						
Asian Students	55%		55%		73%	73%							
Black/African American Students	62%	62%	60%	48%	62%	57%	51%	51%					
Hispanic Students	64%	63%	67%	75%	69%	75%	73%	56%					
Multiracial Students	58%	30%	63%		53%	56%		73%					
White Students	70%	64%	70%	66%	74%	70%	68%	76%					
Economically Disadvantaged Students	61%	50%	66%	61%	65%	65%	56%	57%					

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	59%	58%	68%	64%	64%	74%	76%	52%					93%
Students With Disabilities	36%	30%	73%	67%	45%	71%	68%	9%					
English Language Learners	36%	55%	47%	50%	46%	74%	82%						93%
Asian Students	70%				70%								
Black/African American Students	53%	55%	69%	71%	60%	74%	63%	38%					
Hispanic Students	65%	61%	69%	53%	69%	69%	92%	65%					83%
Multiracial Students	58%		71%		68%	81%							
White Students	59%	61%	66%	65%	63%	76%	84%	53%					
Economically Disadvantaged Students	53%	56%	64%	61%	62%	74%	76%	47%					91%

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	51%	57%	56%	59%	53%	50%	46%	38%					24%
Students With Disabilities	24%	35%	44%	65%	32%	46%	59%						
English Language Learners	31%		73%		46%	73%							24%
Black/African American Students	48%	52%	49%	38%	43%	45%	41%	27%					
Hispanic Students	54%	50%	64%	88%	64%	64%	83%	25%					23%
Multiracial Students	58%	71%	61%		51%	53%							
White Students	48%	56%	57%	67%	56%	44%	38%	48%					
Economically Disadvantaged Students	46%	49%	54%	59%	44%	50%	51%	28%					24%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	59%	65%	-6%	60%	-1%
ELA	4	55%	64%	-9%	60%	-5%
ELA	5	49%	60%	-11%	61%	-12%
ELA	6	86%	72%	14%	62%	24%
Math	3	53%	69%	-16%	66%	-13%
Math	4	73%	65%	8%	65%	8%
Math	5	61%	61%	0%	62%	-1%
Math	6	69%	70%	-1%	60%	9%
Science	5	59%	66%	-7%	60%	-1%

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?

Third-grade ELA achievement increased by 4% following a transition to a self-contained model and the implementation of consistent, collaborative planning supported by Assistant Principal Ms. Smith during PLCs. In fifth-grade science, Assistant Principal Dr. Leone built teacher efficacy through targeted PLCs and strategic scheduling, resulting in a 10% increase in proficiency. Additionally, sixth-grade demonstrated exceptional success, achieving high overall proficiency with 91% learning gains in ELA and 84% learning gains in math.

Lowest Performance

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

Fifth-grade ELA remains a critical area of concern, demonstrating stagnant performance with minimal growth and continuing to track significantly below state and district averages. Similarly, third-grade math represents a key opportunity for growth, also falling well below state and district benchmarks; this trend was primarily influenced by an intensive instructional focus on ELA during third-grade PLCs and a team composition that included two first-year educators.

Greatest Decline

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

A cohort analysis reveals consecutive declines in foundational math proficiency, with third grade experiencing a 5% decrease and fourth grade demonstrating a 6% drop. While fourth-grade math maintains a strong baseline above 70% proficiency, third grade continues to trend below 60% with a current proficiency rate of 53%, establishing it as the school's most critical area of instructional need.

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.

A comparative analysis highlights critical achievement gaps in both math and literacy that require intentional Tier 1. In third-grade mathematics, a 13-percentage-point gap exists between our school's

proficiency (53%) and the state average (66%). Similarly, fifth-grade ELA represents a major area for growth, with our school sitting at 49% proficiency compared to the district average of 60% and the state average of 61%. Because both content areas fall more than 10 percentage points below state and district benchmarks, third-grade math and fifth-grade ELA will remain areas of rigorous, strategic tracking and intentional Tier 1 instructional support throughout the upcoming school year.

EWS Areas of Concern

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

Student chronic absenteeism presents a critical barrier to academic success across the school. Data indicates a direct correlation between high student absence rates and Level 1 achievement in both ELA and mathematics, largely driven by the substantial loss of foundational Tier 1 core instruction.

Highest Priorities

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

To maximize the impact of core instruction, the school will focus heavily on strengthening student engagement, refining small-group instruction, and cultivating a positive school climate through robust Tier 1 behavior supports. Integrating these components ensures a structured, supportive learning environment that directly reinforces rigorous Tier 1 instruction, and allows for targeted academic or behavioral interventions that meet the diverse needs of all learners.

1. Student Engagement
2. Outcomes for Multiple Subgroups
3. Climate and Culture - tier 1 behavioral supports

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 Student Engagement

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.

Description: Systematic implementation of strong instruction supports active student engagement and academic ownership. Through the PLC framework, our staff will continue focusing on the elements of strong instruction to maximize student engagement across the four language domains (reading, writing, listening, and speaking). Furthermore, lessons will intentionally embed at least two core instructional elements aligned with the district's vision of strong instruction.

Impact of Student Learning: Elevating student engagement directly fosters critical thinking, deepens conceptual understanding, and improves long-term information retention. By providing frequent, structured opportunities to practice all four language domains, students can confidently apply and demonstrate their mastery of concepts within a positive, high-expectations learning environment.

Rationale: Current school data indicates that while student engagement strategies are embedded within our framework for strong instruction, student evidence of Total Participation Techniques (TPTs) across the four language domains is not yet yielding target proficiency levels of 65% or higher. This proficiency gap is evident in Grade 5 Science, Grades 2–5 ELA, and Grades 1, 2, 3, and 5 Mathematics. Prioritizing TPTs during collaborative planning will empower teachers to intentionally design lessons integrating reading, writing, listening, and speaking, ultimately driving higher proficiency scores on end-of-year state assessments.

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.

Baseline Data (2025–2026): Indicator S.1 was demonstrated in 34.9% of classroom walkthroughs.

Walkthrough Target (2026–2027): Indicator S.1 (all students have the opportunity to engage in the four language domains of reading, writing, listening, and speaking) will be evident in **80% or more** of all classroom walkthroughs.

Student Achievement Target (May 2027): The percentage of students scoring at or above Level 3 on FAST ELA in grades 3-6 overall will increase from **60% to 65%**.

Monitoring

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

Monitoring will take place during weekly administrative meetings, monthly school-based leadership team meetings, quarterly school improvement team meetings, and quarterly SAC meetings.

Person responsible for monitoring outcome

Mary Dorsch, Casey Leone, Olivia Smith, and AES School Improvement Team

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:

To achieve our established academic goals, the school will intentionally implement a suite of evidence-based instructional strategies designed to accelerate student learning. Core instruction will center on explicit, systematic direct teaching embedded with strategic scaffolding, differentiation, and corrective feedback, ensuring that all students actively engage across the four critical language domains of reading, writing, listening, and speaking. To bridge identified achievement gaps, teachers will utilize data-driven small-group instruction alongside explicit vocabulary teaching and a research-based literacy program strictly aligned with the Science of Reading.

Rationale:

All general education, ESE, and instructional interventionists implement the on-level core curriculum with fidelity using high-impact core practices aligned to Florida State Standards, then overall student proficiency rates will improve. Within this standards-aligned framework, the school will place an absolute emphasis on the four primary domains of learning, ensuring that all students including those receiving targeted interventions or additional supports are consistently given daily opportunities to explicitly speak, write, listen, and read to the absolute fullest extent of the grade-level benchmarks. All

educators will be specifically trained on the core practices of strong instruction, which include explicit, systematic instruction, differentiation, scaffolding, and corrective feedback to accelerate learning for students performing at all levels of grade-level expectations

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

To cultivate an environment of high student engagement, classroom teachers will establish and explicitly teach clear routines, procedures, and behavioral expectations. Daily instruction will incorporate the consistent use of Total Participation Techniques (TPTs). Additionally, , teachers will implement positive reinforcement systems to celebrate and sustain desired behaviors. These rituals, routines, and collaborative structures will be intentionally designed to maintain high levels of engagement and accountability for students who are working independently or in collaborative groups while the teacher is facilitating small group instruction.

Person Monitoring:

Mary Dorsch, Principal Dr. Leone Assistant Principal , Olivia Smith Assistant Principal and Argyle Elementary Leadership Team

By When/Frequency:

Implemented on a monthly basis through April, 2026.

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

The implementation of this step will be monitored through school wide walkthroughs dashboard,, and grade levels agenda for instructional based on student needs, and utilization of the Power Practices.

Action Step #2

To build teacher capacity for student engagement, the school will facilitate a professional learning cycle focused on Total Participation Techniques (TPTs) and Tier 1 behavioral strategies. This cycle will include a Whole Group Focus to expose staff to evidence-based practices, a Grade Level Focus for collaborative planning and implementation within teaching teams, and a Content Focus within PLCs to debrief effectiveness and refine instruction.

Person Monitoring:

Mary Dorsch, Principal Dr. Leone Assistant Principal , Olivia Smith Assistant Principal and Argyle Elementary Leadership Team

By When/Frequency:

April 2026/ Implemented during first quarter, and monitored/ supported yearlong.

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

Professional learning of the power practices will be provided monthly in the format of whole group PL sessions facilitated by teacher leaders and administration. The professional learning will focus on systematic instruction, explicit instruction, differentiation, scaffolded instruction, and corrective feedback.

Action Step #3

To ensure accountability and alignment, the School-Based Leadership Team (SBLT) will meet

monthly to review classroom walkthrough data, specifically tracking the embedded use of Total Participation Techniques (TPTs) and core instructional power practices. Furthermore, the leadership team will conduct quarterly reviews to evaluate overall progress on the School Improvement Plan, ensuring tight alignment between school goals, PLC focus areas, and individual teacher goals for student engagement.

Person Monitoring:

Mary Dorsch, Principal
Dr. Leone Assistant Principal
Olivia Smith Assistant Principal
and Argyle Elementary Leadership Team

By When/Frequency:

Implemented on a monthly or quarterly basis through April, 2026.

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

The implementation of this step will be monitored through attendance at PLCs, content PLC agendas, and the school side walkthrough dashboard and school wide data spreadsheet.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL), 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.

Description: Data review indicates a decrease in reading and math learning gains among students belonging to multiple subgroups, specifically Students with Disabilities (SWD), English Language Learners (ELL), and Black/African American students. Utilizing our school-wide Professional Learning Community (PLC) framework to deliver strong, targeted instruction, teachers will make data-driven instructional decisions to systematically close these learning gaps.

Impact of Student Learning: This initiative aims to establish school-wide consistency in what students learn, how they learn it, and how they are supported. By streamlining these practices, we ensure that all students including those representing multiple overlapping subgroups are held to high expectations and receive equitable academic support.

Rationale: Collaborative planning ensures consistent implementation of rigorous Tier 1 instruction while building teacher capacity. Maximizing small-group instruction allows teachers to effectively differentiate content (what students learn), process (how they learn), and product (how they demonstrate mastery) to meet diverse learner needs.

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.

Baseline Data (2025–2026): Indicator S.2 was demonstrated in 22.5% of classroom walkthroughs.

Walkthrough Targets (2026–2027):

- Indicator S.2 (students engaging in differentiated learning tasks based on need) will be evident in **60% or more** of all classroom walkthroughs.
- **80% of classroom walkthrough data** will demonstrate evidence of strong instruction in two or more key indicators (*explicit instruction, systematic instruction, scaffolding, differentiation, or corrective feedback*).

Student Achievement Target (May 2027): Florida Assessment of Student Thinking (FAST) data will reflect a **5% increase** in both overall learning gains and lowest-quartile learning gains in math and ELA for students in grades 4–6

For the 25-26 school year, S.2. indicator was demonstrated in 22.5% of classroom walkthroughs.

Monitoring

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

Monitoring will take place during weekly administrative meetings, monthly school-based leadership team meetings, quarterly school improvement team meetings, and quarterly SAC meetings.

Person responsible for monitoring outcome

Mary Dorsch, Casey Leone, Olivia Smith, and AES School Improvement Team

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:

To achieve our established academic goals, the school will intentionally implement a suite of evidence-based instructional strategies designed to accelerate student learning. Core instruction will center on explicit, systematic direct teaching embedded with strategic scaffolding, differentiation, and corrective feedback, ensuring that all students actively engage across the four critical language

domains of reading, writing, listening, and speaking. To bridge identified achievement gaps, teachers will utilize data-driven small-group instruction alongside explicit vocabulary teaching and a research-based literacy program strictly aligned with the Science of Reading.

Rationale:

All teachers will consistently implement rigorous Tier 1 instruction across all content areas to the full depth of the Florida State Benchmarks, and strategically utilize data-driven small-group instruction within their daily instructional blocks, then overall student achievement will significantly increase. This intentional approach will allow educators to concurrently target remedial skill deficits while providing essential differentiation for both emerging and on-grade-level learners. By embedding these high-impact acceleration strategies directly into daily practice, the school will systematically impact classroom growth, moving students across all proficiency levels whether emerging, developing, or proficient. This targeted instructional model will directly accelerate learning, eliminate foundational gaps, and increase proficiency for our lowest quartile (L25) and our critical student subgroups, specifically English Language Learners (ELL), Black/African American students, and Students with Disabilities (SWD).

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

To maximize Outcomes for Multiple Subgroups, teachers will intentionally and consistently integrate small group instruction into their weekly schedules for Reading Math, and grade 5 Science.

Person Monitoring:

Mary Dorsch, Principal Dr. Leone Assistant Principal , Olivia Smith Assistant Principal and Argyle Elementary Leadership Team

By When/Frequency:

April 2026/ Implemented during first quarter, and monitored/ supported yearlong.

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

The implementation of this step will be monitored through school wide walkthroughs, grade level planning templates, and grade levels agenda for small group instructional based on student needs and data.

Action Step #2

The school will utilize Professional Learning Communities (PLCs) to sustain a rigorous focus on strong instruction, specifically emphasizing effective differentiation. Professional learning will center on the mechanics of differentiation, specifically training teachers how to differentiate the content (what students learn), the process (how students learn it), and the product (how students demonstrate mastery) to best support students within multiple subgroups. By equipping teachers with the skills to differentiate these areas effectively, students in the bottom quartile and lowest 25%, who represent the highest concentration of our targeted subgroup population.

Person Monitoring:

Mary Dorsch, Principal Dr. Leone Assistant

By When/Frequency:

Monthly, leadership team meetings

Principal , Olivia Smith Assistant Principal and
Argyle Elementary Leadership Team

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

The implementation of this action step will be monitored through weekly PLCs focused on strong instruction and student work sample, and data collect of the school wide data spreadsheet.

Action Step #3

To improve Outcomes for Multiple Subgroups, teachers will intentionally convene three times per year for dedicated data chats to identify students falling into the bottom quartile and the lowest 25%. On a monthly basis, teachers will update the school-wide data spreadsheet and utilize this tracking method to directly inform their remedial instruction in both whole and small group settings. During these instructional blocks, teachers will maintain a strict focus on benchmark-aligned tasks and the consistent implementation of established high-leverage "power practices" to bridge achievement gaps.

Person Monitoring:

Mary Dorsch, Principal Dr. Leone Assistant
Principal , Olivia Smith Assistant Principal and
Argyle Elementary Leadership Team

By When/Frequency:

Monthly, SBLT meetings and quarterly data chats (BOY, MOY, EOY)

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

The implementation of this action step will be monitored through monthly SBLT meetings focused on strong instruction and student work sample, data driven discussion at BOY, MOY, EOY data chats with all grade level teams, and shared and aligned agendas to create a consistent and clear vision for grade level meeting.

IV. Positive Learning 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.

Description: Strengthen school-wide culture through continued implementation of Tier 1 Pioneer Attributes with clear expectations, explicit teaching, consistent reinforcement, and clear consequences.

Impact on Learning: A positive learning environment aims to reduce disruptions, increase engagement, and improve safety, ultimately maximizing instructional time and learning.

Rationale:

During the 2025-2026 school year, 5.3% (40/750) of students received 1 or more days of In School Suspension (ISS) and 6.5% (49/750) received 1 or more days of Out of School Suspension (OSS). The data suggests a need to continue and improve systems for addressing student behavior and reinforcement of positive behavior systems.

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.

End of year climate survey data in 2026 indicates student behavior and learning environment as a concern across all stakeholders. Only 33.7% of students agreed with the statement “The behaviors in my classes are appropriate and allow teachers to teach.” Of the staff members surveyed, 69.2% agreed with the statement “Students at my school demonstrate behaviors that allow teachers to teach and students to learn.” Of the parents surveyed, 79.3% agree with the statement “My student’s school has created a positive learning environment for all students.” Through the focus of strengthening our Tier 1 systems and increasing student engagement.

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.

Weekly Admin Meetings to include continuous monitoring of student behavior
Monthly PBIS Committee Meetings.

Person responsible for monitoring outcome

Mary Dorsch, Casey Leone, Olivia Smith, and PBIS Lead Miguel Rivera and PBIS Committee

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:

Professional learning on the AES PBIS Systems and the new OneClay Culture will be provided at the beginning of the year in the format of whole group PL sessions, facilitated by administration, and will focus on Tier 1 behavior expectations and creating a culture of student engagement.

Rationale:

Implementation of the school-wide PBIS system will be monitored through the use of the Pioneer Pass system and monthly school store and the tracker of the One Clay Culture Lesson.

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

Teachers will implement OneClay Culture lessons on a weekly basis to every homeroom class. In addition, teachers will begin the year by implementing the school specific lessons created by administration and the PBIS Committee relating to the school specific behavior expectations and Pioneer Attributes. These lessons will be reinforced school-wide through our PBIS rewards system.

Person Monitoring:

Mary Dorsch, Principal
Dr. Leone Assistant Principal
Olivia Smith Assistant Principal
and PBS Team

By When/Frequency:

Implemented on a consistent basis through May, 2027

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

Implementation of the OneClay Culture Lessons will be monitored through completion logs filled out by the teachers after each lesson is taught. Use of the PBIS rewards system based on the school-wide attributes will be monitored through monthly data collected through the PBIS store passes.

Action Step #2

Teachers will be provided training at the beginning of the year on the OneClay Culture lessons and the school-wide PBIS system. Professional learning will be provided on a monthly basis to teachers through whole group professional learning related to emotional regulation.

Person Monitoring:

Mary Dorsch, Principal

By When/Frequency:

Implemented on a monthly basis through April, 2026

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

Data related to discipline referrals and the classroom disruption tracker will be reviewed weekly by the administrative team. Monthly data will be reviewed by the school-based leadership team.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

CHARLES E. BENNETT ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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

At Charles E. Bennett Elementary, our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant, and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

Charles E. Bennett Elementary exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

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

Amanda Strickland

amanda.strickland@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Responsible for all leadership activities and the vision of the school. Responsible for maintaining a school that has a safe and caring environment as well as quality instruction. Administers a balanced budget, promotes a positive work environment, and involves community stakeholders and parents.

Monitors data and provides professional development to improve practices for attendance, PBIS Tier 1 support, MTSS, and SWD inclusion model.

Leadership Team Member #2

Employee's Name

Christina Siemer

christina.siemer@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Responsible for maintaining school-wide discipline, interviewing and hiring teachers and staff, monitoring attendance, textbook coordinator, and testing coordinator. Promotes an environment that fosters learning and a collegial atmosphere for teachers and staff.

Leadership Team Member #3

Employee's Name

Shelley Huggins

shelley.huggins@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Responsible for maintaining school-wide discipline, interviewing and hiring teachers and staff, monitoring attendance, textbook coordinator, and testing coordinator. Promotes an environment that fosters learning and a collegial atmosphere for teachers and staff.

Leadership Team Member #4

Employee's Name

Lori Fedorowich

lori.fedorowich@myoneclay.net

Position Title

Reading Interventionist

Job Duties and Responsibilities

Responsible for Title 1 compliance and coaching teachers to improve reading instruction and student academic achievement scores.

Leadership Team Member #5

Employee's Name

Yolanda Grant

yolanda.grant@myoneclay.net

Position Title

Guidance Counselor

Job Duties and Responsibilities

Responsible for Title 1 compliance and coaching teachers to improve reading instruction and student academic achievement scores.

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.

Charles E. Bennett Elementary's Leadership Team developed school improvement goals that included teacher, staff, and family input. CEB's School Advisory Council will meet in August to discuss and approve the School Improvement Goals and Plan. The School Advisory Council will meet once a quarter to review student progress and plans.

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)).

Charles E. Bennett Elementary's Leadership Team will meet monthly to discuss progress toward school improvement goals, emphasizing the following student groups' data: Students with Disabilities, English Language Learners, Economically Disadvantaged, Black/African American, Multi-Racial, and Hispanic. In partnership with the School Advisory Committee, the leadership team will discuss data and develop action plans to provide continuous improvement toward school improvement goals.

Grade levels will meet weekly with a member of the CEB Leadership Team to discuss progress toward SIP goals and develop action plans if needed.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: B 2023-24: C 2022-23: C 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	80	65	69	87	69	88	69			527
Absent 10% or more school days	26	15	13	19	21	23	19			136
One or more suspensions	6	2	4	7	3	12	10			44
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment	16	21	13	19	20	19	8			116
Level 1 on statewide Math assessment	11	9	20	11	11	17	5			84
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	18	7	37						75
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	14	7	13	15	8					57

Current Year 2026-27

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	13	7	9	17	14	17	8			85

Current Year 2026-27

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	2	0	11	0	0	0			14
Students retained two or more times	0	0	0	1	0	2	0			3

Prior Year (2025-26) 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	
School Enrollment	75	70	75	103	70	84	75			552
Absent 10% or more school days		23	23	12	28	22	17			125
One or more suspensions		2	3	3	5	18	17			48
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment		8	24	47	25	39	25			168
Level 1 on statewide Math assessment		22	34	55	40	53	34			238
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				1	6					7
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) 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		10	15	9	36	50	31			151

Prior Year (2025-26) 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	3	2	14						21
Students retained two or more times				3						3

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	53	66	62	49	63	59	39	62	57
Grade 3 ELA Achievement	55	66	61	49	66	59	29	65	58
ELA Learning Gains	59	63	63	58	62	60	61	62	60
ELA Lowest 25th Percentile	75	60	58	64	60	56	53	60	57
Math Achievement*	62	69	66	51	67	64	42	67	62
Math Learning Gains	71	69	64	65	65	63	56	68	62
Math Lowest 25th Percentile	57	58	50	57	57	51	60	59	52
Science Achievement	51	67	62	53	62	58	38	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				72		63		55	61

*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)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						60%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						483
Total Components for the FPPI						8
Percent Tested						99%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
60%	57%	46%	40%	46%	42%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	50%	No		
English Language Learners	55%	No		
Black/African American Students	55%	No		
Hispanic Students	55%	No		
Multiracial Students	54%	No		
White Students	63%	No		
Economically Disadvantaged Students	60%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	53%	55%	59%	75%	62%	71%	57%	51%					
Students With Disabilities	35%	45%	68%	79%	33%	57%	55%	25%					
English Language Learners	27%	21%	57%	75%	45%	83%	75%						
Black/African American Students	47%	38%	60%		62%	71%	50%	57%					
Hispanic Students	42%	33%	65%	71%	53%	73%	67%	38%					
Multiracial Students	52%		56%		57%	50%							
White Students	59%	70%	56%	69%	66%	72%	56%	57%					
Economically Disadvantaged Students	49%	53%	59%	84%	60%	70%	61%	47%					

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	49%	49%	58%	64%	51%	65%	57%	53%					67%
Students With Disabilities	23%	12%	52%	67%	23%	61%	70%	17%					
English Language Learners	32%		75%		41%	69%							67%
Black/African American Students	26%	31%	53%	63%	32%	53%	58%	73%					
Hispanic Students	43%	31%	75%	86%	48%	78%	82%						64%
Multiracial Students	63%		67%		47%	67%							
White Students	54%	57%	54%	47%	58%	63%	46%	50%					
Economically Disadvantaged Students	43%	43%	56%	62%	48%	61%	57%	48%					68%

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	39%	29%	61%	53%	42%	56%	60%	38%					40%
Students With Disabilities	19%	30%	50%	50%	15%	47%	55%	11%					
English Language Learners	12%		46%		18%	54%							40%
Black/African American Students	26%	21%	56%	69%	28%	53%	56%	14%					
Hispanic Students	29%	0%	59%	33%	35%	56%	60%	47%					40%
Multiracial Students	35%		50%		35%	25%							
White Students	47%	34%	66%	50%	49%	61%	63%	43%					
Economically Disadvantaged Students	34%	25%	60%	52%	37%	52%	52%	33%					41%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	54%	65%	-11%	60%	-6%
ELA	4	49%	64%	-15%	60%	-11%
ELA	5	44%	60%	-16%	61%	-17%
ELA	6	67%	72%	-5%	62%	5%
Math	3	60%	69%	-9%	66%	-6%
Math	4	65%	65%	0%	65%	0%
Math	5	54%	61%	-7%	62%	-8%
Math	6	71%	70%	1%	60%	11%
Science	5	54%	66%	-12%	60%	-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?

Charles E. Bennett Elementary has met all of the SIP goals for the 25-26 school year. We have increased reading by 4 points and math by 11 points. The most improved data component was 3rd-grade reading proficiency. The 3rd-grade team planned weekly with the district ELA team on assessed benchmarks. Data was shared weekly during PLC, which improved the 3rd-grade data by 6 points.

Lowest Performance

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

5th grade ELA proficiency - Significant reading gaps that are slowly being closed, but the grade-level expectations outpace the students' growth. Students were at 29% proficiency as 3rd graders and are at 42% proficiency as 5th graders.

Greatest Decline

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

5th grade Science has the greatest decline by 2 percentage points. Students who scored level 1s and 2s attended less than 90% of the school year and/or had a significant reading deficiency.

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.

5th ELA and 2nd Math

5th grade ELA is 17% below the state. Students scored 42% proficiency, 57% learning gains, and 74% lowest quartile learning gains. Students are making progress toward closing reading gaps; however, grade-level expectations are outpacing their growth. Grade level planning and teacher high

expectations were not evident in all four classrooms.

2nd grade Math is 12% below the state, which is an 9% improvement compared to the 24-25 school year. Intentional planning and high expectations were not evident in all four classrooms.

EWS Areas of Concern

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

Attendance - 24% of students attended less than 90% of the school year
% Level 1s in ELA and Math

Charles E. Bennett's attendance has increased by 0.35 percent; however, 24 percent of CEB's student body attends less than 90 percent of the school year. CEB's Students with Disabilities have attended 82 percent of the school year. CEB's English Language Learners have attended 88 percent of the school year. Both of these subgroups will be a priority for CEB due to attendance, discipline, and student achievement. In order to increase student achievement, CEB staff will increase student engagement, build relationships between home and school, and emphasize the importance of attendance to increase student achievement.

Highest Priorities

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

Reading proficiency, 24% of students attending less than 90% of the school year, SWD discipline, ELL discipline, and Lowest Quartile Math

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

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

Area of Focus #1

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

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

Area of Focus Description and Rationale

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.

If Charles E. Bennett Elementary provides high-quality instruction centered around the Science of Reading, then students will close their gaps in reading deficiencies and increase their reading achievement. Teachers and teaching assistants will receive professional development on Benchmark alignment and small group differentiation to provide targeted instruction based on student needs.

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.

K-2: Charles E. Bennett Elementary will focus on Foundational Reading Skills in Kindergarten through second-grade classrooms to increase decoding and reading fluency. Focus and support will be provided to Kindergarten through second-grade classrooms to increase proficiency from 49 percent to 55 percent.

3-6: Charles E. Bennett will focus on Tier 1 Instruction to increase benchmark mastery through Professional Development, Professional Learning Communities, and Coaching Cycles. Third through fifth grade ELA proficiency will increase to 55 percent from 49 percent.

Monitoring

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

RAISE K-5 ELA will be monitored through weekly PLC meetings using FUNdations Unit Assessments (K-2), Benchmark weekly and unit assessments (K-5), and Intervention Progress Monitoring Fluency checks. Teachers will bring ELA data to weekly PLCs to monitor students' progress. The Literacy Leadership Committee will meet monthly to problem-solve any deficits. FAST and Acadience data will be monitored three times per school year. Acadience progress monitoring data shows that 30

percent of K-6 readers will increase from "Well Below Benchmark" at the Beginning of the Year to "Below Benchmark" by the "End of Year".

Person responsible for monitoring outcome

Christina Siemer

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:

Explicit and Systematic Phonological Awareness and Phonemic Awareness Instruction - Phonological awareness only refers to what can be done orally at both the sound and syllabic levels. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables.

Rationale:

-Phonological Awareness and Phonemic Awareness instruction (Strong): The National Reading Panel found positive effects of phonemic awareness (PA) instruction on improving students' ability to apply phonemic awareness in their reading and spelling. Learning to manipulate phonemes in words helped the students learn to read. -Explicit, systematic phonological awareness instruction: strong evidence
-Systematic, direct-explicit instruction: strong evidence

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Explicit Fluency Instruction -Accuracy: Accuracy in word reading refers to the ability to decode words correctly and store an accurate representation of the words in memory for instant recall. Accuracy in decoding is the result of secure knowledge of letter-sound associations. -Rate -Prosody Fluency teaching activities: repeated reading, choral reading, echo reading, paired/partner reading, Readers theater, audio-assisted reading

Rationale:

Explicit fluency instruction *Effective fluency instruction should consider all three aspects of fluency: accuracy, rate, and prosody.

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

Differentiated instruction: Teachers will intentionally plan all components of their reading block,

including the foundational block and intervention groups (Tier 1-Tier 3).

Person Monitoring:
Christina Siemer

By When/Frequency:
monthly

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

Through classroom walkthroughs and observations, the admin team should be able to see that lessons are organized, reflective of data, and deepen teacher understanding of the lesson.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL)

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.

If Charles E. Bennett Elementary provides high-quality instruction using high-leverage practices for inclusion classrooms, then students will increase their reading and math achievement. Teachers and teaching assistants will receive professional development on differentiated small group instruction and using high-leverage practices for all students, especially Students with Disabilities and English Language Learners.

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.

CEB's Students with Disabilities are at 34 percent proficiency in ELA and 32 percent proficiency in Math. English Language Learners are at 27 percent proficiency in ELA and 48 percent proficiency in Math. Using strategies and our action plan, we will increase our students with disabilities to 40 percent in ELA and 45 percent in Math, and English Language Learners to 35 percent in ELA and 55 percent in Math.

CEB will focus on attendance for these two ESSA subgroups. The goal would be to increase attendance to 90% of the school year through individual student incentives, Student Success Meetings, and IEP meetings. Students with Disabilities attended 92 percent of the 25-26 school year, and English Language Learners attended 93 percent of the school year. We will focus on absences, but tardies and left earlies too.

Monitoring

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

Area of Focus will be monitored through weekly PLC logs and classroom walkthroughs with an emphasis on SWD and ELL in both general education and ESE teachers. Walkthroughs will provide feedback to improve SDI and ELL principles. SWD will increase its Federal Percent of Points Index from 47% to 52% and ELL will increase from 51% to 55%.

Person responsible for monitoring outcome

Amanda Strickland

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:

Provide explicit and systematic intervention instruction

Rationale:

Struggling students should receive explicit instruction to ensure that they have the foundational skills and conceptual knowledge necessary for understanding grade-level content.

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

Differentiated instruction - Teachers will intentionally plan based on all students' academic and behavioral needs.

Person Monitoring:

Amanda Strickland

By When/Frequency:

monthly

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

Professional learning will be provided weekly in the format to include whole group PL sessions, coaching cycles, and peer observations by the administrative team, and will focus on reciprocal teacher and classroom discourse.

IV. Positive Learning Environment

Area of Focus #1

Multiple Early Warning Signs

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.

If Charles E. Bennett Elementary increases awareness of Early Warning Systems with students, staff, and families, then CEB will decrease the percentage of students with more than two factors. Currently, 30 percent of the student body has two or more indicators for the Early Warning System. CEB will focus on attendance, discipline, and level 1s in ELA and Math.

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.

Analyzing Synergy attendance reports weekly to determine attendance concerns, following up with attendance letters and Student Success Team meetings. Teachers submitting requests for attendance or behavior concerns.

Attendance:

23-24 SY 89.70%

24-25 SY 91.61%

25-26 SY 91.96%

GOAL 26-27 SY 93.00%

Referrals:

23-24 SY 506

24-25 SY 252

25-26 SY 280

GOAL 26-27 SY 210

ELA level 1s decrease by 20 percent: 116 to 93.

Math level 1s decrease by 20 percent: 83 to 66

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.

Increase of monitoring attendance from weekly to twice a week with guidance, social worker, and teachers involved. Send out via media platforms the importance of attendance to boost awareness. Attendance postcards over the summer.

For discipline, we will revise the discipline matrix and ensure that teachers have enough support for tier 1 behavior strategies, and continue to hold student success team meetings when behaviors increase. Continue to monitor behavior MTSS to make sure teachers are completing the necessary steps to input data and intervention strategies.

Improve our Early Warning Systems by decreasing the percentage of students who have more than one indicator. **32% to 20%**

Person responsible for monitoring outcome

Shelley Huggins

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:

Develop Predictable Routines

Rationale:

Keep routines consistent and predictable so students know what is expected of them at all times. Discuss procedures with the class and create a list of routine expectations. Post this list where it is visible to the class. Refer to specific routine expectations and prompt students to make corrections.

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

Positive Teacher and Student Relationships

Person Monitoring:

Shelley Huggins

By When/Frequency:

monthly

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

Classrooms will devote time to non-contingent reinforcement activities before the tardy bell rings to encourage positive relationships and for students to be at school and on time.

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 SIP is shared with stakeholders through quarterly School Advisory Council meetings, Title 1 Annual Meeting, family newsletters, and the school's webpage (<https://www.oneclay.net/o/ceb/page/title-1-resources>).

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)).

CEB plans to build positive relationships with parents, families, and the community by ensuring that all stakeholders feel a part of our students' academic experience. Stakeholders will receive weekly newsletters, Facebook posts, robocalls, and flyers for school events such as Back to School Kickoff, STEAM Night, Learning with the Library, and De-escalation strategies.
(<https://www.oneclay.net/o/ceb/page/title-1-resources>)

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)).

CEB increased the amount of quality learning time in the master schedule with an emphasis on third, fourth, and fifth grades. Teachers have also received professional development to increase bell-to-bell teaching strategies and decrease classroom instruction due to unwanted behaviors.

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 SIP has been developed to coordinate and integrate Title 1 programs, Exceptional Student Education, and English Language Learners. Using Title 1 funds, additional teachers and assistants were hired to support differentiated small-group instruction to increase academic achievement for our ESSA groups and all students.

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)).

CEB has a full-time Guidance Counselor who teaches lessons during students' resource time to provide students with skills and strategies to improve their mental health. She also provides small-group instruction for students who need interventions.

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)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Students receive Tier 1 instruction to model positive behavior through PBIS lessons. Students are provided Tier 2 and 3 behavioral supports when needed. District Behavior Coaches and Specialists provide teachers with tools, resources, and strategies to address and improve any concerning behaviors. Students who have PBIB and FBA plans through their Tier 3 interventions and IEPs are monitored by their case manager, teacher, and administrator.

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)).

Teachers will receive professional development to improve Benchmark Alignment with a focus on the

Science of Reading by the Clay's Supervisor of Reading and Principal. Teachers will receive professional learning and participate in professional learning communities to improve classroom management, planning for strong instruction and student engagement, and de-escalating students in their classrooms. These professional learning activities should increase student and teacher attendance, which will improve student academic achievement.

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)).

Preschool students and their families are provided tours of the campus, staggered enrollment, and prescreening.

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 (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.

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

CLAY CHARTER ACADEMY



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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

Our K-9 school provides a safe and inclusive community where every child is nurtured, valued, and inspired to thrive. We are deeply committed to developing principled, reflective, and globally-minded learners through the Cambridge AICE program, which challenges students to think critically, conduct meaningful research, communicate with clarity, and engage with diverse global perspectives. We offer dedicated support for military families and a strong foundation in character education. We ignite a passion for learning and empower every student to pursue excellence and confidently prepare for college.

Provide the school's vision statement

Inspiring Eagles to soar, empowered with knowledge, character, and purpose.

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

Heather Caldwell

hcaldwell@clayharter.org

Position Title

Principal

Job Duties and Responsibilities

Clay Charter Academy has a leadership team consisting of the principal, assistant principal, 1 dean of curriculum, 1 CRT, and the dean that work collaboratively to make school-based decisions based

on data. The principal oversees all special populations, school operations and completes instructional evaluation and feedback along with PD based on strategic goals and schoolwide needs identified by the leadership team.

Leadership Team Member #2

Employee's Name

Emily Barnes

ebarnes@claycharter.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Clay Charter Academy has a leadership team consisting of the principal, assistant principal, 1 dean of curriculum, 1 CRT, and the dean that work collaboratively to make school-based decisions based on data. The assistant principal oversees scheduling, state testing, and also completes regular instructional evaluation and feedback along with PD trainings based on strategic goals and schoolwide needs identified by the leadership team.

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.

Clay Charter Academy identifies and develops strategic initiatives based on schoolwide data and student, staff and parent surveys that are given twice a year.

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)).

SIP will be monitored quarterly through assessment data review, observational walkthroughs and weekly grade level & department PLCs.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	16.0%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) 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>	2025-26: B 2024-25: A 2023-24: B 2022-23: B 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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										0
Absent 10% or more school days	12	12	16	19	12	15	11	10	25	132
One or more suspensions	2	6	5	3	6	7	11	6	10	56
Course failure in English Language Arts (ELA)								4	1	5
Course failure in Math								1	4	5
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment	18	20	26	17	27	29	17	10	11	175
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		7	10	13						30
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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		7	8	14	12	7	11	8	5	72

Current Year 2026-27

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		2					1	4
Students retained two or more times										0

Prior Year (2025-26) 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	
School Enrollment	70	67	70	74	76	68	69	82	77	653
Absent 10% or more school days	21	13	8	17	14	11	3	12	6	105
One or more suspensions	3	3	3				3	3	4	19
Course failure in English Language Arts (ELA)							1			1
Course failure in Math							1	1	3	5
Level 1 on statewide ELA assessment				4	12	6	10	14	9	55
Level 1 on statewide Math assessment				5	13	10	8	11	6	53
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	3	3	5						12
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		1	1	1						3

Prior Year (2025-26) 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	11	17	15	7	14	10	10	11	8	103

Prior Year (2025-26) 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	3	3		2	1		11
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	60	60	64	56	57	61	51	54	58
Grade 3 ELA Achievement	62	67	64	61	66	62	55	58	59
ELA Learning Gains	59	57	62	61	56	61	50	51	59
ELA Lowest 25th Percentile	49	52	55	60	50	55	56	49	54
Math Achievement*	59	61	64	62	58	62	56	57	59
Math Learning Gains	55	56	61	67	54	60	67	57	61
Math Lowest 25th Percentile	55	49	52	63	49	53	70	51	56
Science Achievement	60	58	60	62	55	57	51	53	54
Social Studies Achievement*	93	77	77	91	75	74	93	74	72
Graduation Rate		84	77		82	72		77	71
Middle School Acceleration	82	66	79	82	67	75	77	68	71
College and Career Acceleration		37	61		40	56		43	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					66	61		59	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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	63%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	634
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
63%	66%	63%	59%	52%	48%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	42%	No		
English Language Learners	58%	No		
Asian Students	82%	No		
Black/African American Students	58%	No		
Hispanic Students	63%	No		
Multiracial Students	67%	No		
White Students	66%	No		
Economically Disadvantaged Students	40%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	60%	62%	59%	49%	59%	55%	55%	60%	93%	82%			
Students With Disabilities	31%		38%	32%	36%	43%	36%	35%	88%				
English Language Learners	44%	56%	55%	63%	61%	53%	55%	50%	83%				
Asian Students	82%				82%								
Black/African American Students	53%	56%	56%	41%	46%	56%	58%	46%	87%	83%			
Hispanic Students	57%	53%	64%	58%	65%	56%	43%	62%	96%	80%			
Multiracial Students	75%		69%		69%	58%		64%					
White Students	63%	62%	53%	47%	64%	53%	67%	74%	94%	79%			
Economically Disadvantaged Students	42%		45%	43%	34%	43%	35%	40%					
04/2026													

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.
All Students	56%	61%	61%	60%	62%	67%	63%	62%	91%	82%
Students With Disabilities	28%	20%	58%	58%	31%	49%	47%	32%	73%	
English Language Learners	41%		58%	43%	55%	66%	85%	37%	82%	90%
Asian Students	55%				64%					
Black/African American Students	41%	52%	59%	66%	50%	60%	47%	48%	91%	63%
Hispanic Students	61%	65%	68%	50%	65%	68%	68%	63%	83%	88%
Multiracial Students	63%		50%		73%	77%				
White Students	69%	83%	60%	75%	70%	71%	78%	75%	100%	82%
Economically Disadvantaged Students	33%	0%	49%	50%	54%	61%	47%	58%		

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	51%	55%	50%	56%	56%	67%	70%	51%	93%	77%			62%
Students With Disabilities	21%	29%	42%	52%	39%	72%	72%	25%					
English Language Learners	40%		48%	47%	46%	57%		25%					62%
Black/African American Students	45%	48%	52%	60%	45%	62%	63%	48%		75%			
Hispanic Students	54%	56%	50%	48%	63%	72%	79%	51%	91%	88%			50%
Multiracial Students	53%		43%		53%	57%							
White Students	50%	57%	47%	56%	59%	68%	74%	49%		56%			
Economically Disadvantaged Students	40%		49%	59%	32%	62%	91%	38%					

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	58%	65%	-7%	60%	-2%
ELA	4	67%	64%	3%	60%	7%
ELA	5	58%	60%	-2%	61%	-3%
ELA	6	54%	72%	-18%	62%	-8%
ELA	7	51%	62%	-11%	62%	-11%
ELA	8	61%	61%	0%	60%	1%
Math	3	67%	69%	-2%	66%	1%
Math	4	57%	65%	-8%	65%	-8%
Math	5	38%	61%	-23%	62%	-24%
Math	6	48%	70%	-22%	60%	-12%
Math	7	62%	50%	12%	53%	9%
Math	8	56%	71%	-15%	61%	-5%
Science	5	58%	66%	-8%	60%	-2%
Science	8	48%	61%	-13%	52%	-4%
Civics	7	100%	95%	5%	77%	23%
Civics	8	87%	82%	5%	75%	12%
Biology	8	100%	88%	12%	91%	9%
Algebra	7	82%	99%	-17%	96%	-14%
Algebra	8	85%	93%	-8%	84%	1%
Geometry	8	100%	98%	2%	95%	5%

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?

ELA proficiency demonstrated the greatest growth over all academic areas this past year. This improvement can be attributed to the intentional implementation of data-driven small group instruction during the second semester, which allowed teachers to provide targeted support based on specific student needs. Additionally, ELA remained a primary focus throughout Professional Learning Communities (PLCs), where student data, instructional strategies, and progress monitoring were regularly analyzed. School leaders provided ongoing coaching, feedback, and support to ensure the consistent implementation of high-quality ELA instruction, contributing to the significant gains in student achievement.

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 lowest-performing area was ELA Learning Gains for the Lowest 25%, indicating a need for stronger, more targeted support for our most at-risk learners. Contributing factors included high caseloads for ESE teachers, which limited opportunities for intensive individualized intervention and progress monitoring. Additionally, while support facilitation services were in place, the implementation of best practices for collaborative instruction, accommodations, and intervention delivery was not consistently monitored or supported throughout the year. As a result, some students did not receive the level of targeted instruction and intervention necessary to accelerate learning. Moving forward, the school will prioritize strengthening support facilitation practices through increased monitoring, coaching, and accountability measures, while ensuring ESE staffing structures and service delivery models allow for more effective intervention and progress monitoring for students in the lowest quartile.

Greatest Decline

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

Math Learning Gains experienced the greatest decline, decreasing by 12 percentage points from the previous year. Several factors contributed to this decrease, including staffing instability and changes

in instructional personnel throughout the year. Fifth grade experienced multiple teacher transitions due to enrollment adjustments and staff departures, resulting in interrupted instructional continuity. Additionally, the teacher who assumed responsibility for fifth-grade math was in her first year of teaching, requiring significant support as she developed instructional expertise. At the middle school level, the math teacher departed mid-year, creating further disruptions to consistent instruction and progress monitoring. Moving forward, the school will focus on strengthening instructional coaching, ensuring consistent implementation of standards-based math instruction, utilizing data-driven interventions, and providing targeted support to new and developing teachers to improve student learning gains in mathematics.

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.

Math Learning Gains and ELA Learning Gains for the Lowest 25% represented the largest achievement gaps when compared to state performance levels. Analysis of school data indicates that several factors contributed to these gaps. In mathematics, staffing instability, including multiple teacher transitions at the fifth-grade level and the departure of the middle school math teacher mid-year, disrupted instructional continuity and consistency. Additionally, several teachers responsible for mathematics instruction were new to their roles and required enhanced support to build instructional capacity. In ELA, learning gains among the lowest-performing students were impacted by high ESE teacher caseloads and inconsistent implementation and monitoring of support facilitation best practices. These challenges limited the effectiveness of targeted interventions and individualized support for students requiring the greatest level of academic assistance. During the upcoming school year, the school will prioritize strengthening instructional consistency, providing ongoing coaching and support for teachers, refining support facilitation practices, and implementing robust progress monitoring systems to ensure all students, particularly those in the lowest quartile, receive the targeted instruction and interventions necessary to accelerate achievement and close performance gaps with the state.

EWS Areas of Concern

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

Attendance was identified as the school's most significant Early Warning System (EWS) concern and remains a critical area for improvement. Analysis of attendance data revealed inconsistencies in the school's attendance monitoring and intervention processes. While attendance concerns were addressed throughout the year, the school lacked a clearly defined attendance team framework with consistent procedures for identifying at-risk students, monitoring attendance trends, conducting regular attendance reviews, and implementing timely interventions. Additionally, structured meetings and action plans to collaborate with families and address barriers to attendance were not consistently implemented. As a result, some attendance concerns were not addressed early enough to prevent

chronic absenteeism. Moving forward, the school will establish and implement a comprehensive attendance team framework that includes regular data reviews, clearly defined intervention protocols, family engagement meetings, individualized attendance improvement plans, and ongoing progress monitoring to ensure students receive the support needed to improve attendance and maximize academic success.

Highest Priorities

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

The school's highest priorities for the upcoming school year are increasing ELA and Math Learning Gains, improving ELA & Math Learning Gains for students in the Lowest 25%, and strengthening overall school culture and student engagement. To address these priorities, the school will focus on the consistent implementation of differentiated, data-driven small group instruction across all content areas. Teachers will utilize formative and summative assessment data to identify student needs, provide targeted interventions, and monitor progress throughout the year. Professional Learning Communities (PLCs), instructional coaching, and ongoing data reviews will support teachers in planning and delivering effective instruction that accelerates learning for all students, particularly those in the lowest-performing quartile.

In addition to improving academic outcomes, the school will continue to strengthen its Positive Behavioral Interventions and Supports (PBIS) framework and enhance schoolwide culture by fostering stronger partnerships with students, families, staff, and community stakeholders. Key strategies will include improving two-way communication, increasing opportunities for stakeholder feedback, expanding volunteer and family engagement opportunities, and recognizing positive student behaviors and achievements. Through a collaborative approach focused on academic excellence, positive school culture, and meaningful stakeholder engagement, the school aims to increase student achievement, promote a sense of belonging, and create an environment where all students can thrive.

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 Collaborative Planning, Differentiation, ELA, Math, Professional Learning Communities, Small-group Instruction, Student Engagement

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.

A primary area of focus for the school during the upcoming school year is strengthening the implementation of differentiated, data-driven small group instruction across all content areas. Analysis of school performance data from the previous year revealed declines in both overall learning gains and learning gains among students in the lowest quartile, indicating a need for more targeted and responsive instructional practices. These results demonstrate that while core instruction is in place, additional support is needed to ensure instruction is consistently tailored to students' individual learning needs and performance levels.

To address this need, the school will prioritize the use of formative and summative assessment data to identify specific skill deficits, group students based on instructional needs, and provide targeted interventions and enrichment opportunities. Teachers will receive ongoing support through Professional Learning Communities (PLCs), instructional coaching, classroom observations, and data analysis protocols to strengthen their ability to effectively plan, implement, and monitor differentiated small group instruction. Particular emphasis will be placed on ensuring that students requiring additional support, including those in the lowest-performing quartile, receive timely, targeted instruction aligned to grade-level standards.

By increasing teacher capacity to utilize data to drive instructional decisions and by strengthening the consistency and effectiveness of small group instruction, the school aims to improve learning gains across all student subgroups, accelerate student achievement, and close performance gaps in both ELA and Mathematics.

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.

Increase ELA and Mathematics Learning Gains by 10 percentage points and increase ELA and Math Learning Gains of the Lowest 25% by 10 percentage points by May 2027 through the consistent implementation of differentiated, data-driven small group instruction. Success will be measured through state assessment results, progress-monitoring data, PLC artifacts, and walkthrough evidence demonstrating implementation in at least 90% of classrooms.

Monitoring

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

Progress will be monitored through monthly data reviews, PLC discussions, instructional coaching cycles, and classroom walkthroughs focused on evidence of differentiated, data-driven small group instruction. Student achievement and progress-monitoring data will be analyzed regularly to assess the effectiveness of interventions, guide instructional adjustments, and ensure students are making progress toward ELA and Math Learning Gains goals. Leadership will provide ongoing feedback and support to teachers based on implementation and student performance data.

Person responsible for monitoring outcome

Heather Caldwell

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:

Strengthen teacher capacity through ongoing professional learning, coaching, and PLC collaboration focused on data analysis and differentiated instruction.

Rationale:

Job-embedded professional development, collaborative PLC structures, and instructional coaching are strongly associated with improved instructional quality and student outcomes.

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

Job embedded PD

Person Monitoring:

Heather Caldwell

By When/Frequency:

weekly throughout the school year

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

Provide professional development on:

Data analysis protocols

Differentiated instruction strategies

Standards-based small group planning

Progress monitoring practices

Effective intervention techniques for struggling learners

Action Step #2

Focused weekly PLC meetings

Person Monitoring:

Heather Caldwell

By When/Frequency:

weekly throughout the year

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

Utilize instructional coaches and school leaders to model effective small group instruction and provide feedback cycles.

Conduct peer observations and instructional rounds to highlight best practices in differentiated instruction.

Develop teacher data binders or digital dashboards to support instructional decision-making and goal setting.

Provide targeted support plans for teachers requiring additional coaching in data-driven instruction.

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 will focus on improving academic achievement and instructional support for the ATSI subgroup of Economically Disadvantaged (ED) students. Current achievement data indicates that ED students are performing below the schoolwide average in core content areas, particularly in reading and mathematics proficiency, growth, and/or course performance measures. Contributing factors may include inconsistent access to academic resources, gaps in foundational skills, attendance challenges, and limited opportunities for targeted intervention outside of school.

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.

By the end of the school year:

- The percentage of Economically Disadvantaged students scoring proficient or higher in reading and mathematics will increase by at least 10 percentage points as measured by state assessments and district benchmark assessments.
- At least 70% of Economically Disadvantaged students identified for intervention will demonstrate one year's growth or more on progress monitoring assessments.
- The attendance rate for Economically Disadvantaged students will increase to at least 85%.

Monitoring

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

School leadership and PLC teams will review subgroup performance data monthly to monitor implementation fidelity and student progress. Adjustments to interventions and instructional supports will be made based on formative assessment data, attendance trends, and progress monitoring results. Success will be measured through improved proficiency, student growth, attendance, and classroom performance indicators.

Person responsible for monitoring outcome

Heather Caldwell

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:

Data-Driven Instruction • Conduct regular data chats with teachers and students to review progress toward learning goals. • Implement common formative assessments and reteach standards based on mastery levels. • Use differentiated instructional strategies including scaffolding, flexible grouping, and explicit instruction. Attendance and Family Engagement Support • Develop proactive attendance monitoring systems for at-risk students. • Increase communication with families through regular progress updates, conferences, and academic support resources. • Partner with counselors and support staff to address barriers impacting attendance and academic performance. Professional Learning for Teachers • Provide ongoing professional development focused on differentiation,

culturally responsive teaching, and effective intervention practices. • Conduct instructional walkthroughs and coaching cycles aligned to high-impact instructional strategies.

Rationale:

This focus aligns with CSUSA's commitment to Strong Minds, Good Hearts by ensuring equitable access to rigorous instruction, differentiated support, and data-driven interventions that promote student greatness in school and in life.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence, Tier 3 – Promising 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

Data driven instruction and attendance & family engagement support

Person Monitoring:

Heather Caldwell

By When/Frequency:

ongoing throughout the year

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

Analyze assessment and subgroup performance data to identify priority standards and student needs. Create intervention groups and implement targeted instruction during designated intervention periods. Monitor student progress biweekly using formative and diagnostic assessments. Conduct monthly data meetings to review subgroup progress and adjust supports. Implement attendance outreach procedures for students with chronic absenteeism concerns. Provide professional development on differentiated instruction and intervention strategies. Communicate academic progress and support strategies to families regularly.

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.

Improving Student Attendance and Reducing Chronic Absenteeism

Analysis of attendance data from the previous school year indicates an increase in chronic absenteeism and inconsistent attendance patterns among several student subgroups. Frequent absences have negatively impacted academic performance, learning gains, classroom engagement,

and students' ability to master grade-level standards. Research consistently demonstrates a strong correlation between regular school attendance and student achievement, particularly for students requiring academic intervention and support. Improving attendance is essential to ensuring equitable access to high-quality instruction, strengthening school connectedness, and supporting the school's mission of promoting student greatness in school and in life.

To address this need, the school will implement a proactive attendance improvement framework focused on early identification, consistent monitoring, family engagement, positive school culture, and targeted interventions. The school will strengthen communication systems, increase student incentives and recognition, and utilize attendance data to provide timely supports for students demonstrating attendance concerns. Through collaborative efforts among teachers, leadership, student services, and families, the school aims to improve overall attendance rates, reduce chronic absenteeism, and increase student engagement and academic success.

Measurable Outcome

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

- Increase overall school attendance rate
- Reduce the percentage of students classified as chronically absent by at least X%.
- Increase attendance rates among identified at-risk student subgroups by X%.
- Ensure 100% of students with attendance concerns are identified, monitored, and provided tiered interventions through the MTSS process.
- Improve student engagement indicators, including classroom participation and academic performance, as evidenced by quarterly data reviews.

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

Heather Caldwell

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:

Implement a Multi-Tiered Attendance Support System (MTASS) that includes data monitoring, family engagement, positive behavior supports, mentoring, and targeted interventions for students at risk of chronic absenteeism.

Rationale:

Research from Attendance Works, the National Center for Education Statistics, and MTSS frameworks demonstrates that early intervention, positive school climate, family partnerships, and consistent attendance monitoring significantly improve student attendance and reduce chronic absenteeism.

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

Establish a schoolwide attendance team responsible for reviewing attendance data, identifying trends, and monitoring intervention effectiveness.

Person Monitoring:

Heather Caldwell

By When/Frequency:

weekly throughout the school year

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

Monitor attendance data weekly to identify students at risk for chronic absenteeism based on attendance thresholds and patterns.

Implement tiered attendance interventions through the MTSS framework:

Tier 1: Schoolwide attendance expectations, incentives, recognition programs, and family communication.

Tier 2: Attendance contracts, mentoring, check-in/check-out systems, and parent conferences for students with emerging concerns.

Tier 3: Intensive individualized support plans, dean involvement, social service referrals, and problem-solving meetings for chronically absent students.

Develop and implement consistent family communication procedures regarding attendance expectations and student absences.

Increase positive attendance incentives through monthly recognition programs, classroom competitions, and student celebrations aligned to CSUSA culture initiatives.

Provide professional development for staff on attendance awareness, relationship-building strategies, and trauma-informed practices that support student engagement.

Utilize counselors, social workers, and school leaders to conduct outreach and provide support for families experiencing barriers to attendance.

Include attendance reviews as part of PLC and leadership data discussions to connect attendance trends to academic performance.

Promote student connectedness through mentoring programs, extracurricular participation, and positive relationship-building initiatives.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (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 conducted a comprehensive review of current instructional, personnel, intervention, and support resources to determine effectiveness and alignment to subgroup needs. Existing resources include:

- Standards-aligned core curriculum materials in ELA and Mathematics
- MTSS intervention framework and intervention programs
- Instructional coaching support
- Professional Learning Communities (PLCs)
- Formative and diagnostic assessment tools
- Extended learning opportunities, including tutoring and intervention blocks
- Family communication platforms and parent engagement initiatives
- Social-emotional and student support services

The resource review identified a need for increased consistency in the implementation of differentiated instruction, more frequent data analysis focused specifically on subgroup performance, and expanded targeted supports for economically disadvantaged students. Additionally, the school identified opportunities to strengthen family engagement, increase academic monitoring, and improve access to enrichment and intervention opportunities during and beyond the school day.

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).

To improve outcomes for economically disadvantaged students and move the subgroup above the accountability threshold, the school will implement the following targeted actions:

- Utilize formative, diagnostic, and progress-monitoring data to identify specific academic skill gaps among economically disadvantaged students in ELA and Mathematics.
- Provide differentiated small group instruction during core instruction and intervention blocks

aligned to grade-level standards and individual student needs.

- Implement targeted intervention programs and evidence-based instructional strategies for students performing below proficiency.
- Monitor subgroup progress biweekly through PLC data discussions, MTSS meetings, and leadership reviews to ensure timely instructional adjustments.
- Prioritize economically disadvantaged students for tutoring, remediation, and extended learning opportunities before school, after school, and during intervention periods.
- Provide ongoing professional development and instructional coaching focused on:
 - Data-driven instruction
 - Differentiation strategies
 - Engagement strategies for at-risk learners
 - Effective intervention practices
- Strengthen family engagement efforts through:
 - Regular academic progress communication
 - Family data chats and curriculum support workshops
 - Access to academic resources and learning strategies for home support
- Increase student engagement and connectedness through mentoring opportunities, recognition programs, and positive school culture initiatives aligned to CSUSA's Strong Minds, Good Hearts framework.
- Ensure economically disadvantaged students have equitable access to instructional materials, technology resources, academic supports, and enrichment opportunities.
- Conduct regular classroom walkthroughs and instructional observations focused on the effectiveness of differentiated instruction and subgroup engagement.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

CLAY HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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

Clay High School's mission is to provide a quality education and motivate students to develop and excel in academics, technology, and social interaction in a caring and safe environment that fosters responsible citizens.

Provide the school's vision statement

It is the vision of Clay High School and the School District of Clay County to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

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

Amanda Stilianou

amanda.stilianou@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

SIP Monitoring

Leadership Team Member #2

Employee's Name

Joshua Freeman

joshua.freeman@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

SIP monitoring

Leadership Team Member #3**Employee's Name**

Ashley Adams

laura.adams@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

SIP monitoring

Leadership Team Member #4**Employee's Name**

Julie Dover

julie.dover@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

SIP monitoring

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.

Clay High School's Advisory Council (SAC) is composed of a diverse group of stakeholders who contributed to the development of the School Improvement Plan (SIP) and will continue to monitor its

progress throughout the school year. The school's leadership team is represented by Principal Mrs. Stilianou and Assistant Principals Mr. Freeman, Ms. Adams, and Mrs. Dover. Faculty and staff perspectives are provided by Mrs. Dillon. Parent perspective is given by Kerri Looney. A representative of the community is Jeromy Lawson.

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 SIP will be monitored regularly through weekly leadership team meetings, where classroom walkthrough data, instructional trends, and student performance data are reviewed to evaluate implementation and progress toward SIP goals, with an emphasis on improving outcomes for students in the lowest achievement quartile. Monitoring results will guide targeted professional learning, collaborative data analysis, and instructional adjustments to ensure the effective implementation of identified action steps.

Progress will be shared with stakeholders throughout the year during SAC meetings. Student achievement data and stakeholder feedback will be used to evaluate the effectiveness of the SIP, and action steps will be refined as needed to address identified needs and support continuous improvement.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH PK, 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	50.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) 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>	2025-26: B 2024-25: B 2023-24: A 2022-23: B 2021-22: C

D. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 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
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2026-27)

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
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	67	69	62	65	66	59	64	64	55
Grade 3 ELA Achievement									
ELA Learning Gains	58	62	59	58	60	58	65	62	57
ELA Lowest 25th Percentile	58	59	55	55	59	56	66	62	55
Math Achievement*	46	61	52	45	59	49	56	61	45
Math Learning Gains	35	44	45	36	48	47	56	60	47
Math Lowest 25th Percentile	43	41	44	22	42	49	53	61	49
Science Achievement	81	82	74	76	82	72	74	80	68
Social Studies Achievement*	87	85	76	80	84	75	71	83	71
Graduation Rate	97	97	94	93	95	92	91	94	90
Middle School Acceleration									
College and Career Acceleration	67	67	74	60	63	69	58	60	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					69	52		51	49

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	642
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	97%

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
64%	60%	64%	65%	52%	52%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	53%	No		
English Language Learners	42%	No		
Asian Students	67%	No		
Black/African American Students	60%	No		
Hispanic Students	62%	No		
Multiracial Students	65%	No		
White Students	65%	No		
Economically Disadvantaged Students	60%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS	
	All Students	67%		58%	58%	49%	35%	43%	81%	87%	97%	67%		
	Students With Disabilities	41%		56%	61%	23%	26%	39%	64%	70%	99%	49%		
	English Language Learners	22%		41%	41%	26%	13%	21%	73%		83%	60%		
	Asian Students	64%		70%										
	Black/African American Students	54%		60%	69%	41%	37%	37%	81%	77%	95%	46%		
	Hispanic Students	63%		54%	59%	48%	29%	38%	76%	90%	96%	67%		
	Multiracial Students	67%		60%	60%	55%	41%		89%	83%				
	White Students	69%		58%	55%	51%	35%	45%	83%	87%	97%	70%		
	Economically Disadvantaged Students	61%		56%	55%	45%	31%	41%	76%	82%	93%	56%		

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	65%		58%	55%	45%	36%	22%	76%	80%		93%	60%	72%
Students With Disabilities	36%		44%	43%	28%	28%	24%	49%	56%		95%	33%	
English Language Learners	8%		31%	44%	15%	21%	14%	33%			77%	30%	72%
Asian Students	70%				55%	20%							
Black/African American Students	60%		57%	43%	36%	28%	28%	64%	69%		92%	32%	80%
Hispanic Students	60%		56%	46%	42%	35%	21%	67%	71%		94%	51%	68%
Multiracial Students	75%		72%	91%	47%	43%		80%	82%		92%	58%	
White Students	67%		57%	56%	47%	37%	20%	79%	83%		93%	69%	
Economically Disadvantaged Students	58%		54%	51%	36%	29%	18%	66%	72%		88%	46%	70%

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	64%		65%	66%	56%	56%	53%	74%	71%		91%	58%	50%
Students With Disabilities	30%		52%	56%	28%	41%	29%	48%	50%		89%	27%	
English Language Learners	19%		61%	58%	43%			38%	31%		64%		50%
Black/African American Students	54%		62%	58%	37%	48%	31%	67%	51%		89%	38%	
Hispanic Students	60%		70%	68%	52%	48%	52%	70%	61%		84%	43%	52%
Multiracial Students	73%		67%		74%	48%		88%	82%		100%	77%	
White Students	65%		64%	66%	59%	61%	60%	74%	77%		92%	64%	
Economically Disadvantaged Students	54%		59%	59%	48%	52%	48%	66%	60%		87%	43%	50%

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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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	61%	66%	-5%	60%	1%
ELA	10	71%	69%	2%	61%	10%
Biology	9	89%	95%	-6%	87%	2%
Biology	10	73%	67%	6%	60%	13%
Algebra	9	49%	63%	-14%	41%	8%
Algebra	10	29%	39%	-10%	31%	-2%
Geometry	9	85%	87%	-2%	75%	10%
Geometry	10	40%	53%	-13%	40%	0%
Geometry	11	16%	26%	-10%	26%	-10%
History	10	94%	88%	6%	76%	18%
History	11	86%	83%	3%	75%	11%
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

CHS demonstrated notable gains across multiple school grade components during the 2025–2026 school year. The most significant improvement was in Mathematics Learning Gains for the Lowest Quartile, which increased by 19 percentage points (22% to 41%), demonstrating the effectiveness of targeted intervention efforts. While all areas of improvement is encouraging, Mathematics Achievement and Grade 9 FAST ELA remain key areas of focus for continued school improvement.

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 school's lowest-performing data component was Mathematics Learning Gains of the Lowest 25%, which increased from 22% in Spring 2025 to a projected 41% in Spring 2026, but remained the lowest-performing accountability indicator. Additionally, overall Mathematics Achievement remained low at 46% projected proficiency, indicating that while more struggling students made growth, overall proficiency continues to be a challenge. The primary contributing factor was that nearly 70% of students entering Geometry scored a Level 1 or 2 on the 2024–2025 Algebra I EOC, resulting in significant foundational skill gaps. Additionally, ninth- and tenth-grade students accounted for 64% of the school's discipline referrals, reducing instructional time and impacting mathematics achievement.

Greatest Decline

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

Analysis of school performance data identified Grade 9 FAST ELA Achievement as Clay High School's greatest area of decline. Grade 9 proficiency decreased from 64% in Spring 2025 to 61% in Spring 2026, while Grade 10 ELA proficiency increased during the same period. Contributing factors included lower reading readiness among incoming ninth-grade students and the need for more targeted Tier I instruction and interventions to address foundational literacy skills early in high school.

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.

Analysis of school performance data identified Algebra 1 B.E.S.T. EOC Achievement as Clay High School's greatest gap when compared to the state average. In Spring 2026, 45% of students achieved proficiency on the Algebra 1 EOC compared to the state average of 57%, resulting in a 12 percentage point gap. Although student performance improved substantially from 27% proficiency in Spring 2025 to 45% in Spring 2026, the school continues to perform below state expectations.

EWS Areas of Concern

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

Attendance and course performance among ninth-grade students emerged as the primary Early Warning System (EWS) areas of concern. Chronic absenteeism continues to impact student achievement by reducing instructional time and limiting consistent engagement with grade-level content. Additionally, a significant number of ninth-grade students are identified through course performance indicators, particularly in English Language Arts, placing them at increased risk for academic failure and delayed graduation progress.

Highest Priorities

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

1. Strengthen Algebra I and Geometry instruction.
2. Improve Grade 9 and Grade 10 ELA achievement.
3. Increase student attendance and engagement.
4. Strengthen classroom management and schoolwide behavior systems.

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 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.

Clay High demonstrated a slight increase in mathematics achievement (45% to 46%); however, Mathematics Learning Gains (35%) remain significantly below the desired level. School data indicate a need to strengthen standards-based Tier I instruction, improve the use of formative assessment data, and provide timely interventions to accelerate student growth on the B.E.S.T. Algebra I and Geometry End-of-Course Assessment. Analysis of school performance data, classroom walkthroughs, and common assessment results indicates inconsistent implementation of rigorous Tier I instructional practices, inconsistent use of data to inform instruction, and limited opportunities for immediate intervention following formative assessments. Strengthening PLCs, instructional monitoring on weekly walkthroughs (particularly through intentional use of CFUs), and intervention systems will increase student achievement and learning gains.

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.

Increase overall Mathematics Achievement from **46% to 51% (5%)** and increase Mathematics Learning Gains from **35% to 45% (10%)** as measured by the 2026-2027 School Grade calculation and student performance on the B.E.S.T. Algebra I and Geometry End-of-Course Assessments.

Monitoring

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

the desired outcome.

Administrators and Algebra, Geometry, and ESE teachers will review implementation and student outcome data monthly.

Progress will be monitored using:

- Common formative assessment data
- District benchmark assessments
- B.E.S.T. Algebra I and Geometry EOC predictive data
- PLC Documentation
- Walkthrough trends
- Intervention participation
- Mathematics Learning Gains data

Person responsible for monitoring outcome

Mrs. Stilianou and Ms. Adams

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:

Instructional coaching (District Instructional Coaches) and classroom feedback through walkthroughs focused on frequent and intentional checks for understanding to identify intervention needs in a timely manner.

Rationale:

Mathematics Learning Gains (35%) remain significantly below the desired level. School data indicate a need to provide timely interventions to accelerate student growth on the B.E.S.T. Algebra I and Geometry End-of-Course Assessments.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

Intentional PLCs

Person Monitoring:

Mrs. Stilianou, Ms. Adams, and Ms. Randall

By When/Frequency:

Every 2 weeks

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

PLCs will identify essential standards, compare data on common formative assessments. PLCs will be developed and given by teachers who show strong instruction in the areas identified as needing more support for other teachers. .

Action Step #2

Walk Throughs

Person Monitoring:

Administration and District Coaches

By When/Frequency:

Weekly

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

Conduct instructional walkthroughs focused on standards alignment, small group interventions, and cognitive rigor. Provide feedback for teachers to take action and follow up within the next week or two. Implement PLCs to target this type of instruction if needed.

Area of Focus #2

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**

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.

ELA Grades 9 and 10 achievement levels on the end of the year ELA 9 and ELA 10 FAST Assessment because last year ELA 9 showed a decline of 3% from previous years. This impacts this year's ELA 10th grade instruction and of course we want to strengthen the instruction that ELA 9th graders are receiving.

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.

Increase Grade 9 FAST ELA proficiency from 61% to 66% and Grade 10 FAST ELA proficiency from 71% to 76% by Spring 2027, representing a 5 percentage point increase in proficiency for each grade level.

Monitoring

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

Progress toward this outcome will be monitored through FAST ELA progress monitoring data (PM 1

and PM 2), common formative assessments, PLC data reviews, and student performance tracking throughout the school year. Teachers and administrators will analyze student data regularly to identify learning gaps, adjust instruction, and provide targeted interventions for students not demonstrating expected growth.

Person responsible for monitoring outcome

Mrs. Stilianou and Mrs. Dover

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:

Clay High School will implement evidence-based literacy practices focused on strengthening Tier I ELA instruction, including explicit vocabulary instruction, close reading strategies, writing across the curriculum, and standards-based small-group instruction. Teachers will use PLCs to analyze FAST data, common formative assessments, and student work to identify skill gaps and provide targeted interventions for students needing additional support. Implementation and impact will be monitored through classroom walkthroughs, PLC data reviews, progress monitoring assessments, and student achievement data to ensure students demonstrate growth toward proficiency goals.

Rationale:

Research indicates that explicit literacy instruction, frequent progress monitoring, and targeted small-group interventions improve reading comprehension and overall ELA achievement. Strengthening Tier I instruction while using data-driven interventions will address identified skill gaps and support students in achieving proficiency on FAST ELA assessments. These strategies align with the school's goal of increasing Grade 9 and Grade 10 ELA proficiency by 5 percentage points.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

PLC Reviews

Person Monitoring:

Department Chair and Mrs. Dover

By When/Frequency:

Monthly

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

Conduct regular PLC data reviews using FAST progress monitoring, common formative assessments, and student work to identify skill gaps and adjust instruction.

Action Step #2

Intentional Interventions

Person Monitoring:
Administration

By When/Frequency:
Weekly

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

Provide targeted small-group interventions and progress monitoring for students not demonstrating expected growth toward proficiency.

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.

Decrease chronic absenteeism. During the 25-26 school year 461 students were absent more than 15% of their instructional days, resulting in substantial loss of instructional time and decreased opportunities for students to master grade-level standards. Chronic absenteeism negatively impacts academic achievement, intervention progress, and student engagement.

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.

Reduce chronic absenteeism and increase the percentage of students attending 90% or more of school days.

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.

Attendance will be monitored weekly through the district attendance policy by the front office secretary, who will provide regular reports to administration. Administration will review attendance data to identify trends, monitor chronic absenteeism, and implement targeted interventions for students requiring additional support.

Person responsible for monitoring outcome

Mrs. Stevens, Guidance Counselors, Teachers, and Administration

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:

Clay High School will implement evidence-based attendance interventions focused on early identification, student/family engagement, and targeted support for students demonstrating chronic absenteeism. Strategies will include weekly attendance monitoring, attendance conferences, parent communication, and individualized interventions through the MTSS process for students missing 15% or more of instructional days. Implementation and impact will be monitored through weekly attendance reports, chronic absenteeism data reviews, intervention tracking, and progress

Rationale:

Research shows that early identification, consistent monitoring, and targeted family and student interventions are effective strategies for reducing chronic absenteeism. Addressing attendance barriers through a structured support system will increase student access to instructional time, improve engagement, and support academic achievement. These strategies directly address the impact of the 461 students who missed more than 15% of instructional days.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

Weekly Monitoring

Person Monitoring:

Mrs. Stevens and Ms. Adams

By When/Frequency:

Weekly

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

Monitor attendance data weekly to identify students approaching or meeting chronic absenteeism thresholds and implement timely interventions, including parent communication, attendance conferences, and individualized support plans.

Action Step #2

Attendance Team

Person Monitoring:

Ms. Adams and Mrs. Wilkinson

By When/Frequency:

Monthly

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

Collaborate with students, families, and support staff to identify barriers to attendance and provide resources and follow-up support to improve student attendance and engagement.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

CLAY HILL ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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

Our mission is to empower students to achieve their full potential through engaging, rigorous, and relevant learning experiences that extend beyond the classroom. We are committed to collaborating with all stakeholders to foster a community dedicated to student success.

Provide the school's vision statement

Clay Hill Elementary School inspires and empowers every student to become a confident, lifelong learner, ready to thrive and contribute meaningfully in an ever-evolving global and technologically advanced world.

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

Kristen Rhodes

Kristen.Rhodes@myoneclay.net

Position Title

Title I Coordinator/PK Program Lead

Job Duties and Responsibilities

Oversee the development and implementation of the Title I plan and program. As a grade level team leader, focus will be on improving student achievement by: modeling and supporting effective instructional practices; data analysis practices; parent communication; overseeing best practices among team members through the use of profession learning communities (PLCs).

Leadership Team Member #2

Employee's Name

McKenzie Moss

McKenzie.Moss@myoneclay.net

Position Title

1st Grade Department Lead

Job Duties and Responsibilities

As a grade level team leader, focus will be on improving student achievement by: modeling and supporting effective instructional practices; data analysis practices; parent communication; and overseeing best practices among team members through the use of professional learning communities (PLCs).

Leadership Team Member #3

Employee's Name

Kali Carnes

kali.carnes@myoneclay.net

Position Title

Kindergarten Department Leader

Job Duties and Responsibilities

As a grade-level team leader, improve student achievement by: modeling and supporting effective instructional practices, data analysis practices, and parent communication; overseeing best practices among team members through the use of professional learning communities.

Leadership Team Member #4

Employee's Name

DeeAnn DuPont

deeann.dupont@myoneclay.net

Position Title

2nd Grade Department Lead

Job Duties and Responsibilities

As a grade-level team leader, improve student achievement by: modeling and supporting effective instructional practices, data analysis practices, and parent communication; overseeing best practices among team members through the use of professional learning communities.

Leadership Team Member #5

Employee's Name

Danielle Chapman

danielle.chapman@myoneclay.net

Position Title

3rd Grade Department Lead

Job Duties and Responsibilities

As a grade-level team leader, improve student achievement by: modeling and supporting effective instructional practices, data analysis practices, and parent communication; overseeing best practices among team members through the use of professional learning communities.

Leadership Team Member #6

Employee's Name

Meredith Pittman

meredith.pittman@myoneclay.net

Position Title

4th Grade Department Lead

Job Duties and Responsibilities

As a grade-level team leader, improve student achievement by: modeling and supporting effective instructional practices, data analysis practices, and parent communication; overseeing best practices among team members through the use of professional learning communities.

Leadership Team Member #7

Employee's Name

Suzanne Groover

suzanne.groover@myoneclay.net

Position Title

5th Grade Department Lead

Job Duties and Responsibilities

As a grade-level team leader, improve student achievement by: modeling and supporting effective instructional practices, data analysis practices, and parent communication; overseeing best practices among team members through the use of professional learning communities.

Leadership Team Member #8

Employee's Name

Brandy Tichinel

brandy.tichinel@myoneclay.net

Position Title

6th Grade Department Lead

Job Duties and Responsibilities

As a grade-level team leader, improve student achievement by: modeling and supporting effective instructional practices, data analysis practices, and parent communication; overseeing best practices among team members through the use of professional learning communities.

Leadership Team Member #9

Employee's Name

Candice Stevens

candice.stevens@myoneclay.net

Position Title

Intervention Team Facilitator

Job Duties and Responsibilities

Facilitate MTSS processes at CHE and support the effectiveness of the literacy program and interventions at CHE.

Leadership Team Member #10

Employee's Name

Sara Warren

sara.warren@myoneclay.net

Position Title

ESE Department Lead

Job Duties and Responsibilities

As a team leader, improve student achievement by: modeling and supporting effective instructional practices, data analysis practices, and parent communication; overseeing best practices among team members through the use of professional learning communities.

Leadership Team Member #11

Employee's Name

Sara Fiddes

sara.fiddes@myoneclay.net

Position Title

School Advisory Council Chair

Job Duties and Responsibilities

Facilitates the development of the SIP and SAC meetings. Provides input and guidance to promote student achievement by collaborating with teachers and parents regarding student intervention and progress monitoring data.

Leadership Team Member #12

Employee's Name

Allyson Lowans

allyson.lowans@myoneclay.net

Position Title

IAF and Resource Team Liaison

Job Duties and Responsibilities

As an IAF, ensures the delivery of timely and relevant technology training to staff. Provides technical support. As a team leader, improve student achievement by: modeling and supporting effective instructional practices, data analysis practices, and parent communication; overseeing best practices among team members through the use of professional learning communities.

Leadership Team Member #13

Employee's Name

Paula LeStrange

paula.lestrange@myoneclay.net

Position Title

School Counselor

Job Duties and Responsibilities

Provides oversight of guidance, mental health, and assessment systems and support. Facilitates student services, including Child Study Team, Attendance Team, and section 504.

Leadership Team Member #14

Employee's Name

Kathryn Wright

kathryn.wright@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Assists in the monitoring and facilitation of all school functions and personnel to ensure systems and processes are in place and effective in ensuring quality instruction, communication, and stakeholder engagement in pursuit of maximizing student achievement.

Leadership Team Member #15

Employee's Name

Adele Reed

adele.reed@myoneclay.net

Position Title

School Principal

Job Duties and Responsibilities

Monitor and facilitate all school functions and personnel to ensure systems and processes are in place and effective in ensuring quality instruction, communication, operations, and stakeholder engagement in pursuit of maximizing student achievement.

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.

Stakeholders were involved in gathering input for the development of the 2025-2026 School Improvement Plan by using data and analysis from classroom walkthroughs, student performance on state-wide testing, student performance on district-wide progress monitoring, climate and culture

surveys, attendance records, Positive Behavior Intervention Support (PBIS) reports for student discipline. The work began in the spring of 2026 with teacher leaders prior to and during OneClay Leadership Academy, during which focus areas and related action steps were developed. All data is presented to stakeholders at School Advisory Council meetings, Title I parent and family engagement events, Professional Learning Community meetings, and other informal information meetings ongoing throughout the year, where it is discussed and input is given.

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 SIP is monitored quarterly, with modifications, data updates, and council decisions shared with stakeholders immediately via the principal's weekly staff newsletter, monthly parent newsletter, School Advisory Council meetings and minutes, and shared with lead teachers to disseminate among grade-level teams. The Curriculum Council and School Leadership Team will also meet quarterly to review achievement, analyze data, and revise the SIP as needed to ensure continuous improvement.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: C 2022-23: B 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	44	66	50	64	65	51	68			408
Absent 10% or more school days	11	20	13	12	20	20	14			110
One or more suspensions	4	6	4	8	9	5	21			57
Course failure in English Language Arts (ELA)	7	4	5	2	1	1	0			20
Course failure in Math	2	2	3	1	0	1	4			13
Level 1 on statewide ELA assessment	4	11	5	5	5	7	6			43
Level 1 on statewide Math assessment	5	4	5	2	11	8	3			38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	10	24	20	5	5					64
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	12	14	21	2	11					60

Current Year 2026-27

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	11	16	11	12	19	10	14			93

Current Year 2026-27

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	7	3	4	2	0	0			20
Students retained two or more times	0	0	0	1	0	0	3			4

Prior Year (2025-26) 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	
School Enrollment	21	64	47	69	60	51	45			357
Absent 10% or more school days		17	10	11	10	17	20			85
One or more suspensions		6	2	2	3		2			15
Course failure in English Language Arts (ELA)	1	2								3
Course failure in Math	1									1
Level 1 on statewide ELA assessment	1	12	7	12	4	7	13			56
Level 1 on statewide Math assessment	1		2	6	6	11	22			48
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				1	4					5
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	2	4	7	6	3	15			38

Prior Year (2025-26) 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	3	6	4	9	2					24
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

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	65	66	62	62	63	59	54	62	57
Grade 3 ELA Achievement	54	66	61	58	66	59	51	65	58
ELA Learning Gains	68	63	63	72	62	60	55	62	60
ELA Lowest 25th Percentile	61	60	58	70	60	56	48	60	57
Math Achievement*	69	69	66	58	67	64	49	67	62
Math Learning Gains	70	69	64	67	65	63	54	68	62
Math Lowest 25th Percentile	53	58	50	62	57	51	43	59	52
Science Achievement	73	67	62	51	62	58	60	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				72		63		55	61

*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)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						64%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						513
Total Components for the FPPI						8
Percent Tested						99%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
64%	63%	52%	58%	59%	49%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	56%	No		
Hispanic Students	64%	No		
White Students	64%	No		
Economically Disadvantaged Students	61%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	65%	54%	68%	61%	69%	70%	53%	73%					
Students With Disabilities	43%	22%	75%	71%	61%	69%	50%						
Hispanic Students	67%		70%		58%	60%							
White Students	65%	51%	67%	61%	69%	69%	54%	73%					
Economically Disadvantaged Students	62%	51%	66%	61%	65%	66%	50%	67%					

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	62%	58%	72%	70%	58%	67%	62%	51%					
Students With Disabilities	44%	54%	64%	63%	33%	52%	50%	33%					
Hispanic Students	64%				73%								
White Students	61%	57%	73%	69%	57%	65%	58%	49%					
Economically Disadvantaged Students	56%	55%	68%	70%	53%	66%	62%	50%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
								GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	54%	51%	55%	48%	49%	54%	43%	60%		
Students With Disabilities	24%		48%	52%	31%	51%	48%	27%		
White Students	53%	50%	54%	46%	50%	54%	39%	61%		
Economically Disadvantaged Students	51%	51%	54%	51%	45%	51%	38%	50%		

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	52%	65%	-13%	60%	-8%
ELA	4	69%	64%	5%	60%	9%
ELA	5	67%	60%	7%	61%	6%
ELA	6	69%	72%	-3%	62%	7%
Math	3	78%	69%	9%	66%	12%
Math	4	60%	65%	-5%	65%	-5%
Math	5	54%	61%	-7%	62%	-8%
Math	6	76%	70%	6%	60%	16%
Science	5	70%	66%	4%	60%	10%

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?

Science proficiency was the greatest area of improvement, moving from 51% to 73%. We attribute this to the inclusion of the science teacher in the vertical ELA PLC team, where literacy strategies (such as annotation tools, monitoring strategies, etc.) were expanded to the science classroom, targeted data analysis and remediation of science standards (ongoing), and the incorporation of PENDA to identify areas of need and fill gaps.

Lowest Performance

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

Both 3rd grade ELA proficiency and Math Lower Quartile Gains were 54%.

3rd grade proficiency mirrored that of EOY second grade proficiency in 2025. This suggests the need to create a more robust instructional implementation to move more students to proficiency.

Contributing factors include second grade students' lack of solid ability to apply foundational reading skills to fluidly demonstrate strong comprehension, on-level. We need to better ensure mastery by EOY in grade two to ensure that students are prepared to grapple with the expectations of grade 3 ELA standards.

Math LQ Gains reflected a drop of 12 percentage points from last year (54% from 62% in 2025).

Upon disaggregation of this data, the most modest growth was among 4th and 5th grade lower quartile students. This may be attributed, in part, to the fact that CHE had a beginning teacher in 5th math (where LQ gains were lowest at 23%). It also suggests the need for more robust data tracking and interventions with these target students in these grades.

Greatest Decline

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

Both ELA Lower Quartile Learning Gains and Math Lower Quartile Learning Gains dropped 12 percentage points from 2025. This limited growth in lower quartile math students was most evident in

grades 4 and 5. The 5th grade math teacher was new to the curriculum and was also working without the benefit of a same-grade-and-content teacher with whom to collaborate.

Along with LQ math, limited lower quartile gains in ELA, most evident in grade 5, also suggest the need for more robust data tracking and interventions with these target students in both subjects

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.

CHE grade 3 ELA proficiency (52%) reflected the greatest performance gap as compared to the state (60%). This suggests the need to create a more robust Tier 1 instructional implementation to move more students to proficiency. Contributing factors include second grade students' lack of solid ability to apply foundational reading skills to fluidly demonstrate strong comprehension, on-level. We need to better ensure mastery by EOY in grade two to ensure that students are prepared to grapple with the expectations of grade 3 ELA standards.

EWS Areas of Concern

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

Math proficiency, particularly in grades 4 and 5, continues to be an EWS area of concern. EWS data reflects the greatest number of students scoring L1 in these two grades. Absenteeism was the worst in these two grades as well, with 20 students in both grades having less than 90% attendance. In addition, 20 students in grade two are reflected as having a Substantial Reading Deficiency, with 24 students in grade one, suggesting that foundational reading is a potential area of concern.

Highest Priorities

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

- 1) Instructional practice in math, to Increase proficiency and learning gains, with emphasis on grades 4 and 5 and lower quartile students.
- 2) Instructional practice in student engagement to improve proficiency in literacy and improve attendance rates.
- 3) Positive Learning environment related to PBIS to improve student culture and attendance, and reduce suspensions.

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 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.

Math proficiency, particularly in grades 4 and 5, continues to be an EWS area of concern. EWS data reflects the greatest number of students scoring L1 in these two grades. Math LQ Gains reflected a drop of 12 percentage points from last year (54% from 62% in 2025). Upon disaggregation of this data, the most modest growth was among 4th and 5th grade lower quartile students. This may be attributed, in part, to the fact that CHE had a beginning teacher in 5th math (where LQ gains were lowest at 23%). It also suggests the need for more robust data tracking and interventions with these target students in these grades.

Absenteeism was the worst in these two grades as well, with 20 students in both grades having less than 90% attendance.

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.

By spring Math PM3, overall lower quartile gains for math will increase from 54% to meet or exceed 55%, with LQ gains in grades 4 and 5 increasing from 29% and 23%, respectively, to 45% or more in both grades.

Monitoring

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

This Area of Focus will be monitored through the administration of progressive school, district, and state math assessments. (i.e., Eureka/PearDeck Assessment, FOCUS Math Assessments, and the F.A.S.T.).

Person responsible for monitoring outcome

Adele reed

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:

Metacognitive strategy instruction, explicit & systematic intervention instruction, with modeling and visual representations, will be incorporated into all math classrooms 3-5 times per week.

Rationale:

Metacognitive strategy instruction explicitly teaches students how to monitor, regulate, and understand their own thinking processes, transforming them from passive consumers of information into self-directed learners. By mastering these self-assessment skills, students can proactively identify learning gaps and adapt their approaches, which directly translates to deeper conceptual understanding and significantly higher academic achievement.

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

Professional Development: Metacognitive Strategies

Person Monitoring:

Adele Reed

By When/Frequency:

August 3, Ongoing, Monthly

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

Professional learning will be provided monthly through both admin-led whole-group professional development sessions and differentiated, teacher-led small groups (book study). The focus of these sessions will be providing explicit training in metacognition, how it impacts learning, and systematic methods for incorporating metacognitive strategies during instruction. PLC agenda/minutes, and lesson plans will evidence the incorporation of effective metacognitive strategies, and impact will be measured by student achievement outcomes.

Action Step #2

Progress Monitoring: SBLT Meetings

Person Monitoring:

Adele Reed

By When/Frequency:

September 2026, Monthly, Ongoing

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

SBLT meetings will be held monthly to reflect on how the incorporation of metacognitive strategies is impacting student achievement in math. This will be monitored through the examination of student work and other progress monitoring measures (CPalms Student Tutorials, Eureka data, etc). During these meetings, the team will reflect on how thinking strategies are impacting student achievement by analyzing student work, observation data, and achievement data. Data meeting agendas and minutes

will reflect the incorporation of data analysis, discussion of metacognitive strategies, explicit & systematic instruction, and fluid small groups, and their impact on student achievement, based on student outcomes

Action Step #3

Instructional Implementation: Metacognitive Strategies in Math

Person Monitoring:

Adele Reed

By When/Frequency:

September 2026, monthly

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

Teachers will incorporate metacognitive strategies during math instruction to enhance student ownership of learning. This will be monitored through administrative walkthroughs, through which administration will provide feedback and coaching on the use of metacognitive strategies.

Area of Focus #2

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

Instructional Practice specifically relating to Student Engagement

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.

Student engagement is the degree of attention, curiosity, and passion that students show when they are learning, extending to how motivated they are to learn and progress in their education. It encompasses behavioral, emotional, and cognitive investment, meaning students aren't just physically present or compliant, but are actively thinking, feeling connected, and driving their own learning process.

Literacy proficiency in grades 1, 2, and 3, along with reduced math proficiency, math lower quartile learning gains, and attendance in grades 4 and 5, suggest the need to improve student engagement to support achievement and the establishment of strong classroom culture and connection. Student engagement transforms classroom instruction by turning passive listening into dynamic, active learning that minimizes disruptions and maximizes teaching time. Consequently, it directly drives student achievement by building the deep cognitive connections, resilience, and intrinsic motivation necessary for long-term academic success.

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.

By spring 2027, ELA proficiency in grade 3 will meet or exceed 60%, an increase of 8 percentage points over 2025.

Monitoring

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

This Area of Focus will be monitored through the administration of progressive school, district, and state ELA assessments (i.e., Acadience, Benchmark Advance, and the F.A.S.T. assessments).

Person responsible for monitoring outcome

Adele Reed

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:

Frequent formative evaluation (Checks for Understanding), coupled with immediate, specific, corrective feedback, will be incorporated into instruction at all grades and across all content areas to promote student achievement. The intervention will be monitored through a school-specific indicator on our administrative walkthrough tool to enable our leadership team to gauge the frequency and consistency of CFUs and feedback.

Rationale:

Frequent checking for understanding acts as a real-time method for exposing student misconceptions before they become deeply ingrained habits. When combined with immediate, specific, corrective feedback, it creates a tight learning loop that actively bridges gaps in comprehension while the material is still fresh in the student's mind.

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

Professional Learning: Engagement, Checks for Understanding, Effective Feedback

Person Monitoring:

Adele Reed

By When/Frequency:

August 3, Ongoing, Monthly

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

Professional learning will be provided monthly through both admin-led whole-group professional development sessions and differentiated teacher-led small groups (book study), as well as bi-monthly PLC team meetings. The focus of these sessions will be explicit training on engagement strategies, checking for understanding, and effective feedback; how these aspects of instruction impact learning,

and methods for incorporating these strategies to increase achievement. This will be monitored through professional development artifacts, including presentation materials, meeting agendas/minutes, and teacher sign-in sheets.

Action Step #2

Instructional Implementation: Engagement, Checking for Understanding, and Effective Feedback

Person Monitoring:

Adele Reed

By When/Frequency:

September, monthly

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

Teachers will incorporate engagement strategies, frequent checks for understanding, and methods for effective feedback during instruction to enhance active learning among students and improve the targeting of instructional needs. These strategies will be monitored through administrative walkthroughs, through which administration will provide feedback and coaching on the use of metacognitive strategies.

Action Step #3

Progress Monitoring: SBLT Meetings

Person Monitoring:

Adele Reed

By When/Frequency:

September 2026, Monthly

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

SBLT meetings will be held monthly to reflect on how the incorporation of engagement strategies, CFU's, and effective feedback in impacting student achievement. This will be monitored through the examination of student work and other progress monitoring measures (FAST, Acadience, Eureka, student work, etc.) During these meetings, the team will reflect on how strategies for engagement, checks for understanding, and teacher feedback are impacting student achievement by analyzing student work, observation data, and achievement data. Data meeting agendas and minutes will reflect the incorporation of data analysis, discussion of these strategies and their impact on student achievement, based on student outcomes

IV. Positive Learning Environment

Area of Focus #1

Other: Positive Peer Relationships

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.

Positive peer relationships, evidenced by students reporting that they feel they treat each other with kindness and respect. 2026 Student Climate survey data revealed that 53.6% of students in grades 4-6 reported that, "Students treat each other with kindness and respect at my school."

Measurable Outcome

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

Spring 2027 school climate surveys will reveal that 65% of students somewhat or strongly agree that "Students treat each other with kindness and respect at my school."

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.

This AoF will be monitored by quarterly student surveys, which will gauge student perceptions of peer relationships and school culture. Positive peer relationships promote strong classroom communities, which facilitate effective academic collaboration among students. Additionally, positive peer relationships help reduce disruption to instruction and improved instructional time.

Person responsible for monitoring outcome

Kathryn Wright

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:

Systematic life skills instruction, coupled with the consistent implementation of PBIS will be implemented in all grades. These will be monitored through the monitoring of weekly classroom instruction, PBIS point distribution, and discipline data.

Rationale:

Systematic life skills instruction combined with Positive Behavioral Interventions and Supports (PBIS) establishes a logical foundation for elementary school culture by proactively teaching clear, positive behavioral expectations alongside essential social-emotional habits. By replacing reactive discipline with consistent, school-wide reinforcement of these skills, this approach creates a safe, predictable, and supportive environment where young students naturally feel secure enough to thrive socially and academically.

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

Tier 1 Culture/Behavior Instruction

Person Monitoring:

Kathryn Wright

By When/Frequency:

Weekly, ongoing, August 2026 through May 2027

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

Teachers will provide instruction on P.A.W.S. expectations and subsequent Culture Characteristics each month, in alignment with the CCDS Calendar of required Instruction. Lesson plans will reflect teacher planning for and delivery of PAWS and Culture lessons.

Action Step #2

Professional Learning: PBIS Practices

Person Monitoring:

Kathryn Wright

By When/Frequency:

August 3, Quarterly

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

Professional learning will be provided monthly through both admin-led whole-group professional development sessions and differentiated, teacher-led small groups (book study). The focus of these sessions will be providing explicit training in Positive Behavior Intervention and Supports (PBIS), how it impacts learning, and systematic methods for incorporating Tier 1 behavior strategies during instruction, as well as supporting students through Tier 2 and Tier 3, when needed. PL agendas and presentations will evidence training on PBIS.

Action Step #3

Progress Monitoring: SBLT and PBIS Teams

Person Monitoring:

Kathryn Wright

By When/Frequency:

September 2026, Monthly

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

SBLT and PBIS Team meetings will be held monthly to reflect on how the incorporation of PBIS strategies is impacting student achievement through reduced disruptions and time on task. This will be monitored through the examination of discipline data (referral rates, B.I.F. submittals, PBIS Point distribution, and PAWSITIVE Referrals). During these meetings, the team will reflect on how behavior strategies are impacting student achievement by reviewing the aforementioned data. SBLT and PBIS meeting agendas and minutes will reflect the incorporation of data analysis, discussion of PBIS strategies, and their impact on student achievement, based on student outcomes

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 SIP is disseminated through public advertisement at school events (Orientation, Open House, monthly parent meetings), through our weekly family newsletter, and a hard copy is printed and available in the front office for visitors to peruse at any time. Translated versions are provided via digital tools embedded in Apptegy/Thrillshare, and provided in the native languages in hard copy for our families who visit in-person.

The SIP is available at oneclay.net/che.

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)).

CHE will build positive relationships with parents, families, and other community stakeholders through weekly communication from teachers and school administration, the maintenance of a warm and inviting campus, frequent volunteer opportunities, and invitations for parents to participate in monthly parent engagement meetings, School Advisory Council, and academic/extracurricular events.

The CHE PFEP is located at <https://drive.google.com/file/d/12OtHQzG4J46gqt1PAIISI9td-HTEEGe1/view>

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 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 through the provision of research-based strategies (metacognitive strategies, small groups, systematic instruction, visual representations, student engagement, etc.).

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)).

N/A

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)).

CHE provides onsite counseling services through our local guidance office and also in coordination with Clay Behavioral. Students can visit our counselor on-demand as well. Student Services Team meetings are held quarterly, involving parents, guidance, social worker, teachers, and administrators, to support the mental health and outside skills of our students. We also hold monthly Attendance Meetings to ensure that attendance is monitored and support is provided, where applicable.

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)).

N/A

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)).

Monthly data chats/MTSS meetings ensure timely support for students in need of behavior intervention. In addition, our PBSI Team monitors discipline patterns to identify and intervene if trends become apparent. The Problem-Solving protocol is introduced to clinically address behaviors that require support beyond the scope of Tier 1 response. If a student with a disability presents behavior challenges, interim IEP meetings are held to problem-solve and either change interventions or introduce Tier 2 support.

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)).

Onsite and district level mentors and coaches are provided to support and retain teachers. Data is consistently used to support initiatives and instructional response, as well as to gauge the effectiveness of our work. 45 minutes of professional learning is facilitated by the school each week to improve teacher practice and promote productive discourse and professional growth among our teachers and staff.

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)).

CHE provides school tours for rising kindergarten students in both the spring and the fall, as well as on demand when requested by prospective parents. We visit local preschools to provide flyers about our programs and invite visits. Prior to the start of school, our kindergarten teachers offer a kindergarten onboarding event to introduce students to the campus and avail parents of kindergarten readiness skills and expectations.

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 (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.

N/A

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).

N/A

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

CLAY VIRTUAL FRANCHISE



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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

Our mission is to offer a virtual education experience which allows students to dream, achieve, and soar anywhere, anytime on any path.

Provide the school's vision statement

Clay Virtual Academy will provide students a learning path in an innovative online environment where mastery learning is the focus of each child's motivation, organization, and dedication in preparing them to be leaders in a global marketplace.

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

Becky Murphy

becky.murphy@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

The principal's job duties include but are not limited to all aspects of overseeing the academic, behavior, fiscal, and operational tasks required of the institution and directly supervising staff in these tasks. The principal is primarily involved in analyzing school data trends and identifying priority improvement targets, strategies, and goals

Leadership Team Member #2

Employee's Name

Linda Garcia

linda.garcia@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal's job duties include supporting the principal in ensuring all tasks are completed and in directly supervising staff in these tasks. The assistant principal serves on SAC as the administrative representative and is primarily responsible for drafting the SIP as well as working with stakeholders to develop appropriate goals and monitor progress.

Leadership Team Member #3

Employee's Name

Carol Cochuyt

carol.cochuyt@myoneclay.net

Position Title

Curriculum Specialist

Job Duties and Responsibilities

As the blended learning curriculum specialist, Carol's duties include working with our on school site lab facilitators, administrators and guidance departments as a liaison between our school and teachers with their full time students taking classes with CVA as blended students. She works closely with our teachers to provide instructional supports on site and virtually. She serves as the SAC chair and is directly involved in the analysis of school data and the development and monitoring of SIP goals

Leadership Team Member #4

Employee's Name

Gayle Weaver

gayle.weaver@myoneclay.net

Position Title

Curriculum Specialist-Distance learning specialist

Job Duties and Responsibilities

As a distance learning specialist, Gayle's duties involve being an expert in virtual learning best practices, coordinating teacher professional development activities for the year and analyzing student work data trends weekly. She is actively involved in identifying school improvement areas to target, establishing appropriate growth goals, and monitoring progress

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.

The process to develop the SIP involves the leadership team through data analysis and improvement target setting. Additionally, the SAC is involved (which includes teachers, parents, students and community members) by reviewing student assessment data and other data trends like attendance and completion rates, working on the draft of the school improvement plan to modify or approve identified targeted areas, the strategies chosen, and goals established

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)).

Using the states progress monitoring during PM 1 and PM2 the SIP targets and goals will be reviewed and revised as needed. Additional data from district assessments in reading and math will be used to monitor progress. Data from our virtual student system for on pace and grades will be used to monitor attendance and other student work habit behaviors that predict success. Goals will be modified as needed.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION 4-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	35.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: B 2022-23: B 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	0	0	4	2	3	6	9	9	11	44
Absent 10% or more school days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	1	0	0	0	0	0	1
Level 1 on statewide Math assessment	0	0	0	0	0	0	1	0	0	1
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	1	0	0	0	0	0	1
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0	0	0	0

Current Year 2026-27

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

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

Current Year 2026-27

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

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

Prior Year (2025-26) 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	
School Enrollment	3	6	3	3	5	8	7	7	6	48
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment		3	1						1	5
Level 1 on statewide Math assessment		2				1		1		4
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		2				1		1		4
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) 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								2

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

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

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 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
	9	10	11	12	
School Enrollment	8	13	16	33	70
Absent 10% or more school days	0	0	0	0	0
One or more suspensions	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0
Course failure in Math	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0
Level 1 on statewide Algebra assessment	0	0	0	0	0

Current Year (2026-27)

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
	9	10	11	12	
Students with two or more indicators	0	0	0	0	0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	0	0	0	0	0
One or more suspensions	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0
Course failure in Math	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0
Level 1 on statewide Algebra assessment	0	0	0	0	0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	90	60	64	80	57	61	67	54	58
Grade 3 ELA Achievement		67	64		66	62		58	59
ELA Learning Gains	67	57	62	73	56	61	46	51	59
ELA Lowest 25th Percentile	70	52	55		50	55	50	49	54
Math Achievement*	84	61	64	70	58	62	67	57	59
Math Learning Gains	68	56	61	54	54	60	54	57	61
Math Lowest 25th Percentile	90	49	52		49	53	67	51	56
Science Achievement	96	58	60	65	55	57	66	53	54
Social Studies Achievement*	93	77	77		75	74	84	74	72
Graduation Rate	100	84	77	97	82	72	80	77	71
Middle School Acceleration	92	66	79		67	75	27	68	71
College and Career Acceleration	49	37	61	35	40	56	44	43	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					66	61		59	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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	82%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	897
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	100%

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
82%	68%	59%	56%	56%	52%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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%
White Students	78%	No		
Economically Disadvantaged Students	69%	No		

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.

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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.
All Students	80%		73%		71%	54%		65%		
										GRAD RATE 2023-24
										C&C ACCEL 2023-24
										ELP PROGRESS
White Students	79%		72%		65%	50%		54%		
Economically Disadvantaged Students	77%		64%							

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	67%		46%	50%	67%	54%	67%	66%	84%	27%	80%	44%	
Students With Disabilities	33%		25%		42%	42%							
Black/African American Students	60%				40%								
White Students	65%		49%	55%	70%	53%	80%	67%	87%	30%	79%	41%	
Economically Disadvantaged Students	50%		58%		50%	50%					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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	8	90%	61%	29%	60%	30%
ELA	10	85%	69%	16%	61%	24%
Science	8	94%	61%	33%	52%	42%
History	11	100%	83%	17%	75%	25%
ELA	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Science	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Civics	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Civics	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

During the 2025-2026 school year, CVA increased:

ELA: +10 Proficiency

Math: +14 Proficiency, +14 Learning Gains, and +42 Learning Gains for Lower 25%,

Science: +31 Proficiency

Middle School Acceleration +52 points

ELA and Math teachers increased use of supplemental programs aligned to benchmarks and improved tracking of learning of benchmarks/standards. Teachers used data chats to discuss specific student learning goals based on proficiency and learning gains. In Science, 8th grade science the prior year used curriculum within Egenuity. For this school year (25-26) we switched back to using FLVS curriculum which provided improvements in lesson design, rigor, and engagement as well as monitoring tools for the teacher and student to checking learning mastery.

MS Acceleration- we increased opportunities for CTE and improved tracking of acceleration through math (pathway for acceleration that leads to Alg by 8th Grade)

Lowest Performance

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

Learning gains for ELA and Math are the lowest academic areas with 67% ELA and 68% Math. While we use district provided supplemental programs and resources aligned to the benchmarks, these may not be providing our students, who are majority level 4 and 5 proficient students, enough lift to obtain learning gains even though they meet proficiency benchmark standards. A lack of targeted high rigor supplemental practice sets and problems that provide level 4 and 5 students with more practice of the highest rigor levels beyond the standard benchmark is an area impacting lower learning gains.

Greatest Decline

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

Learning gains for ELA showed a decline- LG overall dropped 6 points and LG for lower 25% dropped 15 points. Most of our students are proficient at levels 3, 4 and 5. Aligning rigorous supplemental and providing higher levels of practice within live lessons to further enrich students already meeting grade level standards to continue to grow is an area of need. The prior year we experienced a lot of growth in ELA learning gains. Even though we dropped, we are still higher than the 23-24 school year showing we were able to sustain some of the growth from 23-24 (ELA 46% LG in 23-24 to 67% LG in 25-26= +21%. ELA Lower 25% LG 50% in 23-24 to 71% in 25-26= +21%)

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.

All of our components are at or higher than the state average

EWS Areas of Concern

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

There are no EWS areas of concern. Our SIP goal on attendance last year was to have 85% weekly attendance (submitting work every 7 days). We increased 1% to 83% in 2025-2026 and will continue to work on this goal.

Highest Priorities

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

1. Learning gains for ELA
2. Learning gains for ELA L25%
3. Attendance (submitting work 7 days)
4. MS/HS Acceleration
5. Learning gains for Math

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

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.

Description: The focus will be on delivering benchmark aligned instruction during live lessons and specific assigned supplemental program lessons focusing on identified gaps in the curriculum as well as gaps in student learning based on prior years' data.

Impact on Student Learning: Increasing rigor to align more with state benchmarks will improve student proficiency and learning gains, especially lower quartile learning gains.

Rationale: Prior year's data, especially in learning gains for ELA, show students may be reaching proficiency levels but learning gains are not always met and in some cases students meet proficiency but are losing ground in achievement overall. Prioritizing instruction aligned to the benchmarks will maximize live lesson time. Ensuring supplemental programs and lessons assigned are meeting the curriculum gap needs will make sure students are doing the right work to close gaps and build gains

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.

ELA- Student proficiency will increase to 91% from 90%, learning gains will increase to 68% from 67% and lower quartile learning gains will increase to 72% from 71%

Math- Student proficiency will increase to 85% from 84%, learning gains will increase to 69% from 68% and lower quartile learning gains will increase to 81% from 80%

Student proficiency will be monitored through the state assessment system PM 1, PM 2 and PM 3 with additional tracking and alignment with supplemental program progress monitoring tools and standards monitoring within each assessed coursework unit exams using the FLVS educator tools for assessment analysis. Instructional alignment to state standards and benchmarks will be monitored

through classroom walkthroughs during live lessons.

Monitoring

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

Walkthroughs of live lessons will look specifically for benchmark aligned instruction and rigorous tasks for students to complete. Lessons will focus on benchmark aligned instruction with task rigor appropriate for students at level 3, 4 and 5 proficiency. This will allow for immediate feedback to teachers for adjustments throughout the school year. Attendance to live lessons will be monitored weekly and referrals to guidance for not attendance will occur for interventions. This will ensure that students are engaging with their teachers to receive the live instruction needed to fill curriculum gaps and check for their understanding and mastery of the benchmarks. Supplemental program usage will be monitored weekly. This will ensure students are engaging in the needed practice with benchmark aligned problem sets and the teacher can intervene as needed when the student is struggling to master a benchmark. FAST data/District assessments will be monitored for improvements in achievement as well as learning gains. Data chats between teachers and students/families will occur after baseline and midyear assessments. PLC logs will be monitored monthly for evidence of instructional planning as well as student data analysis and problem solving with content area teams.

Person responsible for monitoring outcome

Becky Murphy

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

Lesson Designed with High Effect Size Instructional and Engagement Strategies

Person Monitoring:

teachers, administrators

By When/Frequency:

monthly/weekly

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

Using high effect size instructional practices and total participation engagement strategies, teachers will plan live lessons and discussion based assessments that align to the state standards and benchmarks leading to mastery at the level of rigor of the end of year state assessments. Classroom walkthroughs, recordings of live lessons, DBA feedback, and PLC logs will be used to monitor this action step.

Action Step #2

Professional Learning Communities and Monthly School Wide Professional Development

Person Monitoring:

PLCs, Team Leads, Curriculum Specialists,
Administration

By When/Frequency:

Monthly

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

Professional learning will be provided monthly in the format of Professional Learning Communities by content area teams and will focus on understanding the state assessed standards, benchmarks, and test item specifications so that lesson design and instruction aligns as necessary. Monthly professional development provided school wide will focus on high impact student engagement strategies in the virtual learning environment. PLC logs will be monitored as a record of the professional learning and PLC discussion on state standards and benchmarks. Live lessons will be observed through walkthroughs to check for implementation of new learning in the form of better alignment to state benchmarks and use of engagement strategies.

Action Step #3

Data Meetings

Person Monitoring:

teachers, administration, PLCs

By When/Frequency:

Monthly/Quarterly

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

Data meetings between teachers and administrators (monthly) and teachers and students (quarterly) will be held to monitor the impact benchmark aligned instruction is having on student achievement by reviewing progress monitoring data at PM 1, PM 2, and PM 3, check for growth and student progress in supplemental programs, and class gradebook data including DBAs to monitor for student mastery of the standards and rigor at the level of students showing proficiency at levels 3, 4, and 5. Team leads and content leads will use student monitoring data to drive discussion and decision making to target students who need more support. This step will be monitored through the log of data chats (administrative notes or student contact log), PLC logs, and improvements in student progress outcomes.

Area of Focus #2

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

Graduation/Acceleration specifically relating to Acceleration**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.

Description- We will focus on the area of student acceleration by building and monitoring acceleration pathways specifically for middle school and high school students.

Impact on student learning: By focussing on this area, we will ensure that our middle school students will be better prepared to engage in college and career readiness course pathways when they enter high school and high school students will be able to explore various college and career preparation courses during high school and leave high school college and career ready.

Rationale:

Middle School Acceleration: In order for students to be eligible for middle school acceleration opportunities, planning must begin in 6th grade for accelerated math and science options that occur in 8th grade. Middle school acceleration has grown from 27% (SY 23-24) to 33% (SY 24-25) and projected 85% for (SY 25-26). While we have been making strides in improving this area, in order to maintain this growth we must monitor and manage the acceleration track and options for our middle school students.

High School Acceleration: For high school acceleration, we have grown from 44% (reported SY 23-24) to 49% (reported SY 25-26) and projected 94% for the 2026 Cohort (reported in SY 26-27). In order to maintain this level of acceleration amid a shifting CTE and industry certification landscape where some courses and certifications are limited by grade level and availability in the virtual setting, CVA must continue to focus on building systems for monitoring and course offerings to provide as many pathways to acceleration as possible at all grade levels 9-12th grade. By continuing to focus on this area, will ensure that we are monitoring system changes to provide more acceleration pathways for students, improved monitoring and tracking of students, and building teacher, student, and family buy-in for providing a rigorous curriculum.

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.

86% of eligible 8th grade middle school students will earn an acceleration point, an increase of 1%.

95% of high school seniors will earn an acceleration point by graduation, an increase of 1%

These measurable outcomes will be monitored through semester updates to the 6-12 grade acceleration and graduation progression tracker and monthly guidance-admin meetings to discuss student progress as well as concerns to ensure students are on track to complete their prescribed pathways by each semester.

Monitoring

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

Through a counselor tracker spreadsheet, each student grade 6-8 and 9-12 will have a specific acceleration track/pathway plan. Student progress will be monitored each semester. Data on 7th grade math scores will be used to ensure when appropriate 8th graders are placed in accelerated math pathway for EOC or other acceleration opportunities. All 9-12 grade students will choose at least one acceleration pathway to be completed by their 11th grade year if possible. Scheduling will be monitored with % of students completing an accelerated course (dual enrolment/AP/AICE) or industry certification. Students will be required to complete supplemental programs that support their acceleration pathway and these will be monitored by teachers, counselors, and administration.

Person responsible for monitoring outcome

Becky Murphy

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

Create individual student acceleration pathway plans with each student 6-12 the grade

Person Monitoring:

School Counselors

By When/Frequency:

Before August 2026

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

School counselors will meet with each student grades 6-12 to create or update a long term student course plan that builds a pathway to acceleration. Students following their course progression plans will successfully complete the courses per the plan. This will be monitored weekly for course pacing, including checking that students are completing required supplemental programs. Students need to be on pace in each class per their plan.

Action Step #2

Professional learning on analyzing student progress and monitoring data

Person Monitoring:

Success Team PLC and Administration

By When/Frequency:

monthly

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

Professional learning will be provided monthly in the format of Student Success Team PLCs and will focus on analyzing student course data from both their virtual courses and supplemental programs. The Student Success Team PLC will identify and work with students not on pace to successfully complete their courses and supplemental programs. By monitoring this work, the members will be able to more quickly work with students to ensure they are meeting their course completion goals needed to achieve their acceleration tracks.

Action Step #3

Data meetings school counselors and administration to review student progress

Person Monitoring:

administration and school counselors

By When/Frequency:

monthly

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

Data meetings between counselors and administration will be held monthly to reflect on how students' plans for acceleration are progressing based on the students' pacing and grades in their courses. Students who are not meeting goals toward acceleration will be targeted for additional support. This action step will be monitored through scheduled monthly meetings and meeting logs.

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.

Description: We will focus on student attendance, specifically in the virtual setting this means the percentage of students submitting work every 7 days.

Impact on Student learning: Student attendance is a critical factor to their success in school. In the virtual setting, student's on pace and weekly work habits have a direct correlation to their successful completion of the course and their learning outcomes. Students who do not work weekly lose momentum in their learning.

Rationale: Last year, 83% of CVA students submitted work weekly, a 1% increase over the year prior but short of our 85% goal.

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.

85% of students will submit work weekly, a 2% improvement from SY 25-26.

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.

Through reports available in teacher accounts with FLVS, students' weekly work submissions and pace can be tracked. The student success team will track this data weekly, the leadership team will review the data monthly

Person responsible for monitoring outcome

Linda Garcia

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

Set Clear and Explicit Expectations for Attendance

Person Monitoring:

Teachers, Administration, Curriculum Specialist

By When/Frequency:

Within 48 hours of the students being assigned to a class, the teacher will send the welcome email/letter and attempt a welcome call to the student.

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

Teachers will provide explicit directions to students about what attendance in the virtual setting is through their announcement page, welcome letter/email, and welcome call. Student work submissions and pacing will be monitored twice a week with school wide data pulls.

Action Step #2

Professional learning on data analysis and monitoring student progress using reports in VSA

Person Monitoring:
Curriculum Specialists

By When/Frequency:
August 12 2026

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

Professional learning will be provided during pre-planning in the format of whole group professional learning by distance learning curriculum specialists and will focus on monitoring and responding to student work data. Bi-weekly school wide data will be analyzed and students not meeting attendance goals will be identified and contacted by teachers, PLC leads, Academic Success Team members and/or administration to address the concern. Students may be placed on a student success plan as appropriate to improve work/attendance

Action Step #3

Success Team Data Meetings

Person Monitoring:
Success Team, Administration

By When/Frequency:
weekly/ongoing throughout school year

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

Data meetings will be held weekly to reflect on how setting clear attendance expectations is impacting student achievement by reducing the number of students not submitting work weekly. Percentages of students behind pace will be reduced when students submit work weekly. Student success team data logs will be monitored for actions steps supporting 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 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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

COPPERGATE ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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

At Coppergate Elementary School, we are committed to educating the whole child by fostering academic excellence and integrating the visual and performing arts. Our holistic approach ensures that each student thrives intellectually, creatively, and socially.

Provide the school's vision statement

Coppergate is dedicated to nurturing lifelong learners through a comprehensive academic and arts curriculum. By emphasizing communication, creative problem-solving, and interpersonal relationships, we empower our stakeholders to inspire and cultivate a thriving community of well-rounded, innovative individuals.

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

Melissa Metz

melissa.metz@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

1. Instructional Leadership: Communicates schoolwide goals and instructional priorities, evaluates teaching practices, and leads efforts to improve student achievement.
2. School Culture and Community Engagement: Fosters a positive, inclusive school culture while encouraging strong family and community involvement.

3. Organizational Management: Oversees daily operations, including staffing, scheduling, and resource allocation to support instructional effectiveness.
4. Data-Driven Decision Making: Monitors academic performance, behavior trends, and school climate data to inform continuous improvement strategies.
5. Policy and Compliance: Ensures adherence to district, state, and federal policies and develops and refines school procedures to meet evolving needs.
6. Fiscal Oversight: Administers the school budget to align with strategic priorities, instructional goals, and student support initiatives.

Leadership Team Member #2

Employee's Name

Candi Sweet

candi.sweet@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

1. Instructional Support: Assists in evaluating teaching practices, implementing school improvement strategies, and supporting high-quality instruction across grade levels.
2. Student Success and Behavior: Oversees behavior systems, supports MTSS implementation, and collaborates with staff to ensure a safe and respectful learning environment.
3. Operational Management: Aids in managing daily school operations, including scheduling, supervision, safety procedures, and facilities coordination.
4. Family and Community Engagement: Promotes strong partnerships with families and the broader community to support student learning and engagement.
5. Compliance and Policy Implementation: Supports enforcement of school policies and ensures adherence to district and state guidelines.
6. Leadership Collaboration: Partners with the Principal and school leadership team to analyze data, monitor progress, and drive continuous school improvement.

Leadership Team Member #3

Employee's Name

Brittany Franczak

bittany.franczak@myoneclay.net

Position Title

MTSS Intervention Team Facilitator and Testing Coordinator

Job Duties and Responsibilities

1. MTSS Leadership: Leads the school's MTSS framework by facilitating problem-solving meetings, coordinating academic and behavioral supports, monitoring student progress, and guiding data-based instructional decisions.
2. PBIS Leadership: Coordinates the school's PBIS framework by leading the PBIS team, analyzing behavior data, and supporting schoolwide systems that promote positive student behavior.
3. Instructional Coaching: Provides job-embedded coaching, collaborative planning, classroom support, and feedback to strengthen Tier I instruction and evidence-based instructional practices.
4. Professional Learning: Plans and facilitates professional learning aligned with school improvement goals, district initiatives, and instructional priorities.
5. Data & Assessment: Supports teachers in administering assessments, analyzing student data, monitoring progress, and using results to inform instruction and intervention decisions.
6. Intervention Coordination: Coordinates Tier II and Tier III intervention systems, monitors implementation and progress, and provides direct Tier III intervention only as needed.
7. Reading Leadership: Supports implementation of evidence-based literacy instruction and schoolwide reading initiatives aligned to district priorities.
8. Title I Compliance: Maintains Title I documentation and supports implementation and monitoring of the schoolwide Title I program.

Leadership Team Member #4

Employee's Name

Luuly Thai

luuly.thai@myoneclay.net

Position Title

School Counselor

Job Duties and Responsibilities

1. Student Support: Provides individual and group counseling to address academic challenges, behavioral concerns, and social-emotional needs.
2. Collaboration and Communication: Serves as a key liaison between parents, teachers, administrators, and students, facilitating open communication and coordinated support.
3. Crisis Intervention and Prevention: Assists in crisis response, behavior intervention planning, and the development of proactive strategies that promote student well-being.
4. Program Development: Supports implementation of schoolwide initiatives that foster positive school climate, character development, and student engagement.

Leadership Team Member #5

Employee's Name

Katheryn Jakubik

katheryn.jakubik@myoneclay.net

Position Title

School Social Worker

Job Duties and Responsibilities

1. Student and Family Support: Assists students and families with challenges related to attendance, academics, housing instability, and access to basic needs such as clothing and resources.
2. Team Collaboration: Serves as a core member of the Student Success and Attendance Team, working collaboratively to identify at-risk students and implement targeted supports.
3. Early Warning System (EWS) Monitoring: Oversees the school's Early Warning System, tracking indicators such as attendance, behavior, and course performance to inform interventions.
4. Resource Connection: Links families with community agencies and services to provide wraparound support and ensure student well-being.
5. Advocacy and Outreach: Advocates for students' needs while supporting communication and engagement between home, school, and community partners.

Leadership Team Member #6

Employee's Name

Suzanne Davis

suzanne.davis@myoneclay.net

Position Title

School Site Specialist

Job Duties and Responsibilities

1. Academic Support: Collaborates with instructional staff to identify and address learning gaps through data-informed interventions and instructional planning for students with and without disabilities.
2. Behavioral Support: Assists in the development, implementation, and monitoring of behavior intervention plans (BIPs) and positive behavior supports aligned with the school's MTSS framework.
3. ESE Compliance Oversight: Ensures all Exceptional Student Education (ESE) programs meet

federal, state, and district compliance requirements, including IEP development, timelines, documentation, and service delivery.

4. Collaboration and Coaching: Supports teachers through consultation, modeling, and coaching on inclusive practices, accommodations, and differentiation strategies.
5. Data Monitoring and Problem-Solving: Participates in data reviews, student support team meetings, and problem-solving processes to track student progress and ensure timely intervention.
6. Professional Development: Provides or coordinates targeted professional learning for staff on ESE procedures, MTSS implementation, and inclusive instructional strategies.

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.

To meet the federal compliance mandates of ESEA Section 1114(b)(2), the development of this School Improvement Plan (SIP) was driven by a collaborative, multi-layered stakeholder engagement process. Input was gathered from all required groups, ensuring that our instructional pivots directly address the cultural, climate, and academic needs identified by our community.

Involving Stakeholders in the Process

The school systematically engaged leadership, staff, families, and community partners through three distinct channels:

- School Leadership Team & Select Staff: Through the OneClay Leadership Academy SIP Work Sessions, school leaders participated in dedicated planning modules. This team intentionally included School-Based Leadership Team (SBLT) representatives from 3rd, 4th, and 5th grades, as well as an Exceptional Student Education (ESE) representative. This structure ensured that the voices of teachers navigating the self-contained transitions and high-stakes testing windows were directly at the table.
- Parents, Families, and Community Leaders: The School Advisory Council (SAC)—composed of parents, local business partners, and community leaders—served as the primary governing body for family input. The SAC met regularly to review preliminary campus data, discuss funding allocations, and audit draft school improvement goals.

- The Wider School Community (Staff, Parents, and Students): Broad-based feedback was gathered through the annual School Culture and Climate Survey. This comprehensive survey collected anonymous, raw data on campus safety, instructional expectations, communication effectiveness, and overall climate from parents, staff, and students.

How Stakeholder Input Was Used to Develop the SIP

The feedback and data collected from these stakeholders were not just reviewed—they actively dictated the core components of this plan:

- Transforming the Instructional Delivery Model: During the *OneClay Leadership Academy Work Sessions*, our 3rd-5th-grade and ESE leadership representatives conducted a deep dive into longitudinal cohort data. Their firsthand feedback on the 2nd- to 3rd-grade instructional gap directly shaped our decision to transition to a full self-contained model for the upcoming school year.
- Targeting the Literacy Pipeline Gaps: Parent and community feedback during *SAC meetings* highlighted a critical need for transparent communication about students' reading levels. In response, the SAC's input was used to protect Title I resource allocations, ensuring funding was secured for the dedicated reading tutor who will provide low-ratio, intensive interventions to our 50 target RAISE students.
- Addressing Culture and Climate Data: Analysis of the *School Culture and Climate Survey* revealed that, while academic expectations were viewed as high, both teachers and families sought more structured, predictable support systems for striving learners. This specific data point led directly to the formulation of our data-meeting action steps: establishing a strict weekly admin walkthrough schedule and formalized monthly ITF data packages (*BMA*, *Foundations*, and *Acadience* tracking). This system directly answers stakeholder demands for immediate accountability, clear communication, and rapid-cycle interventions.

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 School Improvement Plan will be continuously monitored through a comprehensive system of collaborative leadership, instructional review, and data analysis to ensure that evidence-based practices are implemented with fidelity and lead to improved student outcomes across English Language Arts, Mathematics, and Science.

1. **Weekly Administrative Team (ATM) Meetings:** The Administrative Team (ATM) will meet weekly to monitor implementation of the School Improvement Plan. Using data from the County Walkthrough Tool, classroom observations, instructional planning reviews, and short-cycle formative assessment data, administrators will monitor implementation of Foundations (Grade 2), Benchmark Advance (Grades 2–5), the Florida B.E.S.T. Standards Appendix D Explicit Vocabulary Routine, explicit comprehension strategy instruction, Eureka Math², Eureka Math Catalyst, standards-based small-group mathematics instruction, and inquiry-based science instruction supported through Generation Genius and hands-on investigations. This ongoing review will be used to identify instructional trends, ensure implementation fidelity and curriculum pacing, monitor the delivery of rigorous Tier I instruction across all content areas, and provide timely coaching, feedback, and support to teachers.
2. **Monthly School-Based Leadership Team (SBLT) Meetings:** The School-Based Leadership Team (SBLT) will meet monthly to evaluate schoolwide implementation and student achievement data. The Instructional Technology Coach/Instructional Facilitator (ITF) will prepare and present comprehensive data reports, including FAST Progress Monitoring, Benchmark Advance assessments, Foundations assessments, Eureka Math² assessments, FOCUS common assessments, Acadience Reading progress-monitoring data, Generation Genius reports, and other classroom formative assessment data. The SBLT will analyze trends by grade level, subgroup, and content area to monitor progress toward School Improvement Plan goals, evaluate the effectiveness of instructional practices and interventions, and make timely adjustments to Tier I instruction, intervention supports, and professional learning.
3. **FAST Progress Monitoring Cycles (PM1, PM2, and PM3):** The school will use each FAST Progress Monitoring window as a formal opportunity to evaluate student progress and instructional effectiveness. Following each assessment window (PM1 and PM2), administration and teachers will participate in collaborative data chats to analyze classroom, grade-level, subgroup, and schoolwide performance. Instructional teams will identify strengths, determine priority standards requiring additional support, adjust Tier I instruction and intervention plans, and establish instructional goals. Teachers will also conduct student data conferences, as appropriate, to help students monitor their academic progress and establish individual learning goals. Following the release of PM3 results, grade-level teams, intervention staff, instructional leaders, and administration will conduct a comprehensive review of student achievement and School Improvement Plan outcomes. The team will identify successful instructional practices, determine areas requiring continued improvement, and use the findings to inform class placement decisions, vertical articulation, professional learning priorities, and development of the following year's School Improvement Plan.

Revising the School Improvement Plan Through Continuous Stakeholder Feedback

The School Improvement Plan will be reviewed and revised throughout the year based on student performance data, implementation monitoring, and stakeholder feedback to ensure continuous improvement.

1. School Advisory Council (SAC): The School Advisory Council (SAC) will review progress toward School Improvement Plan goals following each FAST Progress Monitoring window. School leadership will present achievement data, implementation updates, and identified needs for stakeholder feedback. SAC recommendations will be considered when determining adjustments to instructional priorities, resource allocation, and Title I expenditures.
2. Teacher and PLC Feedback: Grade-level Professional Learning Communities (PLCs), collaborative planning sessions, and instructional coaching cycles will provide ongoing opportunities for teachers to evaluate the effectiveness of instructional practices, professional learning, and intervention supports. Teacher feedback will be used to refine coaching priorities, adjust professional learning, and strengthen implementation of evidence-based instructional practices.
3. Leadership Reflection and Continuous Improvement: The Administrative Team (ATM) and School-Based Leadership Team (SBLT) will use implementation data, student achievement results, and stakeholder feedback to make timely adjustments to instructional supports, intervention systems, and professional learning throughout the school year. Findings from PM3 and end-of-year program evaluations will serve as the foundation for developing priorities, goals, and action steps for the next School Improvement Plan, ensuring a continuous cycle of reflection, refinement, and improvement.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	99.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL)* BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: C 2023-24: B 2022-23: B 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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		79	62	82	78	68				369
Absent 10% or more school days		21	15	20	14	10				80
One or more suspensions		1	3	5	3	5				17
Course failure in English Language Arts (ELA)		4	4	0	0	0				8
Course failure in Math		2	3	0	0	1				6
Level 1 on statewide ELA assessment		7	13	16	14	8				58
Level 1 on statewide Math assessment		5	7	17	19	10				58
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	1	3						4
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)					1					1

Current Year 2026-27

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		9	18	10	7	11				55

Current Year 2026-27

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

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

Prior Year (2025-26) 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	
School Enrollment	80	73	86	74	106	92	81			592
Absent 10% or more school days	23	19	8	16	18	27	18			129
One or more suspensions	1	2	6	1	5	4	9			28
Course failure in English Language Arts (ELA)	1	2				2				5
Course failure in Math	2	3		1		4	1			11
Level 1 on statewide ELA assessment	7	9	28	13	18	15	19			109
Level 1 on statewide Math assessment	4	9	20	10	24	23	13			103
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		5	5	13						23
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		2	9	10	24					45

Prior Year (2025-26) 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		10	7	13	16	36				82

Prior Year (2025-26) 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	1									1
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	55	66	62	54	63	59	57	62	57
Grade 3 ELA Achievement	47	66	61	57	66	59	53	65	58
ELA Learning Gains	60	63	63	54	62	60	66	62	60
ELA Lowest 25th Percentile	60	60	58	48	60	56	67	60	57
Math Achievement*	54	69	66	50	67	64	56	67	62
Math Learning Gains	63	69	64	56	65	63	68	68	62
Math Lowest 25th Percentile	45	58	50	55	57	51	64	59	52
Science Achievement	55	67	62	42	62	58	45	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				72		63		55	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	439
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
55%	52%	60%	56%	53%	65%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	42%	No		
English Language Learners	35%	Yes	1	
Black/African American Students	48%	No		
Hispanic Students	58%	No		
Multiracial Students	66%	No		
White Students	55%	No		
Economically Disadvantaged Students	52%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	55%	47%	60%	60%	54%	63%	45%	55%					
Students With Disabilities	33%	38%	43%	40%	41%	57%	47%	40%					
English Language Learners	41%				29%								
Black/African American Students	47%	44%	55%	70%	45%	45%	31%	43%					
Hispanic Students	62%	50%	65%		54%	76%		40%					
Multiracial Students	68%	60%	67%		50%	83%							
White Students	54%	46%	59%	57%	59%	63%	43%	62%					
Economically Disadvantaged Students	54%	51%	58%	58%	49%	55%	42%	45%					

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	54%	57%	54%	48%	50%	56%	55%	42%					53%
Students With Disabilities	46%	62%	48%	35%	37%	50%	48%	42%					
English Language Learners	31%		73%		31%	73%							53%
Black/African American Students	45%		58%	50%	32%	51%	62%	21%					
Hispanic Students	50%	73%	55%	64%	50%	55%		35%					
Multiracial Students	59%		53%		55%	60%							
White Students	58%	49%	53%	41%	56%	58%	54%	53%					
Economically Disadvantaged Students	47%	53%	50%	43%	42%	51%	52%	38%					47%

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	57%	53%	66%	67%	56%	68%	64%	45%					63%
Students With Disabilities	38%	26%	59%	52%	38%	59%	65%	33%					
English Language Learners	38%		64%		46%	73%							63%
Black/African American Students	37%	30%	55%	63%	42%	73%	86%	23%					
Hispanic Students	59%	67%	72%		49%	67%							
Multiracial Students	57%		77%		50%	57%							
White Students	63%	57%	68%	69%	63%	68%	42%	52%					
Economically Disadvantaged Students	51%	45%	59%	59%	48%	63%	65%	33%					59%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	46%	65%	-19%	60%	-14%
ELA	4	66%	64%	2%	60%	6%
ELA	5	49%	60%	-11%	61%	-12%
Math	3	41%	69%	-28%	66%	-25%
Math	4	70%	65%	5%	65%	5%
Math	5	51%	61%	-10%	62%	-11%
Science	5	54%	66%	-12%	60%	-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?

Based on a combination of sources, the data component that showed the most significant academic improvement was 4th-grade ELA Learning Gains for the Bottom Quartile (LPQ), which increased by 31 percentage points, rising from 38% to 69%, 5th-grade ELA Learning Gains from the Bottom Quartile (LPQ) rising 16 percentage points from 38% to 54%, and 5th-grade Science Proficiency which increased 13 percentage points, rising from 42% to 55%.

Other notable improvements included a 24.8% jump in staff perception of administrative instructional leadership and a 24-percentage-point increase in 4th-grade Math proficiency.

The school implemented specific, targeted strategies to achieve these gains:

For 4th-Grade Academic Achievement:

- **Targeted Small Group Instruction:** The team prioritized data-driven small groups to determine specific instructional paths for students.
- **Collaborative and Intentional Planning:** Teachers engaged in high-level collaboration, such as the partnership between classroom teachers and reading assistants, to maximize student support.
- **Coaching and Specialized Support:** The school utilized support from district reading and math coaches, Title 1 Aides, and specialized staff members.
- **Real-Time Feedback:** Teachers utilized district-provided exit tickets as quick checks for understanding, grading them in the moment to identify and dispel misconceptions immediately.

For ELA LPQ Learning Gains:

- **Targeted Small-Group Instruction:** The school made data-driven flexible grouping a priority, focusing explicitly on standards-based deficits.
- **Intentional Paraprofessional Support:** In 4th grade, effective collaboration between classroom teachers and reading assistants (e.g., Mrs. Thomas and Mrs. Bushra) was cited as a key factor in maximizing student support.
- **Real-Time Feedback via Exit Tickets:** Across grade levels, teachers began using district-

provided exit tickets as quick checks. By grading these in the moment, they identified and corrected student misconceptions immediately.

- **Explicit Foundational & Comprehension Focus:** Instruction for these students focused heavily on a balance of explicit vocabulary instruction, comprehension, and fluency routines aligned with the B.E.S.T. standards.

For Administrative Instructional Leadership:

- **Increased Accessibility and Visibility:** The administration made a coordinated effort to be more present, with the Principal's visibility increasing by 13.2% and Assistant Principals' visibility by 20.6%.
- **Instructional Shift:** The administration team pivoted to act as the school's primary instructional leaders, a shift that staff identified as a major factor in the year's success.

For 5th-Grade Science (which grew by 13 percentage points):

- **Saturday Science Boot Camp:** The school launched a specialized weekend program to reinforce science standards.
- **Digital Intervention:** The school integrated Penda, a digital science resource, for individualized student practice and targeted remediation. Generation Genius, another digital tool, was also used to support instruction.

For Classroom Behavior (which improved by 13.9%):

- **Proactive Management Systems:** Teachers implemented clear routines, timers for transitions, specific praise, and proactive redirection.
- **Focus on School Culture:** A coordinated effort was made to reclaim instructional time by improving classroom management systems, resulting in significantly fewer discipline referrals in grades such as Kindergarten and 3rd grade.

Lowest Performance

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

Based on the sources, the data component showing the lowest overall performance among the primary school grade categories was the Math Lowest Performing Quartile (LPQ), which fell to 45% in the 2025–2026 school year. Closely following this was 3rd-grade ELA achievement, which declined to 47%.

Contributing Factors to Low Performance

The sources identify several key factors that led to these low performance levels during the past

year:

- **Lack of Targeted Math Focus:** In the intermediate grades, teachers admitted they did not focus on mastery of fact fluency early enough, noting that the standard curriculum provides little room for fact-building exercises. In 3rd grade specifically, teachers were often self-contained and spent a disproportionate amount of time learning the new ELA curriculum, resulting in less focus on Math.
- **Planning and Goal Setting:** For 3rd-grade ELA and Math, reflections indicated a lack of intentional planning at both the whole-group and small-group levels. Furthermore, the grade level set unrealistic SMART goals (such as 100% oral reading fluency for all students, including ESE and ELL students), which were unattainable.
- **Teacher Instability and Support:** In 5th grade, instructional continuity was disrupted when the administration reassigned a 3rd-grade teacher to the grade level mid-year due to concerns about the previous teacher's classroom management, curriculum pacing, and attendance. This transition created challenges in maintaining consistent instruction and implementing the established curriculum sequence. Additionally, available district math specialist support was not fully leveraged to provide targeted coaching, instructional guidance, and intervention strategies, limiting opportunities to strengthen mathematics instruction and student achievement.

Observed Trends

The data reveals several concerning trends regarding these low-performing areas:

- **The "Intermediate Drop":** A consistent trend shows that proficiency levels often drop significantly as students transition into the intermediate grades (3rd through 5th). This is attributed to increased text complexity, higher-order questioning, and the demand for multi-step problem solving on state assessments.
- **Math LPQ Decline:** The Math LPQ showed a significant negative trend, dropping 10 percentage points from 55% in 2024–2025 to 45% in 2025–2026.
- **3rd Grade Instability:** Historically, 3rd-grade performance has fluctuated; while it showed some recovery in 2024–2025, it fell back below 50% in both ELA and Math in the most recent year.

Greatest Decline

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

Among the primary and intermediate school grade components, significant declines were observed in both 3rd Grade ELA proficiency (dropping 10 percentage points from 57% to 47%) and the Math Lowest Performing Quartile (LPQ), which fell 10 percentage points from 55% to 45%.

An analysis of the data points to specific instructional, behavioral, and staffing factors that drove these downward trends.

Isolated Teacher Performance Outliers

A critical factor in both the 3rd-grade ELA and 5th-grade math declines was significant underperformance by an isolated teacher on each team, which disproportionately dragged down the overall grade-level averages.

- **5th Grade Math:** One teacher demonstrated subpar performance compared to the rest of the grade-level team, effectively negatively impacting the overall metrics. While this individual was dismissed from her post in February, the instructional damage had already been done and could not be fully recovered by state testing.
- **3rd Grade ELA:** Similarly, one specific teacher on the 3rd-grade team performed significantly below their peers, heavily weighing down the grade's proficiency rate and contributing to the drop from 57% to 47%.

Staffing Instability and Support Gaps

- **Mid-Year Transitions:** The 3rd-grade and 5th-grade cohorts experienced teacher instability, including mid-year teacher moves.
- **Underutilized Resources:** Intermediate teams acknowledged failing to maximize available resources, noting that they did not fully utilize district math specialists to support struggling educators and students.

Curriculum Imbalance and Implementation Hurdles

- **ELA vs. Math Imbalance:** In 3rd grade, most teachers taught in self-contained classrooms. They spent a disproportionate amount of time adjusting to and learning the new ELA curriculum. While this focus led to a neglect of mathematics instruction, it did not prevent a major drop in ELA proficiency (from 57% to 47%) due to staffing and implementation issues.
- **Neglect of Foundational Fluency:** Intermediate-grade teams noted that they did not focus on mastery of basic fact fluency (multiplication, division, addition, subtraction) early enough in the year.

Planning Deficiencies & Assessment Rigor

- **Targeted Planning Gaps:** Teacher reflections indicated a distinct lack of intentional whole-group and small-group planning specifically targeted at the needs of struggling learners (LPQ).

- **Increased Assessment Rigor:** 5th-grade instruction faced a steep hurdle due to increased text complexity and greater demand for analytical thinking and multi-step problem-solving on state math assessments, which disproportionately affected the lowest-performing quartile.

Decreased Instructional Continuity and Behavior

- **Attendance Drop:** 5th-grade attendance dropped from 98% in the prior year to 94%.
- **Discipline Issues:** discipline referrals further compounded the attendance issue, reducing the total amount of time students spent actively engaged in learning.

The "Intermediate Drop" Trend

The data altogether highlights a clear "intermediate drop" trend. Student proficiency and growth often decline as students transition from the foundational, highly scaffolded environment of primary instruction (K–2) to the more rigorous, analysis-heavy demands of 3rd through 5th grades. While the school celebrated notable "bright spots" and gains in the primary grades, the intermediate levels struggled to maintain that momentum, a vulnerability that was exacerbated this year by strategic staffing challenges and curriculum implementation fatigue.

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.

Third Grade Mathematics showed the largest gap relative to the state average. Coppergate School of the Arts earned 39% proficiency compared to the state average of 66%, resulting in a 27-point gap.

Several factors contributed to this performance. First, instructional emphasis in third grade has historically been heavily concentrated on English Language Arts due to Florida's mandatory retention requirements tied to Grade 3 reading proficiency. While this focus supported literacy efforts, it inadvertently reduced the emphasis on mathematics instruction.

Additionally, this cohort entered third grade with below-grade-level mathematics skills, requiring significant remediation to address unfinished learning from previous years. Staffing challenges further impacted instruction. One third-grade teacher was returning to teaching mathematics after several years away from the content area and needed additional support to implement the curriculum. Midyear staffing adjustments also affected instructional continuity. To address critical needs in fifth-grade mathematics and science, a high-performing third-grade teacher was reassigned to fifth grade, and the teacher who moved into third grade struggled to maintain instructional momentum and student achievement.

EWS Areas of Concern

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

Based on the Early Warning Systems (EWS) data for the 2025–2026 school year, two significant areas of concern are chronic absenteeism and the high concentration of risk indicators in the 5th-grade cohort.

High Rates of Chronic Absenteeism

Across all grade levels, 101 students were identified as being absent for 10% or more of the school year. This indicator is particularly concerning in Kindergarten (21 students), 2nd grade (20 students), and 5th grade (21 students). High absenteeism is explicitly noted in staff reflections as a factor that negatively affects instructional continuity and student engagement.

Vulnerability of the 5th-Grade Cohort

The 5th-grade level presents the most significant cluster of early warning signs across multiple categories:

- **Multiple Risk Factors:** 5th grade has the highest number of students with two or more early warning indicators (15), nearly double the count for most other grade levels.
- **Academic Deficits:** It has the highest number of students scoring Level 1 on statewide assessments in both ELA (17 students) and Math (24 students).
- **Behavioral Concerns:** This grade level recorded the highest number of suspensions (7) among all grades. These factors combined suggest that 5th-grade students are at the highest risk of continued academic decline, a trend the administration noted could create a "chain reaction" that impacts the school's overall performance if not addressed with high-rigor Tier I instruction and targeted support.

Highest Priorities

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

- Data-Driven Teacher Coaching, Focus Area: 3rd Grade ELA proficiency & 4th and 5th grade learning gain in the Math LPQ, including 3rd grade retainees in the LPQ for Math
- Targeted Early Intervention & Structured Planning for 3rd-grade ELA proficiency and Math LPQ, Focus Area: Math Lowest Performing Quartile (LPQ) 4th and 5th grade learning gains in the Math LPQ, include 3rd grade retainees in the LPQ for Math & 3rd Grade ELA proficiency
- 2nd-to-3rd Grade Reading Transition Bridge, Focus Area: 2nd Grade ELA & 3rd Grade ELA
- Targeted EWS Case Management (Attendance Recovery), Focus Area: Chronic Absenteeism (Students below 90% attendance)

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

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.

Description

This focus area targets the stabilization and strengthening of the early literacy pipeline, specifically mitigating the systemic achievement drops that occur during the transitions from 1st to 2nd grade and 2nd to 3rd grade. This initiative focuses on structural alignment between primary and intermediate expectations, ensuring an explicit instructional shift from foundational phonics mastery (K–1) to advanced fluency, vocabulary building, and structural text analysis (Grades 2–3) within the new ELA core curriculum.

How It Affects Student Learning

The transition from 1st to 3rd grade represents a massive shift in the cognitive demands of reading. In 1st grade, learning is highly scaffolded and focused on decoding. By 3rd grade, students must navigate dense text independently and think critically. When the bridge between 1st-, 2nd-, and 3rd-grade levels is misaligned, students experience a "literacy shock." If they do not master phonics-to-fluent reading by the end of 2nd grade, they enter 3rd grade completely unequipped to handle the high text complexity of the new ELA curriculum, resulting in immediate frustration and a drop in proficiency.

Rationale

While our K–2 primary grades showed historical "bright spots" of raw reading growth, a deep dive into longitudinal data reveals a distinct downward trend as students move up the primary pipeline. The momentum gained in K–1 consistently stalls during the 2nd-grade transition and hits a wall in 3rd grade, where the 2025–2026 data culminated in a drop to 47% proficiency.

This drop occurs because the transition expectations are not vertically aligned, and self-contained 3rd-grade teachers became so bogged down with the steep learning curve of the new ELA curriculum that pacing and foundational bridging were lost. By intentionally targeting the 1st-to-2nd and 2nd-

to-3rd grade transition zones, the school can catch the "slide" before it solidifies into a multi-year achievement gap.

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.

Prior Year Data

A cohort tracking analysis reveals significant systemic drops and stagnation points across our primary grade transitions:

- **1st-to-2nd Grade Slide (2024–2026 Cohort Tracking):** The cohort completing 1st grade in 2024–2025 demonstrated 73% proficiency but dropped significantly to 59% proficiency by the end of their 2nd-grade year in 2025–2026, a longitudinal loss of 14 percentage points.
- **2nd-to-3rd Grade Stagnation (2024–2026 Cohort Tracking):** The cohort entering 3rd grade began with a deficit of 44% proficiency at the end of 2nd grade (2024–2025) and flatlined, achieving only 46% proficiency on the 2025–2026 3rd-grade FAST assessment, representing a near-total stagnation (+2 percentage points) of expected academic growth.

By the conclusion of the upcoming school year, the primary literacy pipeline will achieve the following targets as measured by the end-of-year State FAST ELA Assessment (Grades 3) and FAST Star Reading Assessments (Grades 1–2):

1. **Plugging the 1st-to-2nd Grade Leak:** The rising 2nd-grade cohort (moving from 1st to 2nd) will slow the historical drop-off, increasing their grade-level proficiency rate to 65% through targeted fluency and vocabulary bridging.
2. **Advanced Comprehension Scaffolding (Grades 2 to 3):** The rising 3rd-grade cohort will break the stagnation trend by participating in daily, explicit instructional scaffolding for multi-paragraph texts and complex question-response alignment, accelerating their proficiency from a baseline of 46% to 55%.

Specific Measurable Outcome

By the end of the 26/27 school year, the 3rd-grade ELA proficiency rate will increase from 46% to 55%, and 65% of 2nd-grade students will be proficient as measured by the State FAST ELA/Star Literacy Assessments.

Monitoring

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

To ensure our rising third graders enter the state's first high-stakes tested grade prepared for

success, the monitoring framework will closely track the development of foundational reading skills and grade-level comprehension throughout second grade.

Administration & Coach Classroom Walkthroughs: Leadership will conduct targeted weekly walkthroughs in all second-grade classrooms to monitor implementation of Tier I literacy instruction. Walkthroughs will focus on the fidelity of Foundations, Benchmark Advanced, and Heggerty implementations; explicit phonics and word analysis instruction; teachers' use of Benchmark Advanced close reading routines; and opportunities for students to engage in evidence-based reading and writing tasks aligned with grade-level standards.

Monthly School-Based Leadership Team (SBLT) Data Analysis: The SBLT will conduct monthly reviews of second-grade student performance using Acadience Reading benchmark and progress monitoring data, Benchmark Advanced unit assessments, and classroom formative assessment data. Special attention will be given to students identified as below benchmark or demonstrating insufficient growth to ensure timely movement into Tier II or Tier III interventions and to monitor readiness for third-grade expectations.

Instructional Intervention & Coaching Support: The Title I Reading Tutor, Interventionists, and Instructional Facilitator will provide targeted support during intervention blocks through small-group instruction focused on phonics, decoding, fluency, vocabulary, and comprehension. The Instructional Facilitator will provide ongoing coaching to second-grade teachers using classroom observation data and student performance trends to strengthen Tier I instruction and ensure consistent implementation of evidence-based literacy practices.

Impact on Student Achievement

By continuously monitoring foundational literacy development throughout second grade, the school will proactively address skill deficits before students enter third grade, where reading proficiency becomes a high-stakes promotion requirement. Frequent analysis of Acadience and Benchmark Advanced data allows the SBLT to identify students who are not making adequate progress and adjust interventions immediately. Strengthened Tier I instruction, combined with targeted intervention and instructional coaching, will increase the number of students entering third grade reading on or above grade level and better prepared to achieve proficiency on the FAST English Language Arts assessment.

Person responsible for monitoring outcome

Melissa Metz, Principal and Brittany Franczak, ITF

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:

2nd Grade, WWC Strategy: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (WWC Recommendation 4).

Rationale:

2nd Grade: Students are sliding 14 percentage points because they are failing to bridge isolated phonics rules (1st grade) into connected text fluency and word meaning (2nd grade).

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

3rd Grade, WWC Strategy: Teach students how to use reading comprehension strategies & teach students to identify and use the text's organizational structure (WWC Comprehension Guide Recommendations 1 & 2).

Rationale:

3rd Grade: Students are stagnating (+2%) because instruction failed to scaffold the massive cognitive leap from short primary stories to dense, multi-paragraph intermediate informational text and complex testing formats.

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

Classroom Actions: Building a Stronger Literacy Bridge in the Primary Grade Levels

Person Monitoring:

2nd and 3rd Grade Classroom Teachers

By When/Frequency:

Daily

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

Teachers will implement daily, evidence-based literacy instruction aligned to What Works Clearinghouse (WWC) recommendations across Grades 2 and 3. In Grade 2, teachers will use Foundations and Benchmark Advance to provide systematic instruction in foundational skills and to ensure students engage in daily reading of connected text to strengthen reading accuracy, fluency, and comprehension. In Grade 3, teachers will use Benchmark Advance to provide explicit instruction in comprehension strategies, teach text structures, and engage students in text-based discussions and written responses that require textual evidence. These practices are designed to strengthen students' ability to access and comprehend increasingly complex grade-level texts while addressing identified proficiency gaps.

The administration team will conduct weekly instructional sweeps using the standard county tool, drilling down into specific look-fors:

K–2 Classrooms: Evidence of daily, explicit Foundations phonics instruction alongside daily oral choral/echo reading routines using connected text from Benchmark Advanced.

Action Step #2

Building Professional Capacity: Building a Stronger Literacy Bridge in the Primary Grade Levels

Person Monitoring:

Melissa Metz, Principal; Brittany Franczak, ITF;
Grade-level Team Leads; District Literacy
Specialists, as available and needed

By When/Frequency:

Monthly

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

Professional learning will be provided monthly through job-embedded coaching cycles, grade-level collaborative planning sessions, model lessons, and peer observations facilitated by the instructional coach and school administration. Professional learning will focus on strengthening the vertical alignment between Foundations (Grade 2) and Benchmark Advance (Grades 2–3), ensuring high-quality implementation of daily connected-text reading, explicit comprehension-strategy instruction, and text-structure instruction aligned with What Works Clearinghouse (WWC) recommendations. Ongoing coaching and collaborative planning will support instructional consistency, effective use of Benchmark Advance resources, and the delivery of rigorous Tier I literacy instruction across Grades 2 and 3.

PLC Agendas & Reflection Logs: The Administrative Team (ATM) will review weekly grade-level PLC agendas, planning documents, and reflection logs to ensure collaborative planning time is intentionally used to analyze student data, unpack upcoming Foundations (Grade 2) and Benchmark Advance (Grades 2–3) lessons, plan explicit comprehension strategy instruction and text structure instruction, and develop aligned instructional supports that promote student success with increasingly complex grade-level texts.

Peer Observation Debriefs: Administration will monitor peer observation documentation and coaching reflections to ensure teachers are observing and implementing evidence-based literacy practices, including effective delivery of Foundations foundational skills instruction, daily connected text reading, explicit comprehension strategy instruction, and structured text-based discussions. Observation data will be used to celebrate effective instructional practices, identify areas for continued professional learning, and guide individualized coaching cycles.

Action Step #3

Leadership Actions: Building a Stronger Literacy Bridge in the Primary Grade Levels

Person Monitoring:

Melissa Metz, Principal (ATM and SBLT); Brittany Franczak, ITF (ATM and SBLT); Grade-Level
Team Leads (SBLT)

By When/Frequency:

Weekly (ATM); Monthly (SBLT)

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

Action to be Taken

The administrative team will meet weekly to reflect on the implementation of evidence-based literacy practices in Grades 2–3, including Foundations foundational skills instruction, daily connected-text reading, explicit comprehension strategy instruction, and text-structure instruction. County Walkthrough Tool data, classroom observations, Foundations assessments, Benchmark Advance formative assessments, and instructional planning reviews will be analyzed to monitor implementation fidelity, ensure curriculum pacing, and identify immediate needs for coaching and support to

strengthen Tier I instruction.

The School-Based Leadership Team (SBLT) will meet monthly to evaluate the impact of evidence-based literacy practices in Grades 2–3 on student achievement. The team will conduct an item-by-item analysis of Benchmark Advance unit assessments, review Acadience Reading progress-monitoring data—including Nonsense Word Fluency (where applicable) and Oral Reading Fluency—and analyze classroom formative assessment data to monitor students' growth in foundational reading skills, fluency, and reading comprehension. Findings will be used to make timely adjustments to Tier I instruction, flexible small-group instruction, and Tier II and Tier III interventions to support successful transitions to increasingly complex grade-level texts.

Monitoring

Weekly Admin Data Dashboard: A centralized tracking log used during weekly administration meetings that cross-references qualitative county walkthrough data with short-cycle classroom checks-for-understanding.

BMA (Benchmark Advanced) Grades 2–3 Assessment Reports: Monthly curriculum mastery reports prepared and aggregated by the ITF, tracking performance down to the specific item and standard level.

2nd Grade Foundations Unit Assessment Tracker: A dedicated data sheet tracking foundational phonics and decoding mastery to flag students before the 2nd-grade slide compounds.

Acadience Progress Monitoring Reports (for specific students): Monthly rapid-cycle growth tracking generated by the ITF, focusing heavily on Nonsense Word Fluency, where appropriate, and Oral Reading Fluency/Accuracy, where appropriate.

Area of Focus #2

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

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

Area of Focus Description and Rationale

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.

Description

This focus area addresses two priorities. First, it targets the remediation and recovery of reading deficits for rising 4th graders and 3rd-grade retainees through a data-driven intervention framework designed to close foundational reading gaps and support students in accessing increasingly complex grade-level texts. This initiative specifically addresses the needs of approximately 50 struggling intermediate students (20 Level 1 and 30 Level 2) through strong Tier I instruction, Tier II and Tier III interventions as needed, explicit multisyllabic decoding instruction, and strategic comprehension scaffolds.

Second, this focus area emphasizes strengthening Tier I literacy instruction in 5th grade. Although the incoming cohort of rising 5th graders demonstrated strong performance, with approximately 70% proficiency in English Language Arts, the school remains identified for the 5th-grade RAISE area

based on the previous 5th-grade cohort's performance, which achieved 50% proficiency. As a result, we must continue to address 5th-grade literacy outcomes through strong, standards-aligned instruction, ongoing progress monitoring, and instructional coaching to support a teacher new to 5th-grade English Language Arts content.

How It Affects Student Learning

When students enter 4th grade as a Level 1 or Level 2, they cannot fluently decode or comprehend the complex informational text that dominates the intermediate curriculum. Because they are stuck at the "learning to read" stage, they lack the cognitive stamina to "read to learn." Without immediate intervention, these students cannot access grade-level science, social studies, or math word problems, causing them to shut down and fall further behind their peers.

In 5th grade, maintaining rigorous Tier I literacy instruction ensures that students continue to strengthen the comprehension, vocabulary, analytical thinking, and written-response skills needed for success in middle school. Even though the incoming cohort enters with stronger achievement, continued focus on instructional quality is necessary to sustain high levels of performance while meeting the requirements of the school's SSIP and RAISE designation.

Rationale

Prior-year FAST data revealed a critical 11-percentage-point decline in 3rd-grade English Language Arts proficiency, from 57% to 46%. A review of student performance and instructional practices identified the need to strengthen instructional consistency across classrooms. In response, the school is continuing to transition all 3rd-grade classrooms to a self-contained instructional model to provide greater continuity in literacy instruction and improve student outcomes.

Despite these systemic improvements, the academic impact remains evident in the current cohort of rising 4th graders, including approximately 20 Level 1 and 30 Level 2 students identified through FAST assessment data. This concentration of struggling readers requires intensive, coordinated literacy support to accelerate learning and improve long-term achievement.

Additionally, although the current rising 5th-grade cohort achieved approximately 70% proficiency in English Language Arts, the school remains required to address 5th-grade literacy because the previous 5th-grade cohort exited with approximately 50% proficiency, resulting in the school's RAISE designation for the grade level. While those students are no longer enrolled, the designation remains attached to the school's improvement efforts. Therefore, the focus for 2026–2027 will be on ensuring strong Tier I literacy instruction, ongoing instructional coaching, collaborative planning, and frequent progress monitoring to maintain the strong performance of the incoming cohort while meeting state

improvement requirements.

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.

Prior Year Data

- **2025–2026 3rd Grade ELA Proficiency:** 46% (Down from 57% the prior year)
- **Target Sub-Group (Incoming 4th Grade):** 20 Level 1 students, 30 Level 2 students.
- **2025-2026 5th Grade Proficiency:** 50%; **2025-2026 4th Grade Cohort:** 70%

Specific Measurable Outcome

By the end of the 2026-2027 school year, 60% of the identified rising 4th-grade student cohort (who scored Level 1 or Level 2 on the 2025–2026 3rd-grade FAST) will demonstrate learning gain, with at least 30% of those students achieving proficiency (Level 3 or higher) as measured by the end-of-year State FAST ELA Assessment.

By the end of the 2026–2027 school year, at least 60% of 5th-grade students will score Level 3 or above on the FAST PM3 English Language Arts assessment, while at least 60% will demonstrate annual learning gains.

Monitoring

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

To ensure the high-stakes target for our rising 4th graders, 5th graders, and 3rd-grade retainees is met, the monitoring framework will closely track progress in addressing intermediate reading deficits.

Administration & Coach Classroom Walkthroughs: Leadership will conduct targeted weekly walkthroughs across all 4th-grade classrooms, 5th-grade ELA classes, and instructional settings serving retained 3rd-grade students. Walkthroughs will monitor the consistent implementation of rigorous, standards-aligned Tier I literacy instruction for all students, including explicit vocabulary development, text-dependent questioning, collaborative discourse, written responses grounded in text evidence, and appropriate scaffolds that preserve the rigor of grade-level Benchmark Advance texts.

Walkthroughs will also examine the implementation of intensive Tier II intervention blocks, with Tier III support provided as indicated by student data. Particular attention will be given to explicit instruction in multisyllabic decoding strategies, targeted fluency and comprehension instruction, and the strategic scaffolding necessary to support Level 1 and Level 2 readers in accessing and successfully engaging with complex grade-level texts.

Monthly School-Based Leadership Team (SBLT) Data Analysis: The SBLT will conduct a monthly, student-by-student audit specifically tracking the 50 identified target students (20 Level 1s and 30 Level 2s). The team will analyze Acadience Progress Monitoring data—focusing heavily on Oral Reading Fluency (ORF) and accuracy percentages—alongside intermediate Benchmark Advanced unit assessments to ensure these students are on track for a full year's worth of growth, as determined for each student. Additionally, the SBLT will monitor 5th-grade Tier I implementation data, including walkthrough evidence and Benchmark Advanced assessment results, to ensure students are consistently receiving explicit grade-level instruction with appropriate comprehension scaffolds and opportunities to access complex text.

Targeted Title I Reading Tutor Deployment: The Title I Reading Tutor will be heavily embedded within the 4th-grade and 3rd-grade retainee schedules during intervention blocks. The tutor will pull daily small groups for high-intensity, targeted Tier I and Tier II foundational interventions, directly supporting these striving learners as they work to close the achievement gap.

Impact on Student Achievement: By tracking these 50 specific students at the granular level every month, the school prevents struggling intermediate learners from getting lost in complex grade-level content. Real-time Acadience tracking allows the SBLT to adjust interventions instantly if a student's fluency stalls, while the Title I tutor provides the low student-to-teacher ratio necessary to rebuild reading stamina, ensuring these students can successfully handle the analytical demands of the end-of-year FAST assessment. Ongoing monitoring of 5th-grade Tier I instruction ensures that students consistently engage in rigorous, standards-aligned instruction with the explicit vocabulary, comprehension, and scaffolding necessary to successfully access grade-level Benchmark Advanced text.

Person responsible for monitoring outcome

Melissa Metz, Principal and Brittany Franczak, ITF

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:

Explicit Vocabulary Instruction (implemented through the Florida B.E.S.T. Standards Appendix D Explicit Vocabulary Routine), which provides systematic and explicit instruction in academic vocabulary to deepen students' understanding of grade-level text and content.

Rationale:

A deep analysis of the 2025–2026 FAST ELA data identified a significant decline in Grade 3 proficiency, resulting in a cohort of rising fourth-grade students with substantial literacy needs. Twenty students scored at Level 1 and thirty at Level 2 on the FAST assessment, indicating persistent

challenges in academic language and vocabulary development. Additionally, analysis of Grade 5 ELA data identified the need to strengthen Tier I core instruction to ensure all students can successfully access increasingly complex grade-level text through explicit vocabulary instruction and comprehension scaffolds. The Florida B.E.S.T. Standards Appendix D Explicit Vocabulary Routine was selected to provide consistent, systematic instruction in academic vocabulary, enabling students to develop the language necessary to access complex texts and communicate their understanding effectively across both targeted intervention settings and Tier I core instruction.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Explicit Comprehension Strategy Instruction, supported by the Institute of Education Sciences (IES) and the What Works Clearinghouse (WWC), emphasizes teacher modeling, guided practice, strategic thinking, and text-based discussion to improve students' ability to comprehend increasingly complex texts.

Rationale:

Explicit Comprehension Strategy Instruction was selected because the FAST assessment requires students to analyze complex texts, integrate information across multiple passages, draw inferences, and justify responses using textual evidence. Research synthesized by the Institute of Education Sciences and the What Works Clearinghouse demonstrates that explicit instruction in comprehension strategies—including teacher modeling, think-alouds, guided practice, and structured text-based discussions—improves students' ability to construct meaning from complex text and transfer those strategies to independent reading.

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

Classroom Actions: Explicit Vocabulary and Comprehension Instruction

Person Monitoring:

3rd - 5th Grade Classroom Teachers

By When/Frequency:

Daily

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

Teachers will consistently implement the Florida B.E.S.T. Standards Appendix D Explicit Vocabulary Routine and evidence-based explicit comprehension strategy instruction during the core ELA block and targeted intervention opportunities. Through systematic academic vocabulary instruction, teacher think-alouds, guided practice, and text-based discussions, students performing at FAST Levels 1 and 2 will develop the language and comprehension skills needed to successfully access, analyze, and respond to increasingly complex Benchmark Advance grade-level texts.

The school will monitor the impact of this action step by leveraging the official County Walkthrough

Log. The administration team will conduct weekly instructional sweeps using the standard county platform, drilling down into the specific indicators that measure our intermediate ELA priorities.

Action Step #2

Building Professional Capacity: Explicit Vocabulary and Comprehension Instruction

Person Monitoring:

Melissa Metz, Principal; Brittany Franczak, ITF;
Grade-level Team Leads; District Literacy
Specialists, as available and needed

By When/Frequency:

Monthly

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

Professional learning will be provided monthly through job-embedded coaching cycles, model lessons, collaborative planning sessions, and classroom feedback by the lead ELA administrator, intervention team facilitator, and district literacy specialists. Professional learning will focus on the effective implementation of the Florida B.E.S.T. Standards Appendix D Explicit Vocabulary Routine and evidence-based explicit comprehension strategy instruction, including teacher modeling, think-alouds, guided practice, and structured text-based discussions. Ongoing coaching will support implementation fidelity, strengthen Tier I instruction, and maximize the effectiveness of small-group instruction through strategic collaboration with the Title I reading tutor.

The school will monitor the impact of the professional learning action step by systematically tracking and reviewing the artifacts generated during collaborative planning and Professional Learning Communities (PLCs). The administration team and instructional coaches will routinely audit these structures to ensure that professional learning translates directly into classroom practice.

Action Step #3

Leadership Actions: Explicit Vocabulary and Comprehension Instruction

Person Monitoring:

Melissa Metz, Principal (ATM and SBLT); Brittany Franczak, ITF (ATM and SBLT); Grade-Level Team Leads (SBLT)

By When/Frequency:

Weekly (ATM); Monthly (SBLT)

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

The administrative team will meet weekly to reflect on how the implementation of the Florida B.E.S.T. Standards, Appendix D Explicit Vocabulary Routine, and explicit comprehension strategy instruction are impacting student achievement. Classroom walkthrough data, instructional planning reviews, and weekly checks for understanding will be analyzed to monitor implementation fidelity, ensure consistent delivery of high-quality Tier I instruction, protect instructional pacing, and identify immediate coaching and support needs within self-contained classrooms.

The School-Based Leadership Team (SBLT) will meet monthly to evaluate the impact of the Florida B.E.S.T. Standards Appendix D Explicit Vocabulary Routine and explicit comprehension strategy instruction on student achievement. The team will analyze Benchmark Advance unit assessment data, FAST progress-monitoring results, classroom formative assessment data, and Acadience Reading progress-monitoring measures, including Oral Reading Fluency and Accuracy, to identify instructional trends and make timely adjustments to Tier I instruction, flexible small-group instruction, and Tier II and Tier III interventions as appropriate.

The school will monitor the impact of the data meeting action steps by leveraging a centralized data ecosystem. The administration team (weekly) and the SBLT (monthly) will use the walkthrough dashboards and reports prepared by the ITF to track the direct correlation between teacher implementation and student growth (BMA Assessments and Acadience Progress Monitoring, as appropriate).

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.

Description

This area of focus prioritizes targeted, evidence-based math interventions for 3rd-grade retained students and 4th- and 5th-grade students who fall into the Lowest Performing Quartile (LPQ). Rather than relying on the standard core instruction, this initiative implements structured daily math fluency blocks, data-driven small-group remediation, and the utilization of district math specialists when available. The core objective is to rebuild foundational arithmetic skills while scaffolding the multi-step problem-solving capacities required by the intermediate curriculum.

How It Affects Student Learning

When struggling intermediate learners lack basic fact fluency (multiplication, division, addition, subtraction), their working memory becomes consumed by simple calculation tasks. As a result, they do not have the cognitive bandwidth to process the increased text complexity, analytical thinking, and multi-step reasoning demanded by intermediate state assessments.

By systematically closing these fluency gaps and providing scaffolded, small-group instruction, students are able to:

- Transition successfully from simple calculation to conceptual problem-solving.
- Engage deeply with grade-level content rather than shutting down due to frustration.
- Build the mathematical resilience necessary to navigate rigorous word problems and multi-step tasks.

Rationale

This focus area was identified following an analysis of the 2025–2026 academic data, which revealed a 10-percentage-point drop in LPQ learning gains compared to the prior year (with overall Math LPQ proficiency falling from 55% to 45%).

A deep dive into the historical data highlights two points that created this drop:

1. **The Primary-to-Intermediate Structural Gap:** As students transitioned from highly scaffolded K–2 environments to self-contained 3rd-grade classrooms, a curricular imbalance emerged. Teachers focused on implementing the new ELA curriculum, limiting math instruction, and leaving incoming 4th graders and 3rd-grade retainees without a solid mathematical foundation.
2. **Intermediate Instructional Disruptions:** In 5th grade, one teacher's underperformance was compounded by a late mid-year dismissal in February; the instructional damage from the first half of the year was already too severe. There simply was not enough time left on the calendar for a replacement to recover the lost ground and prepare these struggling students for the increased analytical rigor of the state assessment.

If our most striving learners continue to fall behind due to these structural and instructional gaps, the achievement gap will continue to widen, making it harder to close in middle school grades.

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.

Prior Year Data

- **2024–2025 Math LPQ:** 55%
- **2025–2026 Math LPQ:** 45% (*decline of 10 percentage points overall, paired with an 11 percentage point drop specifically in intermediate learning gains*)

Specific Measurable Outcome

By the end of the 2026-2027 year, the percentage of students in the intermediate grades (Grades 4, 5, and 3rd-grade retainees) scoring within the Math Lowest Performing Quartile (LPQ) will increase learning gains from 45% to 55% or greater as measured by the FAST Assessment.

Monitoring

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

To ensure the desired outcome of raising the Math LPQ from 45% to 55% is achieved, a multi-tiered monitoring system will be implemented to track both instructional delivery and student data in real time.

- **Administration Classroom Walkthroughs:** School leadership and instructional coaches will conduct targeted, routine classroom walkthroughs. These walkthroughs will specifically look for evidence of two non-negotiable instructional practices:
 - The execution of the dedicated, daily math fact fluency block.
 - The delivery of differentiated small-group instruction tailored specifically to the needs of LPQ students.

- **Monthly School-Based Leadership Team (SBLT) Data Reviews:** The SBLT will meet monthly to analyze intermediate progress monitoring data. The team will look at real-time student performance metrics, focusing heavily on topic-level and module assessments from the *Eureka Math 2.0* curriculum. This tracking ensures that student mastery—or lack thereof—is identified immediately rather than waiting for benchmark windows.
- **Targeted Title I Math Tutor Support:** To maximize the impact of these interventions, a dedicated Title I Math Tutor will be strategically deployed to support intermediate classrooms. The tutor will work alongside classroom teachers to facilitate the daily fact-fluency blocks and provide direct assistance with the specific Tier I (core classroom) or Tier II (targeted small-group) interventions that these striving students need.

Impact of Ongoing Monitoring on Student Achievement

This systematic approach to monitoring directly shifts the school from a *reactive* stance to a *proactive* instructional model, preventing the compounding learning deficits that impacted the previous school year.

1. **Guarantees Instructional Accountability and Equity:** By conducting regular walkthroughs, leadership ensures that every intermediate student, regardless of their assigned teacher, receives high-quality foundational fluency practice and small-group support. This eliminates the risk of an isolated classroom underperforming or slipping through the cracks unnoticed until mid-year.
2. **Prevents "Invisible" Failure Through Immediate Course Correction:** Monthly SBLT reviews of *Eureka 2.0* data enable educators to catch misunderstandings within days of a concept's introduction. If a specific skill or standard shows low mastery among LPQ students, intervention groups can be reshuffled, and district math specialists can be deployed immediately to provide side-by-side coaching or co-planning support.
3. **Maximizes Instructional Time and Resource Efficiency:** The presence of the Title I Math Tutor allows for a lower student-to-teacher ratio during critical intervention windows. Instead of wasting valuable weeks on broad remedial concepts that students may already know, progress monitoring combined with targeted tutoring isolates the exact gaps blocking student progress. This keeps pacing tight, builds student confidence, and protects the instructional calendar, ensuring students are fully prepared to meet the multi-step problem-solving demands of the end-of-year FAST assessment.

Person responsible for monitoring outcome

Candi Sweet, Asst. Principal and Brittany Franczak, ITF

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:

To address the decline in Math Lowest Performing Quartile (LPQ) learning gains and increase LPQ learning gains from 45% to 55% or greater by the end of the 2026–2027 school year, the school will implement an evidence-based mathematics intervention framework aligned with the What Works Clearinghouse (WWC) Practice Guide, *Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades*. Instruction will emphasize explicit, systematic small-group intervention that develops conceptual understanding, procedural fluency, and mathematical reasoning while using ongoing progress-monitoring data to differentiate instruction and intensify support for students in Grades 4, 5, and third-grade retainees.

Rationale:

Mathematics learning gains for students in the Lowest Performing Quartile (LPQ) declined to 45% during the 2025–2026 school year, identifying a critical need to strengthen intervention systems for students with the greatest academic needs. Analysis of FAST, classroom, and district assessment data indicates that many LPQ students continue to demonstrate unfinished learning in foundational mathematics concepts, limiting their ability to successfully access grade-level instruction. The What Works Clearinghouse (WWC) Practice Guide, *Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades*, identifies explicit, systematic instruction, targeted small-group intervention, opportunities to build conceptual understanding before procedural fluency, and ongoing progress monitoring as high-impact practices for improving mathematics outcomes for struggling learners. By implementing these evidence-based practices through Eureka Math², Eureka Math Catalyst, Supplemental Resources by Benchmark, CPALMS, Florida Ready Math, and data-driven intervention cycles, the school will provide timely, differentiated support designed to accelerate learning, close achievement gaps, and increase mathematics learning gains for students in the Lowest Performing Quartile.

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

Classroom Actions: *Assisting Students Struggling with Mathematics and Intervention in the Elementary Grades*

Person Monitoring:

3rd, 4th, 5th grade Math teachers in conjunction with VE and other support staff.

By When/Frequency:

Daily

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

Teachers will implement the identified mathematics strategies through a structured approach that combines high-quality Tier 1 instruction, targeted intervention, and ongoing data analysis to address the needs of students in the Lowest Performing Quartile (LPQ).

The school will monitor the impact of this action step by leveraging the official County Walkthrough Log. The administration team will conduct weekly instructional sweeps using the standard county platform, drilling down into the specific indicators that measure school-wide Math priorities.

Action Step #2

Building Professional Capacity: Assisting Students Struggling with Mathematics and Intervention in the Elementary Grades

Person Monitoring:

Candi Sweet, Assistant Principal; Brittany Franczak, ITF; Grade-Level Team Leads; District Math Specialist-as available.

By When/Frequency:

Monthly

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

Professional learning will be provided monthly in the format of job-embedded coaching cycles, model lessons, and/or collaborative planning sessions by the lead Math administrator, intervention team facilitator, and/or district Math specialists and will focus on explicit use of the Eureka Math Squared curriculum through the use of strong Tier 1 instruction as evidenced by daily, effective use of Small Group Instruction and Eureka Math Catalyst, as these evidence-based strategies, will provide the targeted support necessary to close foundational skill gaps, strengthen mathematical reasoning, and increase learning gains for students in the Lowest Performing Quartile.

The school will monitor the impact of the professional learning action step by systematically tracking and reviewing the artifacts generated during collaborative planning and Professional Learning Communities (PLCs). The administration team and instructional coaches will routinely audit these structures to ensure that professional learning translates directly into classroom practice.

Action Step #3

Leadership Actions: Assisting Students Struggling with Mathematics and Intervention in the Elementary Grades

Person Monitoring:

Candi Sweet, Assistant Principal (ATM and SBLT); Weekly (ATM); Monthly (SBLT)
Brittany Franczak, ITF (ATM and SBLT); Grade-Level Team Leads (SBLT).

By When/Frequency:

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

The administration team will meet weekly to reflect on how the explicit use of Small Group Instruction and Eureka Math Catalyst as a means to will provide the targeted support necessary to close foundational skill gaps, strengthen mathematical reasoning, and increase learning gains for students in the Lowest Performing Quartile are impacting student achievement by cross-referencing classroom walkthrough implementation logs with weekly check-for-understanding data to ensure instructional fidelity, protect pacing, and direct immediate coaching support to self-contained classrooms.

Data meetings (SBLT) will be held monthly to reflect on how the explicit use of Small Group Instruction and Eureka Math Catalyst as a means to will provide the targeted support necessary to close foundational skill gaps, strengthen mathematical reasoning, and increase learning gains for students in the Lowest Performing Quartile are impacting student achievement by conducting analysis of Eureka Module Assessments and Exit Tickets, along with FOCUS Assessments to make immediate, fluid adjustments to Tier I, Tier II, and Tier III intervention groups, as appropriate.

The school will monitor the impact of the data meeting action steps by leveraging a centralized data

ecosystem. The administration team (weekly) and the SBLT (monthly) will use the walkthrough dashboards and reports prepared by the ITF to track the direct correlation between teacher implementation and student growth (Eureka Module Assessments and Exit Tickets, and FOCUS Math assessments).

Area of Focus #4

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

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.

Science achievement remains an area of focus for the 5th grade. While science proficiency increased significantly from 42% in 2024-2025 to 55% in 2025-2026, subgroup data indicates that Students with Disabilities (32%), Hispanic students (33%), and English Language Learners (20%) continue to perform below the overall proficiency rate. Continued emphasis on strong Tier 1 instruction, hands-on investigations, targeted intervention, and data-driven decision-making is needed to sustain growth and close achievement gaps. This area of focus was identified through analysis of state assessment results and subgroup performance trends.

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.

Prior Year

- 55% Proficiency
- Subgroup Proficiency: 32% SWDs; 33% Hispanic, 20% ELLs

Measurable Outcome

By the end of the 2026-2027 school year, 5th-grade science proficiency will increase from 55% to 65% as measured by the Florida Statewide Science Assessment. Additionally, the school will increase proficiency rates among Hispanic, SWD, and ELL subgroups by at least 10% while continuing to improve overall student achievement.

Monitoring

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

Student achievement will be monitored through district science assessments, common formative assessments, classroom walkthrough data, standards-based exit tickets, and PLC data reviews.

Weekly data reviews and Monthly School-Based Leadership Team meetings will be used to analyze student performance, identify learning gaps, monitor subgroup progress, and make instructional adjustments. Ongoing monitoring will ensure interventions are implemented with fidelity and support timely instructional responses that positively impact student achievement.

Person responsible for monitoring outcome

Candi Sweet, Asst. Principal

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 will implement the following evidence-based interventions: - Hands-On Science Investigations and collaborative learning experiences to deepen conceptual understanding and increase engagement. Generation Genius and Penda will provide differentiated practice, personalized learning pathways, and targeted remediation aligned to science standards. - Data-driven small-group instruction focused on identified student skill deficits. - Professional Learning Community (PLC) collaboration to analyze student data, plan standards-based instruction, and share effective instructional practices. - Ongoing progress monitoring through formative assessments, exit tickets, ATM, and SBLT.

Rationale:

These actions are grounded in evidence-based instructional practices identified by the What Works Clearinghouse (WWC), including connecting concrete experiences to abstract concepts, combining visual and verbal representations, using frequent formative assessment and retrieval practice to strengthen learning, and employing ongoing data analysis to guide differentiated instruction and instructional adjustments. These interventions were also selected because they directly contributed to a 13-percentage-point increase in science proficiency during the 2025-2026 school year. The implementation of Saturday Science Boot Camps, Generation Genius, increased PLC collaboration, and data-driven instruction helped improve overall student achievement. Continuing and expanding these practices is expected to further increase proficiency, strengthen Tier 1 instruction, and address achievement gaps among student subgroups.

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

Classroom Actions: Continuing Forward Momentum in Science

Person Monitoring:

By When/Frequency:

Candi Sweet, Assistant Principal; 5th Grade
Science Teacher

Daily

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

Teachers will implement weekly hands-on science investigations, small-group instruction, and standards-based questioning during core science instruction while utilizing Generation Genius for targeted intervention and remediation.

Administration will conduct classroom walkthroughs, review lesson plans, and monitor student performance on formative and district assessments to determine the impact on student achievement.

Action Step #2

Building Professional Capacity: Continuing Forward Momentum in Science

Person Monitoring:

Candi Sweet, Assistant Principal; Brittany Franczak, ITF; Grade-level Team Leads; District Science Specialists, as available and needed

By When/Frequency:

Monthly

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

Professional learning will be provided on effective hands-on science instruction, data-driven small-group instruction, standards-based questioning techniques, and the effective use of Generation Genius to support differentiated instruction.

This action step will be monitored by reviewing PLC agendas, sign-in sheets, walkthrough data, and implementation evidence to ensure professional learning translates into effective classroom practices and improved student outcomes.

Action Step #3

Leadership Actions: Continuing Forward Momentum in Science

Person Monitoring:

Candi Sweet, Assistant Principal (ATM and SBLT); Brittany Franczak, ITF (ATM and SBLT); Grade-Level Team Leads (SBLT)

By When/Frequency:

Weekly (ATM); Monthly (SBLT)

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

The administration team will meet monthly with the ITF and science teachers to review science assessment data, monitor subgroup performance, evaluate the effectiveness of interventions, and adjust instructional supports based on student needs.

This action step will be monitored during weekly ATM Meetings, Monthly SBLT Meetings, and PLC documentation, subgroup data analysis, and formative assessment results will be used to determine the effectiveness of interventions and guide instructional decisions.

Area of Focus #5

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

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.

English Language Learners (ELLs) in grades K–5 demonstrated a significant decline in progress toward English language proficiency during the 2025–2026 school year. According to state accountability data, only 35% of ELL students made adequate progress toward English language proficiency, falling below the ESSA federal threshold of 41% and representing a substantial decrease from 52% in the previous year.

Limited English language proficiency affects students' ability to access grade-level instruction across all content areas, including English Language Arts, mathematics, science, and social studies. As academic language demands increase across grade levels, students who do not demonstrate adequate language growth may experience difficulty comprehending complex texts, participating in academic discussions, expressing their understanding, and meeting grade-level academic standards.

Analysis of school and classroom data indicates a need for more consistent implementation of language-rich instructional practices, explicit academic vocabulary instruction, structured opportunities for student discourse, and intentional scaffolds that support both language acquisition and grade-level content learning. Strengthening Tier I instruction through evidence-based strategies for multilingual learners will improve access to rigorous instruction and accelerate English language development.

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.

During the 2026–2027 school year, the percentage of English Language Learners (ELLs) making progress toward English language proficiency will increase from 35% to 45%, exceeding the ESSA federal threshold of 41%, as measured by WIDA. Progress will be monitored regularly through district and classroom formative and summative assessments.

Monitoring

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

This area of focus will be monitored through regular classroom walkthroughs, lesson plan reviews, and PLC discussions to ensure teachers consistently implement evidence-based instructional strategies that support English language development, including explicit academic vocabulary instruction, structured student discourse, language scaffolds, and differentiated supports for multilingual learners. PLCs will routinely analyze classroom, district, and progress monitoring data to identify student needs, adjust instructional practices, and monitor language growth. Administrators, the instructional facilitator, and the ESOL contact will provide coaching and feedback to ensure

implementation fidelity. The leadership team will review student language proficiency and academic performance data throughout the year to evaluate the effectiveness of instructional supports and determine progress toward meeting the school's measurable outcome for English language proficiency.

Person responsible for monitoring outcome

Melissa Metz, Principal; Brittany Franczak ITF; Susan Tebo, ELD Teacher

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 will implement evidence-based instructional practices designed to accelerate English language development while ensuring multilingual learners have access to rigorous Tier I instruction across all content areas. Teachers will provide explicit instruction in academic vocabulary, intentional language objectives aligned to content standards, structured opportunities for collaborative academic discourse, sentence frames, visual supports, modeling, and differentiated scaffolds to promote listening, speaking, reading, and writing in English. Teachers will also incorporate formative assessment practices to monitor language development and adjust instruction based on student needs.

Rationale:

Research consistently demonstrates that English Language Learners make greater gains in language proficiency and academic achievement when they receive explicit instruction in academic language combined with meaningful opportunities to engage in listening, speaking, reading, and writing across content areas. Evidence-based instructional practices such as explicit vocabulary instruction, structured academic discourse, visual supports, sentence frames, and differentiated scaffolds improve access to grade-level curriculum while accelerating English language development. Strengthening teachers' implementation of these practices in Tier I instruction ensures that multilingual learners receive consistent language supports throughout the school day, rather than solely during targeted interventions.

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

Classroom Actions: Language Development for Multilingual Learners

Person Monitoring:

Classroom Teachers; ELD Teacher

By When/Frequency:

Daily

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

Teachers will intentionally integrate evidence-based English Language Learner (ELL) instructional strategies into daily Tier I instruction by explicitly teaching academic vocabulary, posting and referencing language objectives, providing structured opportunities for student discourse, utilizing visual supports and sentence frames, and differentiating instruction to ensure multilingual learners can access grade-level standards. Teachers will regularly use formative assessment data to monitor language development and adjust instructional supports based on student needs.

Action Step #2

Building Professional Capacity: Language Development for Multilingual Learners

Person Monitoring:

Melissa Metz, Principal; Kelly Godwin, ESOL Support Facilitator

By When/Frequency:

Quarterly

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

Professional learning will be provided to strengthen teachers' capacity to implement research-based instructional strategies for English Language Learners, including strategies outlined in the OneClay ESOL Instructional Framework, the WIDA English Language Development Standards Framework, and high-leverage instructional practices for multilingual learners. Instructional leaders and the ESOL contact will provide coaching and support to ensure consistent implementation across grade levels.

Action Step #3

Leadership Actions: Language Development for Multilingual Learners

Person Monitoring:

Melissa Metz, Principal; Candi Sweet, AP; Brittany Weekly (ATM); Monthly (SBLT) Franczak, ITF; Team Leads

By When/Frequency:**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administrators, instructional leaders, and the ESOL contact will monitor the implementation of evidence-based ESOL instructional practices through classroom walkthroughs, lesson plan reviews, PLC discussions, and instructional coaching, and will provide timely feedback and support to ensure consistent implementation across classrooms. The leadership team will also monitor student progress by reviewing classroom formative assessments, district benchmark assessments, English language proficiency data, and other progress monitoring measures to identify trends, evaluate the effectiveness of instructional practices, and make data-informed decisions regarding instructional supports and interventions for multilingual learners.

IV. Positive Learning 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.

Analysis of the 2025-2026 Culture and Climate Survey indicates that while the school has made measurable progress in improving classroom behavior, additional work is needed to strengthen the overall school climate, increase students' sense of safety, and improve peer relationships. Student perceptions that classroom behavior allows teachers to teach increased from 33% in 2025 to 47% in 2025-2026, with staff perceptions also improving from 48% to 54%, suggesting that schoolwide behavior expectations and classroom management efforts are beginning to positively impact instructional time.

Despite these improvements, survey results revealed concerns about students' overall school experience. Student perceptions of safety declined from 80% to 75%, while parent perceptions declined from 90% to 81%%, indicating a need to strengthen students' sense of belonging and emotional safety. In addition, only 46% of students reported that students treat one another with kindness and respect, and staff perceptions of respectful interactions among students also declined. These findings suggest that while behavior management has improved, greater emphasis is needed on fostering positive peer relationships, respectful interactions, and a supportive school climate.

As a School of the Arts committed to providing a safe, welcoming, and inclusive learning environment, the school will continue to strengthen implementation of its Positive Behavioral Interventions and Supports (PBIS) framework to improve student relationships, reinforce positive behaviors, and increase students' sense of belonging and safety.

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.

Prior Year's Data

During the 2026 Culture and Climate Survey, 47% of students agreed that classroom behavior allows teachers to teach, 75% reported feeling safe at school, and 46% agreed that students treat one another with kindness and respect.

Measurable Outcome

By the 2027 Culture and Climate Survey, the school will:

- Increase the percentage of students reporting that classroom behavior allows teachers to teach from 47% to 57% or higher.
- Increase the percentage of students who report feeling safe at school from 75% to 80% or higher.
- Increase the percentage of students reporting that students treat one another with kindness and respect from 46% to 56% or higher.

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.

Implementation of the school's PBIS framework will be monitored through multiple measures throughout the school year. The Administrative Team (ATM) will review schoolwide discipline data, office discipline referrals, classroom-managed behavior data, and PBIS implementation fidelity during weekly meetings to identify trends and determine needed supports. Administrators will conduct regular classroom walkthroughs to monitor consistent implementation of schoolwide expectations, positive behavior supports, and classroom management practices.

The School-Based Leadership Team (SBLT) will review behavior, attendance, and climate data monthly, including discipline referrals, PBIS reward participation, student recognition data, and student survey results collected throughout the year. Grade-level Professional Learning Communities (PLCs) will analyze classroom behavior trends and collaborate to implement proactive behavior supports and relationship-building strategies.

Ongoing monitoring will allow the school to identify emerging concerns early, strengthen implementation of PBIS practices, and ensure students experience safe, respectful, and supportive learning environments. As school climate improves, increased student engagement and instructional time are expected to positively impact academic achievement and overall student success.

Person responsible for monitoring outcome

Melissa Metz, Principal; Candi Sweet, Asst. Principal; Luuly Thai, School Counselor; and Brittany Franczak, ITF

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:

To improve school climate and strengthen students' perceptions of safety, respect, and positive classroom behavior, the school will implement a comprehensive Positive Behavioral Interventions and Supports (PBIS) framework across all grade levels. Schoolwide behavioral expectations will be explicitly taught, modeled, practiced, and reinforced through the CSA Way expectations, House System, and positive recognition opportunities that acknowledge students for demonstrating respectful, responsible, and safe behaviors. Classroom teachers will incorporate social-emotional learning and relationship-building practices into daily instruction to strengthen peer interactions, foster a sense of belonging, and create supportive classroom communities.

Rationale:

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, multi-tiered framework designed to improve student behavior, school climate, and academic outcomes through the explicit

teaching and reinforcement of positive behaviors. Research has consistently demonstrated that schools implementing PBIS with fidelity experience reductions in office discipline referrals, suspensions, and disruptive behaviors while increasing instructional time, student engagement, perceptions of school safety, and academic achievement. By establishing consistent schoolwide expectations, recognizing positive behavior, and providing tiered behavioral supports based on student need, PBIS creates a positive learning environment that supports both students' social-emotional development and academic success. (WWC, Reducing Behavior Problems in the Elementary School Classroom; Center on PBIS, U.S. Department of Education)

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

Classroom Actions: Continuing to Strengthen PBIS

Person Monitoring:

Classroom Teachers

By When/Frequency:

Daily

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

Teachers will implement proactive classroom management strategies, consistent behavior expectations, and positive reinforcement practices designed to maximize instructional time and reduce behavioral disruptions. Students requiring additional behavioral support will receive Tier II and Tier III interventions through the school's Multi-Tiered System of Supports (MTSS), including behavior contracts, Check-In/Check-Out, counseling supports, restorative conversations, and, when appropriate, individualized behavior intervention plans.

Administration will conduct regular classroom walkthroughs to monitor the consistent implementation of schoolwide PBIS expectations, positive classroom management practices, and student engagement using the district's walkthrough tool.

Action Step #2

Building Professional Capacity: Continuing the Strengthen PBIS

Person Monitoring:

Team Leads; Classroom Teacher

By When/Frequency:

Monthly

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

Professional Learning Communities (PLCs) will routinely analyze behavior and climate data to identify trends, share effective classroom management practices, and develop proactive supports for students demonstrating behavioral or social-emotional needs. Administrators and instructional leaders will provide coaching and feedback to ensure consistent implementation of PBIS practices across classrooms.

PLC implementation will be monitored through PLC agendas, meeting minutes, behavior data protocols, and action plans documenting instructional and behavioral decisions. Administrators and instructional leaders will participate in PLC meetings on a rotating basis to monitor the analysis of behavior and climate data, ensure proactive intervention planning, and verify follow-through on

identified action steps. Coaching cycles, classroom walkthroughs, and observation feedback will be used to monitor the consistent implementation of PBIS strategies, classroom management practices, and schoolwide behavioral expectations. Progress will be evaluated using trends in office discipline referrals, classroom-managed behavior data, PBIS recognition data, attendance, and annual Culture and Climate Survey results to assess the effectiveness of interventions and inform continuous improvement.

Action Step #3

Leadership Actions: Continuing to Strengthen PBIS

Person Monitoring:

Melissa Metz, Principal; Candi Sweet, Asst. Principal; Luuly Thai, School Counselor; and Brittany Franczak, ITF

By When/Frequency:

Weekly (ATM); Monthly (SBLT)

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

Administration will conduct regular classroom walkthroughs to monitor the consistent implementation of schoolwide PBIS expectations, positive classroom management practices, and student engagement. Leadership will review behavior data, office discipline referrals, classroom-managed behavior incidents, attendance trends, and PBIS recognition data to evaluate the effectiveness of interventions and their impact on school climate, student behavior, and instructional time.

Implementation will be monitored through weekly Administrative Team (ATM) meetings and monthly School-Based Leadership Team (SBLT) meetings. Leadership will review office discipline referrals, classroom-managed behavior data, PBIS recognition data, attendance patterns, and student support referrals to identify trends and determine the effectiveness of interventions. Classroom walkthroughs will monitor the consistent implementation of schoolwide behavior expectations, positive behavior supports, classroom management practices, and student engagement. Progress toward improving school climate will also be evaluated through the annual Culture and Climate Survey results. Ongoing monitoring will allow the school to make timely adjustments to interventions, strengthen implementation fidelity, and improve students' sense of safety, belonging, and overall engagement, resulting in increased instructional time and improved academic outcomes.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (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 throughout the year to review the effectiveness of resources dedicated to supporting English Language Learners (ELLs) and to ensure those resources are aligned to identified student needs. School and district leaders analyze ACCESS for ELLs results, district benchmark assessments, FAST progress-monitoring data, classroom performance, and ESSA accountability measures to identify trends and determine areas that require additional support.

In collaboration with the district's ESOL department and Federal Programs, the school evaluates the use of instructional resources, supplemental materials, professional learning opportunities, and staffing to support language development and grade-level academic achievement. Resources such as WIDA-aligned instructional supports, language scaffolds, sentence frames, visual supports, and evidence-based vocabulary and comprehension strategies are reviewed to ensure they are being implemented effectively across classrooms.

Implementation and student progress are monitored through classroom walkthroughs, lesson plan reviews, PLC discussions, reviews of ACCESS and formative assessment data, and ongoing coaching from school and district personnel. Based on these findings, the school and district make adjustments to professional learning, instructional supports, and resource allocation to address emerging needs and improve outcomes for English Language Learners. This continuous review process ensures that available resources are strategically aligned to increase English language proficiency while supporting students' success with grade-level academic standards.

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).

Based on the 2025–2026 school data, the school identified English Language Learners (ELLs) as an area of need after only 35% of ELL students met the state's progress measure for achieving English language proficiency, which was below the federal ESSA threshold of 41%. To address this need, the school will utilize district ESOL instructional supports, WIDA-aligned resources, language objectives, sentence frames, visual supports, bilingual instructional materials, and explicit academic vocabulary routines aligned to Florida's B.E.S.T. Standards. Teachers will also implement evidence-based language development strategies, including structured student discourse, collaborative learning

opportunities, and scaffolded reading and writing tasks to increase both language proficiency and content mastery.

Professional learning provided through the district ESOL department and school-based coaching will support teachers in implementing these instructional practices with fidelity. Student progress will be monitored using ACCESS for ELLs data, district benchmark assessments, FAST progress monitoring, classroom formative assessments, and PLC data reviews.

These resources and instructional supports will be implemented throughout the 2026–2027 school year, beginning with pre-planning professional learning and continuing with ongoing PLC collaboration, classroom implementation, instructional coaching, and quarterly data reviews to ensure the resources meet the identified needs of English Language Learners.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

DISCOVERY OAKS ELEMENTARY



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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

Discovery Oaks Elementary provides authentic and rigorous learning experiences in a nurturing environment where students discover their full potential and feel appreciated as individuals, fostering confidence, creativity, critical thinking, and problem-solving skills in ALL students.

Provide the school's vision statement

Discovery Oaks Elementary is a safe, collaborative, and student-centered learning community that inspires students to develop into lifelong learners and productive global citizens through S.T.E.A.M based learning experiences.

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

James Herrholtz

james.herrholtz@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

The school Principal is responsible for all leadership activities and the vision of the school. We actively engage our stakeholders using our SAC committee and our PFA. Additionally, we are using surveys and others forms of feedback to engage those stakeholders in our school vision.

Leadership Team Member #2

Employee's Name

Dimitra Mainer

dimitra.mainer@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

A partner in developing and implementing the schools vision we act as instructional leaders with all interactions with staff and community stakeholders

Leadership Team Member #3

Employee's Name

Avius Johnson

avius.johnson@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

A partner in developing and implementing the schools vision we act as instructional leaders with all interactions with staff and community stakeholders

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.

We have a strong leadership team of teachers in each grade-level that are active in developing and monitoring our goals as a school. We consistently engage the PFA and our SAC parental groups for feedback and assistance in our helping shape and support our school vision and mission. We regularly (quarterly) survey our parents to gain valuable feedback from our community stakeholders. We also do the same with our internal stakeholders - students and staff.

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)).

We have a system in place that forces us to revisit the school improvement plan monthly as we meet with team leads around data and implementation of said plan. We pivot or revise based on that data with our students using formative and summative data collected by grade-level.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	46.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) 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>	2025-26: A 2024-25: B 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	101	126	125	151	133	165				801
Absent 10% or more school days	10	9	15	17	7	17				75
One or more suspensions	1	4	3	4	14	10				36
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	14	22	19	3	23	14				95
Level 1 on statewide Math assessment	25	25	27	26	49	35				187
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	1	6	6	0	0				13
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	1	0	0				1

Current Year 2026-27

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	3	6	9	9	12	11				50

Current Year 2026-27

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	3	0	0	2	0	0				5
Students retained two or more times	0	0	0	0	1	0				1

Prior Year (2025-26) 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	
School Enrollment	108	112	130	127	161	128	149			915
Absent 10% or more school days	12	24	20	16	19	15	29			135
One or more suspensions	1	2	2	5	14	15	26			65
Course failure in English Language Arts (ELA)	3	1					1			5
Course failure in Math	4						1			5
Level 1 on statewide ELA assessment	3	25	19	16	28	16	14			121
Level 1 on statewide Math assessment	3	14	14	3	36	14	10			94
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	25	19	16						63
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	14	14	3	28					62

Prior Year (2025-26) 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	18	21	14	9	38	19	17			136

Prior Year (2025-26) 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	3			7						10
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	68	66	62	67	63	59	68	62	57
Grade 3 ELA Achievement	71	66	61	72	66	59	68	65	58
ELA Learning Gains	65	63	63	57	62	60	64	62	60
ELA Lowest 25th Percentile	58	60	58	45	60	56	60	60	57
Math Achievement*	69	69	66	69	67	64	80	67	62
Math Learning Gains	68	69	64	45	65	63	74	68	62
Math Lowest 25th Percentile	61	58	50	36	57	51	68	59	52
Science Achievement	65	67	62	59	62	58	76	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					72	63		55	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	525
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
66%	61%	68%	68%	65%	62%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	34%	Yes	2	
English Language Learners	60%	No		
Asian Students	73%	No		
Black/African American Students	62%	No		
Hispanic Students	67%	No		
Multiracial Students	65%	No		
White Students	69%	No		
Economically Disadvantaged Students	61%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	68%	71%	65%	58%	69%	68%	61%	65%					
Students With Disabilities	17%	25%	39%	50%	23%	47%	54%	20%					
English Language Learners	62%	71%	63%		55%	44%		64%					
Asian Students	69%				77%								
Black/African American Students	64%	70%	63%	58%	59%	60%	55%	63%					
Hispanic Students	73%	77%	69%	62%	71%	60%	54%	68%					
Multiracial Students	59%	57%	74%		68%	87%		47%					
White Students	75%	70%	63%	58%	81%	78%	62%	68%					
Economically Disadvantaged Students	62%	70%	60%	58%	59%	60%	52%	67%					

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	67%	72%	57%	45%	69%	45%	36%	59%					96%
Students With Disabilities	42%		51%	40%	36%	34%	29%	43%					
English Language Learners	38%		44%	47%	54%	44%	43%						96%
Asian Students	75%		73%		94%	87%							
Black/African American Students	63%	64%	54%	39%	62%	42%	32%	45%					
Hispanic Students	66%	65%	54%	55%	72%	42%	47%	76%					100%
Multiracial Students	62%		49%	50%	67%	39%	42%	56%					
White Students	73%	82%	62%	43%	74%	46%	27%	63%					
Economically Disadvantaged Students	60%	60%	54%	42%	61%	42%	37%	55%					100%

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	68%	68%	64%	60%	80%	74%	68%	76%					50%
Students With Disabilities	38%	31%	58%	56%	55%	72%	73%	50%					
English Language Learners	47%	58%	74%	85%	72%	78%	70%						50%
Asian Students	76%		85%		95%	92%							
Black/African American Students	60%	61%	59%	57%	71%	64%	65%	68%					
Hispanic Students	68%	71%	72%	71%	81%	75%	67%	63%					62%
Multiracial Students	70%	63%	68%		80%	71%		82%					
White Students	75%	71%	64%	50%	88%	83%	73%	85%					
Economically Disadvantaged Students	59%	61%	62%	63%	69%	70%	68%	62%					43%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	72%	65%	7%	60%	12%
ELA	4	66%	64%	2%	60%	6%
ELA	5	68%	60%	8%	61%	7%
Math	3	77%	69%	8%	66%	11%
Math	4	68%	65%	3%	65%	3%
Math	5	63%	61%	2%	62%	1%
Science	5	66%	66%	0%	60%	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?

Learning gains in ELA and Math

- individual data chats highlighting students who needed to make growth (accountability)
- targeted intervention
- strengthening Tier I instructional practices - PLC training, peer learning/observation

Lowest Performance

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

ELA Learning Gains with on 57% proficient (SWD - overall ELA - 19% overall Math - 24%)

Greatest Decline

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

SWD - from 42% to 18%, from 36% to 24%

staffing

mindset shifts

collaboration missing

not included in the bottom quartile

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.

Kindergarten ELA - 1% difference (-)

5th Grade Math - 1% difference (-)

2nd Grade ELA - 15 difference (+), Math 13% (+)

EWS Areas of Concern

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

Our potential areas of concern, reflecting on EWS data, are the number of scholars scoring a level 1 and declining attendance as students advance through the grades.

Highest Priorities

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

Students with Disabilities must show growth toward or obtain proficiency.

Our ELLs must continue to show growth and maintain proficiency.

Demonstrate a higher proficiency in science.

ELA Learning gains need to increase.

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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.

Description: Integration of targeted scaffolds into PLC planning to ensure Students with Disabilities engage with rigorous tasks aligned to the B.E.S.T. standards. Educators will use Indicator T.2 to monitor the implementation and systematic removal of supports, ensuring rigorous tasks maintain the required cognitive complexity.

Impact on Student Learning: Direct engagement with grade-level benchmarks increases proficiency in ELA and Math. Systematic scaffolding builds the academic independence and problem-solving stamina required for success on the FAST assessment.

Rationale: Subgroup data reveal a consistent decrease in achievement data for our SWDs. Prioritizing strategic scaffolding over a simplified curriculum ensures students develop the skills necessary for independent mastery and long-term academic success.

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.

Walkthrough data for the T2 indicator (Academic and behavioral scaffolds are provided for students according to individual needs and removed when no longer needed will increase from 9.2% to 35%.

The percentage of students(SWD) scoring at or above a Level 3 on the Florida Assessment of Student Thinking (FAST) in Literacy will increase from 18% to 42%(SWD).

Monitoring

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

Progress toward the desired outcomes will be monitored through:

- Weekly Admin meetings: Leadership will review classroom walkthroughs, focusing on the indicator T2, and identify coaching needs.
- Monthly PLC Sessions: Provide professional learning sessions and peer-observation cycles
- Monthly SBLT Meeting: Grade levels will discuss the data from school/classroom assessments alongside walkthrough trends. Adjusting PLC learning to focus on instructional needs (implementation of the scaffolds and timely removal)

Impact: This monitoring plan ensures that Students with Disabilities receive the necessary supports to master complex benchmarks without compromising instructional rigor. By monitoring the strategic implementation and removal of scaffolds, leadership ensures that students develop the independence required to increase proficiency and growth on statewide assessments

Person responsible for monitoring outcome

James, Dimitra, Avius

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:

Evidence-based intervention: Intentional planning focused on the use and removal of the appropriate scaffold How will it be monitored: PLC and common planning will be used to observe trends between planning and walkthrough data. Adjustments will be made based on the trends. Teachers will participate in peer observations to calibrate.

Rationale:

Our Students With Disabilities must be able to interact with grade-level content using appropriate scaffolds until they are no longer needed.

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

Teachers will implement the instructional priority as follows... Facilitators model how teachers use specific temporary instructional accommodations T.2 to grant students with disabilities access to rigorous tasks. Vertical PLCs (common benchmark aligned) PLC learning sessions focus on High Leverage Practices for GenED/ESE teachers (Using the book High Leverage Practices for Inclusive Classrooms)

Person Monitoring:

Classroom Teachers

By When/Frequency:

Weekly PLC Meetings

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

Teachers will implement the instructional priority as follows...

Facilitators model how teachers use specific temporary instructional accommodations T.2 to grant students with disabilities access to rigorous tasks.

Vertical PLCs (common benchmark aligned)

PLC learning sessions focus on High Leverage Practices for GenED/ESE teachers (Using the book High Leverage Practices for Inclusive Classrooms)

We will monitor impact by:

Weekly: Analyze trends and scaffolds used with the student work artifacts generated from the task.

Evaluate and implement high-leverage practices

Impact: The monitoring will ensure that students have access to appropriate models and scaffolds that will provide them with exposure to and success with rigorous tasks.

Action Step #2

Professional learning will be provided monthly through whole-group interactive sessions and peer observation cycles. Led by Assistant Principals, Teacher Leaders, and district support, it will focus on scaffolding strategies and modulating teacher knowledge to preserve the complexity of B.E.S.T while providing students with temporary supports that facilitate access.

Person Monitoring:

Administrators, Teacher Leaders, Teachers

By When/Frequency:

Weekly PLC Meetings

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

Professional learning will be provided monthly through whole-group interactive sessions and peer observation cycles. Led by Assistant Principals, Teacher Leaders, and district support, it will focus on scaffolding strategies and modulating teacher knowledge to preserve the complexity of B.E.S.T while providing students with temporary supports that facilitate access.

We will monitor impact by:

Monthly, the leadership team will evaluate the professional learning attendance with the school-wide walkthrough trends from Indicator T.2.

The team will use the walkthrough dashboard to analyze and provide support to teachers on the scaffold strategies.

Follow-ups will be provided to assist teachers who are ready to move to the next step and those who will need individualized coaching.

Impact: The monitoring will validate the efficacy of the scheduled professional development. Ensuring that teacher learning is visible in classroom practices.

Action Step #3

School-based Leadership Team meetings will be held monthly to reflect on how the high-leverage practices of collaborative planning, differentiation, and benchmark-aligned instruction are impacting student achievement by reviewing walkthrough and peer observation data, as well as coaching cycles. Impact: This will allow the team to identify areas of need and adjustment, as well as increase in SWD achievement.

Person Monitoring:

Admin and SBLT

By When/Frequency:

Bi-Weekly SBLT meetings

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

School-based Leadership Team meetings will be held monthly to reflect on how the high-leverage practices of collaborative planning, differentiation, and benchmark-aligned instruction are impacting student achievement by reviewing walkthrough and peer observation data, as well as coaching cycles.

Impact: This will allow the team to identify areas of need and adjustment, as well as increase in SWD achievement.

We will monitor the impact by:

Examine the relationship between ratings on Indicator T.2 and the performance data of students with disabilities on common formative assessments.

Identify the specific student subgroups that demonstrate mastery-level proficiency during implementation while concurrently reducing the achievement gap for students with disabilities.

Area of Focus #2

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

Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale

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.

Description: *Systematic implementation of district curriculum resources through PLC cycles focused on strong instructional practices such as differentiation and the use of rigorous tasks. (C.2) Educators will analyze and evaluate classroom tasks to ensure alignment with the B.E.S.T Standards and that instruction matches the rigor of each benchmark. (C.1)*

Impact on Student Learning: *With the implementation of strong instructional practices, differentiation, and rigorous tasks, student achievement for our SWDs will increase.*

Rationale: *Our data indicate that, while we have structures in place for small-group instruction, our students are not meeting proficiency or making adequate growth in our subgroups. We also find that our students are not meeting the cognitive demands of the standards, evidenced by student performance on the FAST assessment.*

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.

Walkthrough data will show an increase in Indicators C.1, C.2, and S.2.

- C.1 - from 56.55% to 60% (true implementation - calibrate our expectations based on the instructional core indicators)
- C.2 - from 21.1% to 40% in ALL classrooms (or should be just say Literacy?)
- S.2 - from 12.2% to 40% in ALL classrooms

By May 2027, the percentage of SWD scoring at or above a Level 3 on the Florida Assessment of Student Thinking (FAST) in Literacy will increase from 18% to 42%.

Monitoring

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

Progress toward the desired outcomes will be monitored through:

Weekly Admin Meetings: Leadership will review trends from classroom walkthroughs, focusing on individual indicators

First 4.5 weeks - walkthroughs focus on 100% evidence of both presence and alignment (PLC work review learning target and success criteria) - C.1

Second 4.5 weeks - walkthroughs focus on rigorous tasks. (PLC work focuses on rigorous tasks) C.2
PLC - use of protocols to evaluate classroom tasks. C.2

Person responsible for monitoring outcome

James, Dimitra, Avius

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:

Evidence-based strategies that we will implement are the use of small group instruction with remediation, as well as the use of effective, district-adopted materials.

Rationale:

With increased rigor and the implementation of grade level appropriate materials our students will make gains and/or increased overall proficiency. The resources that we will implement are the skill set of highly effective teachers in addition to the use of district adopted materials which include Eureka Squared, Benchmark Advanced, and Lexia. We will use the district created decision tree for guidance beyond Tier 1.

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

Teachers will implement targeted interventions with priority: Weekly PLC meetings will be utilized to monitor student growth and implement targeted interventions designed to reduce academic gaps. Teams will meet with the Interventionist to update and monitor progress monitoring plans. Interventionists will work with teachers, providing professional development on the approved Tier 2 and Tier 3 interventions.

Person Monitoring:

Teachers, ITF, and Admin

By When/Frequency:

Bi-Weekly Content PLC

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

Teachers will implement targeted interventions with priority:

Weekly PLC meetings will be utilized to monitor student growth and implement targeted interventions designed to reduce academic gaps.

Teams will meet with the Interventionist to update and monitor progress monitoring plans

Interventionists will work with teachers, providing professional development on the approved Tier 2 and Tier 3 interventions.

We will monitor impact by:

Weekly: Admin ensures that targeted small group instruction is aligned to the complexity of the B.E.S.T standards

Administrators will cross-reference student work samples from weekly walkthroughs

School-Based Leadership Team (SBLT) will evaluate formative assessment results alongside classroom artifacts to adjust instructional groups, specifically targeting students identified in the lowest quartile in Math and ELA.

Impact: Executing these steps, the administration will safeguard targeted interventions with fidelity and deliver tier-aligned interventions based on systematic progress monitoring.

Action Step #2

Professional learning will be provided monthly through whole-group PL sessions, coaching cycles, and peer observations by the school-based Interventionist, Assistant Principals, and district coaches, as needed. The Professional learning will focus on appropriate data-driven interventions.

Person Monitoring:

Assistant Principals, Teacher Leaders, ITF

By When/Frequency:

Weekly PLC meetings

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

Professional learning will be provided monthly through whole-group PL sessions, coaching cycles, and peer observations by the school-based Interventionist, Assistant Principals, and district coaches, as needed. The Professional learning will focus on appropriate data-driven interventions.

We will monitor impact by:

Ensure instructional accuracy and fidelity; school leaders will conduct monthly reviews of PLC participant reflections and corresponding student artifacts.

Assistant Principals will facilitate peer observations through a coaching cycle to track the transfer of professional learning into classroom instructional practices.

Administrators will conduct weekly walkthroughs to observe the implementation of monthly strategies and their frequency in Math and ELA.

Impact: These monitoring processes will ensure that professional learning translates into measurable changes in teachers' instructional practices. Teachers will execute effective targeted interventions.

The students' achievement in the bottom quartile will increase.

Action Step #3

School-Based Leadership team data meetings will be monthly, and Individual teacher data meetings will be held every 4.5 weeks to reflect on how targeted Interventions are impacting student

achievement and identify and address instructional gaps.

Person Monitoring:

Admin, SBLT

By When/Frequency:

Monthly School-Based Leadership Team

Meetings, Individual Teacher meetings 4.5 Weeks

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

School-Based Leadership team data meetings will be monthly, and Individual teacher data meetings will be held every 4.5 weeks to reflect on how targeted Interventions are impacting student achievement and identify and address instructional gaps.

We will monitor by:

The School-Based Leadership Team (SBLT) will cross-reference monthly walkthrough observation metrics (Indicators C.2 and S.2) with the corresponding common formative assessment data.

SBLT will review walkthrough indicators along with the associated student mastery levels on assessments.

Adjust PLC and provide immediate coaching resources in areas where there are discrepancies with student performance and walkthrough data.

Impact: Through systematic monitoring, the school-based leadership team (SBLT) will promote instructional coherence by validating effective pedagogical practices associated with student growth.

Concurrently, leadership will align institutional resources with the school's primary instructional priorities to support students performing within the lowest quartile in Math and ELA.

IV. Positive Learning 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.

Area of Focus: Increase student engagement and cultivate a Love of Learning through indicator S.3: Students' demonstration of active participation and respectful collaboration during learning activities.

Impact on Student Learning: Students will shift from passive listeners to active processors of information. They will deepen their understanding and retention. As members of a collaborative learning environment, students will learn to listen to give and receive constructive feedback.

Rationale: Students will foster a love of learning and a school-wide sense of community through academic ownership, critical thinking/problem-solving, and self-management skills.

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.

Climate Survey data showed that only 44.9% of our students like coming to school, and 57.3% feel that behavior allows for teaching. With a focus on student engagement we would expect our climate survey data to increase: 44.9% to 50% - students like coming to school and 57.3% to 60%- students feel like behavior allows for teaching.

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.

- walkthrough data (reflective of the use of engagement and TPT strategies)
- school-based surveys
- climate survey results
- PLC reflections

Person responsible for monitoring outcome

Admin, Teachers, SBLT, Climate Survey, School-based survey

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:

Use of structures such as "Think-Pair-Share", "Confer-Compare-Clarify", and "Quick Writes" to support an increase in collaboration and respectful interaction between peers.

Rationale:

The use of such structures in class will create students who are better at self-regulation and they build the stamina needed for difficult independent problem-solving tasks in and out of the classroom.

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

Engagement Structures Professional Development

Person Monitoring:

PLC Facilitators and Admin

By When/Frequency:

Weekly PLC meetings

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

During our PLC time, structures will be modeled and practiced so that they are turnkey for our teachers. Peer observations will be conducted to calibrate implementation across content areas and grade levels. We will utilize walkthrough data results and peer observation forms to assess effectiveness.

Action Step #2

Let's Reflect

Person Monitoring:

PLC Facilitators and Admin

By When/Frequency:

Weekly PLC Meetings

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

A reflection journal will be used to capture the teacher's feedback on the impact the use of structures is having in the classroom. Student work samples will be analyzed using a protocol to assess the impact structures may have on assigned tasks.

Action Step #3

Get Engaged!- Teachers will employ strategies such as "Turn and Talk", "Confer-Compare-Clarify", and "Quick Writes" to increase student engagement and respectful interaction between peers.

Person Monitoring:

Admin, PLC Facilitators

By When/Frequency:

Weekly PLC Meetings

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

Teachers will implement structures from our professional learning to support strong instruction. Targeted walkthroughs (look-fors) and teacher feedback will be used to gauge impact.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Reviewing resources effectively requires a tight partnership between school leadership and district specialists. At Discovery Oaks Elementary, we start by leveraging FAST, district assessment, and walkthrough data to identify specific learning gaps for our ESE students. We then engage with our ESE site specialist and instructional coaches to audit our resources—evaluating everything from specialized intervention materials and assistive technology to personnel deployment and professional development. This ensures we aren't just using resources, but maximizing them to build teacher capacity and implement high-leverage scaffolds. Throughout the school year, we track student progress during PL time and data meetings, maintaining ongoing communication with the district to refine our approach. Whether that means reallocating district intervention tools or fading scaffolds as students achieve mastery, our collaborative process guarantees that every resource directly drives student achievement."

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).

Based on 2025 -2026 ESE performance data, we will utilize our ESE site specialist, targeted interventions, evidence-based instructional strategies, and FAST data to address the academic needs of our ESE students. Teachers will receive ongoing professional learning on targeted scaffolds, instructional strategies, and differentiated instruction to support IEP goals and standards mastery. Student progress will be monitored through quarterly FAST Progress Monitoring, district benchmarks, classroom formative assessments, and PLC data meetings throughout the school year. Resources and interventions will be adjusted as needed based on student performance to improve academic achievement.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

DOCTORS INLET ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant, and transcend the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

Doctors Inlet School exists to prepare lifelong learners for success in a global and competitive workplace and in acquiring life skills.

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

Carolyn Ayers

carolyn.ayers@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

The chief administrator and instructional leader of a building. She oversees all daily operations, manages staff and budgets, coordinates curriculum, and ensures a safe, inclusive learning environment for young students

Leadership Team Member #2

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3

Employee's Name

Paul Boysen

paul.boysen@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Assists the principal in managing day-to-day building operations and instructional leadership. Key duties include overseeing student discipline and attendance, supervising and evaluating school staff, and serving as the lead administrator when the principal is absent.

Leadership Team Member #4

Employee's Name

Suzette Torres

suzette.torres@myoneclay.net

Position Title

Intervention Team Facilitator, Literacy Leadership Team Member, ESE Teacher

Job Duties and Responsibilities

She oversees our Title One Budget, plan, and compliance while ensuring students are receiving interventions and required services.

Leadership Team Member #5

Employee's Name

Lauren Paine

lauren.paine@myoneclay.net

Position Title

Media Center Teacher & Literacy Leadership Team

Job Duties and Responsibilities

Daily classes with students in the media center, creating social media posts, and serving as part of our literacy leadership team to discuss interventions and student progress toward their goals.

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.

At Doctors Inlet Elementary, a proud Title I community, our School Advisory Council (SAC) and Parent Faculty Association (PFA) work hand in hand to drive student achievement and strengthen schoolwide goals. SAC meets regularly to analyze performance data, establish strategic objectives, and review the school improvement plan to ensure every student has the resources to thrive. Complementing this leadership, our PFA serves as a vital bridge to our community by actively gathering ideas, feedback, and diverse perspectives from families. Through their robust network of dedicated volunteers, the PFA transforms these shared goals into reality—mobilizing support for school activities, funding essential initiatives, and fostering an inclusive, welcoming environment where every Doctors Inlet family has a voice in our collective success.

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)).

To ensure the continuous growth of our students, the Doctors Inlet Elementary School Improvement Plan is a living document monitored through a structured, multi-tiered process throughout the year.

- **Monthly Title I Compliance Meetings:** We conduct dedicated monthly sessions with Title I specialists to review funding allocations, ensure strict regulatory compliance, and verify that all expenditures directly align with and support our targeted school improvement goals.
- **Literacy Leadership Team (LLT) Reviews (Monthly):** Our LLT meets regularly to analyze

student reading performance data, monitor the effectiveness of current academic interventions, and determine precise next steps for students needing additional support.

- **Data-Driven Adjustments (Quarterly):** Grade-level teams regularly evaluate formative assessments to adapt classroom instruction in real time, ensuring no student falls through the cracks.
- **Stakeholder Progress Updates (Interims & Report Cards):** Regular updates are shared during SAC and PFA meetings, keeping our families informed and engaged in our collective progress.

Through this collaborative oversight, we ensure our resources directly impact student achievement and that our strategies evolve alongside our students' needs.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	99.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	69	62	74	81	77	61	58			482
Absent 10% or more school days	6	11	10	14	12	10	12			75
One or more suspensions	4	2	5	6	5	9	12			43
Course failure in English Language Arts (ELA)	2	0	1	4	1	3	1			12
Course failure in Math	0	0	0	0	2	6	1			9
Level 1 on statewide ELA assessment				11	15	8	8			42
Level 1 on statewide Math assessment				7	15	3	8			33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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	4	8	9	11	18	13	8			71

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	3	0	6	0	0	2			11
Students retained two or more times										0

Prior Year (2025-26) 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	
School Enrollment										0
Absent 10% or more school days	16	6	17	20	14	10	10			93
One or more suspensions	4	7	6	11	6	15	19			68
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment				17	17	15	7			56
Level 1 on statewide Math assessment				18	13	16	4			51
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) 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	14	6	11	32	19	19	11			112

Prior Year (2025-26) 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		3	5	6	5	9	10			38
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	65	66	62	59	63	59	55	62	57
Grade 3 ELA Achievement	63	66	61	66	66	59	50	65	58
ELA Learning Gains	63	63	63	58	62	60	62	62	60
ELA Lowest 25th Percentile	53	60	58	60	60	56	67	60	57
Math Achievement*	68	69	66	63	67	64	69	67	62
Math Learning Gains	69	69	64	70	65	63	68	68	62
Math Lowest 25th Percentile	49	58	50	67	57	51	63	59	52
Science Achievement	73	67	62	65	62	58	63	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				72		63		55	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	63%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	503
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
63%	61%	62%	67%	60%	61%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	47%	No		
English Language Learners	57%	No		
Black/African American Students	49%	No		
Hispanic Students	67%	No		
Multiracial Students	75%	No		
White Students	64%	No		
Economically Disadvantaged Students	60%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	65%	63%	63%	53%	68%	69%	49%	73%					
Students With Disabilities	33%	38%	50%	47%	47%	59%	53%	50%					
English Language Learners	57%		56%		52%	63%							
Black/African American Students	40%	23%	69%	70%	45%	48%	40%	57%					
Hispanic Students	67%	71%	63%	50%	73%	78%							
Multiracial Students	71%				79%								
White Students	68%	64%	62%	45%	72%	70%	52%	79%					
Economically Disadvantaged Students	59%	58%	60%	45%	65%	69%	54%	69%					

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	59%	66%	58%	60%	63%	70%	67%	65%					41%
Students With Disabilities	33%	33%	43%	33%	41%	57%	52%	33%					
English Language Learners	50%		54%	45%	63%	71%		50%					41%
Black/African American Students	41%		50%	42%	36%	66%	59%	40%					
Hispanic Students	58%		68%		75%	68%		69%					50%
Multiracial Students	43%		42%		64%	83%							
White Students	64%	67%	58%	65%	65%	70%	74%	69%					
Economically Disadvantaged Students	51%	60%	52%	56%	55%	69%	61%	53%					42%

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	55%	50%	62%	67%	69%	68%	63%	63%					
Students With Disabilities	35%	31%	48%	45%	42%	45%	57%	53%					
English Language Learners	38%		76%		48%	53%							
Black/African American Students	38%		55%	70%	49%	68%	53%						
Hispanic Students	56%	54%	67%	90%	69%	56%		67%					
Multiracial Students	55%				64%								
White Students	58%	57%	60%	58%	74%	71%	67%	61%					
Economically Disadvantaged Students	50%	38%	63%	70%	63%	66%	68%	65%					

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	63%	65%	-2%	60%	3%
ELA	4	63%	64%	-1%	60%	3%
ELA	5	57%	60%	-3%	61%	-4%
ELA	6	71%	72%	-1%	62%	9%
Math	3	74%	69%	5%	66%	8%
Math	4	57%	65%	-8%	65%	-8%
Math	5	68%	61%	7%	62%	6%
Math	6	71%	70%	1%	60%	11%
Science	5	68%	66%	2%	60%	8%

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?

This year, our ELA proficiency showed significant growth. We implemented a school-wide intervention block for all grade levels, resulting in growth and helping close gaps within the same cohort of students across grade levels.

Lowest Performance

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

Math LG has fallen in this year, typically one of our best areas. This area has typically shown growth for us, but our performance has not met expectations. One contributing factor was the loss of a key support program from iReady, which was mainly utilized to address learning gaps. To address this, we will be collaborating with the Math district staff to analyze the data in depth. We will promptly implement small group interventions and create additional opportunities throughout the day to foster a strong culture of learning.

Greatest Decline

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

The lowest quartile of math performance refers to the subset of students who scored in the bottom 25% on standardized math assessments. This group represents those who may face challenges in achieving proficiency in mathematical concepts and skills, highlighting the need for targeted support and intervention strategies to enhance their learning outcomes. This year we focused on ELA and did limited additional support for math including the loss of our iReady program.

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 4th grade math had the largest gap: the state was 65%, and our 4th grade students performed at 57%, a gap of 8%. Even though the student cohort performed 12% better than the prior year and 2% better than last year, it is still underperforming. We did have several changes to the grade level,

including two self-contained classes for all subjects.

EWS Areas of Concern

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

Fifth-grade students have the highest number of Level 1s in both ELA and Math PM3. We are changing the grade-level dynamics to include two teams of two to better meet student needs. We also have a dedicated assistant to be able to work with them during ELA and Math times.

Highest Priorities

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

The lowest 25% of students in Math and English Language Arts (ELA) have been identified based on their performance. This includes a focus on 5th-grade Mathematics, ELA, and Science, utilizing data from the 4th-grade assessments for the 2025-2026 academic year, along with anticipated adjustments to the master schedule.

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 Student Engagement

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.

This year, as a school, we would like to focus on the instructional practice of student engagement. Our students who struggle academically are often disengaged from the work or the classroom environment. By focusing on improving student engagement across all subjects, we will move from compliance-based learning to active participation and information retention among our students.

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.

By June 2027, Doctors Inlet Elementary will increase student engagement and academic growth by ensuring 80% of instructional staff consistently implement evidence-based engagement strategies and universal design for learning, resulting in a 3% increase in proficient/distinguished scores on state assessments and a 5% reduction in chronic absenteeism.

Monitoring

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

We will monitor this progress through our weekly walk-through data. We will also use our monthly school-based leadership meetings, Literacy Leadership Team, and PLC data to monitor the effectiveness of this goal.

Person responsible for monitoring outcome

Carolyn Ayers & Paul Boysen

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:

At Doctors Inlet Elementary, student engagement means keeping our classrooms lively, welcoming, and full of energy. For us, an engaged student isn't just sitting quietly at a desk—they are actively asking questions, working together with classmates, and getting excited about what they are learning. Thanks to our Title I resources and the guidance of our reading coaches, our teachers find creative ways to bring lessons to life. Whether our students are practicing reading through fun group activities, solving hands-on problems, or using new learning tools, they are taking an active role in their own education every single day.

Rationale:

Focusing on student engagement matters because when kids enjoy being in school, they learn more and do better on tests. When young students are truly interested in a lesson, they grasp complex ideas more quickly, stay focused longer, and behave better in class. For our children at Doctors Inlet, high engagement makes sure that extra tutoring and reading help really work, making the most of every school minute. By building a school where kids feel safe, heard, and excited to show up, we aren't just raising grades—we are giving our students the confidence they need to succeed for years to come.

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

Educators will explore universal design strategies for classroom application during both professional learning community time and data days.

Person Monitoring:

Carolyn Ayers & Paul Boysen

By When/Frequency:

March 2026

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

We will use the first few Professional Learning Communities to introduce evidence-based UDL (Universal Design for Learning Strategies). We will focus on introducing one per month, starting at pre-planning and going through the end of March. When it is seen in the classroom, it will be noted and celebrated in the weekly newsletter and documented through our walk-through logs.

Action Step #2

Professional Learning will be provided on Total Participation Techniques, Penda, and RACE (a school-wide strategy) to support student engagement. Staff members will receive professional learning and resources related to these areas and will use them in the classroom. Penda will be used to support engagement for Science in grades 3- 6.

Person Monitoring:

Carolyn Ayers & Paul Boysen

By When/Frequency:

December 2026

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

We will monitor this through our walkthrough data and weekly admin meetings. We will also discuss the results during our monthly Literacy Leadership Team meetings and school-based leadership team meetings. The results will be included in communication to the staff through our weekly newsletters.

Area of Focus #2

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

Instructional Practice specifically relating to Collaborative Planning

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.

Doctors Inlet teachers and staff will improve collaborative planning on campus through monthly team/subject planning meetings. Additional support with collaborative planning will be provided through weekly PLC meetings. This is important so teachers can be intentional with classroom instruction and data analysis. We will hold longer data meetings centered around progress monitoring and data analysis in September/October 2026 and January 2027. John Hattie describes collective teacher efficacy as having one of the highest effects on student learning with 1.39%. This is based on structured protocols rather than informal chats about housekeeping-type conversations

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.

By June 2027, we will see a 5% increase in student performance from the previous school year by ensuring grade-level teams engage in weekly, data-driven collaborative planning sessions.

Monitoring

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

To make sure this goal stays on track, the school will use a clear, multi-layered monitoring system:

- **Weekly (Collaborative Action):** Grade-level teams will meet during common planning time or Professional Learning Communities to review recent data and student work. Teachers will use this time to map out the next week's lessons, share what is working, and group students for extra help.
- **Monthly (Title I & Leadership Check):** The Literacy Leadership Team (LLT) will review grade-level lesson plans and intervention logs. During the monthly Title I compliance meetings, leadership will ensure funding is actively supporting these sessions (e.g., providing sub coverage for planning days, ordering targeted reading materials).
- **Quarterly (Data Deep Dives):** The principal and instructional coaches will host "Data Chats"

after each district checkpoint test. If a specific skill or grade level is lagging, the collaborative planning focus will be adjusted immediately to target that weakness.

- **Three Times a Year (Community Updates):** Progress updates and school-wide assessment trends will be shared with families during School Advisory Council (SAC) and Parent Faculty Association (PFA) meetings to keep everyone connected to the goal.

Person responsible for monitoring outcome

Carolyn Ayers & Paul Boysen

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:

Collaborative planning brings our grade-level teachers, assistants, and ese teachers together every single week to design lessons as a team. During these focused sessions, teachers review recent student data and interventions to see exactly where students are succeeding and where they are getting stuck. Instead of working in isolation, our educators share their best teaching ideas, group students for extra targeted help, and map out the upcoming week's lessons to ensure every classroom is teaching the right skills at the right pace. Supported by our Title I resources, this teamwork ensures that every student gets a high-quality, consistent learning experience, no matter whose classroom they are in.

Rationale:

Working together in this way is incredibly important for a Title I school because it ensures we are using every minute of the school day efficiently to support our students. When teachers plan as a team, they can spot learning gaps immediately and adjust their teaching before a child falls behind. This collective approach removes the guesswork, allowing our Literacy Leadership Team and classroom teachers to match the right reading interventions to the right students right away. Ultimately, collaborative planning maximizes the impact of our Title I resources, lifts the heavy burden of lesson planning off individual teachers, and creates a unified, data-driven school environment where all students have an equal opportunity to succeed.

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

Protect and Secure weekly time for collaboration and planning

Person Monitoring:

Carolyn Ayers & Paul Boysen

By When/Frequency:

February 2027

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

The team should follow a simple 4-step structure based on Professional Learning Community (PLC) questions:

What do we want students to learn this week? (Unpacking the standard)

How will we know if they learned it? (Creating a quick common quiz)

What will we do if they don't learn it? (Planning extra help/interventions)

What will we do if they already know it? (Planning enrichment)

Action Step #2

Data to Action Chats during Data Meetings

Person Monitoring:

Carloyn Ayers & Paul Boysen

By When/Frequency:

February 2027

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

Data meetings will be held both in the Fall and Spring semesters. During these meetings, we will discuss the student data and create a plan for interventions and standards implementation.

IV. Positive Learning 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.

Strengthening Tier 1 PBIS systems by increasing student ownership of the expectations creates the stable environment necessary for rigorous academic work. Increasing student ownership of conduct maximizes instructional time and improves *"I like coming to school every day"* and *"The behaviors in my classes are appropriate and allow teachers to teach"* climate indicators.

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.

Walkthrough data will show a 3% increase in indicators S.3 and T.3 in classrooms with high referral and "Round Up" rates. By May of 2027, the percentage of students responding *"I like coming to school every day"* will increase from 49% to 51%, and the percentage of students responding *"The behaviors in my classes are appropriate and allow teachers to teach"* will increase from 47.1% to 50%.

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.

Admin meetings where walkthrough and discipline data will be analyzed to determine classes needing Tier 1 behavior support. We are also implementing BIZI PBIS support and a rewards system.

Person responsible for monitoring outcome

Carolyn Ayers & Paul Boysen

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:

At Doctors Inlet Elementary, PBIS is our school-wide framework for creating a safe, positive, and predictable learning environment. Rather than just punishing misbehavior after it happens, we actively teach, model, and reward the positive behaviors we want to see. This system connects our school-wide expectations with classroom learning, ensuring that every student understands how to be safe, responsible, and respectful. Backed by our Title I resources, PBIS provides all students with clear incentives for doing the right thing, while offering extra behavioral support to students who need a little more guidance to succeed.

Rationale:

Implementing PBIS is essential for a Title I community because a calm, encouraging school culture is the foundation for all academic learning. When children feel safe and know exactly what is expected of them, classroom disruptions drop and instructional time increases. For our students at Doctors Inlet, PBIS ensures that behavioral expectations are fair and consistent across every classroom and hallway. By celebrating positive choices, we build stronger relationships between staff and students, boost daily attendance, and create an inviting school environment where kids can focus completely on growing academically.

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

Accountable Talk & Sentence Stems

Person Monitoring:

Carolyn Ayers & Paul Boysen

By When/Frequency:

Weekly

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

step:

The Action: Teachers will explicitly teach and display "Accountable Talk" sentence stems (e.g., "I agree with [Name] because..." or "Can you explain what you meant by...") to give students the exact words needed for respectful discussion. Additionally, during group work, teachers will assign specific, clear roles to every student (e.g., Recorder, Timekeeper, Speaker) to ensure equal, active participation.

Implementation & Monitoring: Grade-level teams will select 3–4 standard sentence stems during weekly collaborative planning. Instructional coaches and the Literacy Leadership Team will look for the use of these stems and assigned roles during routine classroom walk-throughs. PFA volunteers can support this by helping laminate and distribute these talk-stem cards for student desks.

Action Step #2

Checks for Understanding & Corrective Feedback

Person Monitoring:

Carolyn Ayers & Paul Boysen

By When/Frequency:

Weekly

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

To eliminate the habit of only calling on the few students who raise their hands, every classroom will implement daily "Total Participation Techniques". Teachers will use tools like individual student dry-erase whiteboards, thumbs-up/thumbs-down signals, or quick digital polls at key transition points in every lesson and students will be given academic points, attendance, and behavioral points for their actions in the lessons and around campus.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

FLEMING ISLAND ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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

We will prepare our students to be independent life-long learners. We will provide a learning environment that is centered on our students, directed by our teachers, and supported by our homes and community.

Provide the school's vision statement

Fleming Island Elementary is a supportive and inclusive environment which engages and inspires students by promoting a growth mindset and belief that all students are capable of learning. We want our students to be problem solvers utilizing critical thinking skills to make a greater impact on the world.

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

Mallory McConnell

mallory.mcconnell@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Analyzes data and works with team to develop goals for school based on historical academic and social emotional learning progress

Leadership Team Member #2

Employee's Name

Julie Dover

julie.dover@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Analyzes data and works with team to develop goals for school based on historical academic and social emotional learning progress

Leadership Team Member #3

Employee's Name

Stacey Johnson

stacey.johnson@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Leads PLCs for the grade level, analyze student data, works collaboratively with colleagues to intentionally plan for small group, differentiated instruction. All jobs and responsibilities align to SIP implementation.

Leadership Team Member #4

Employee's Name

Robin Barnard

robin.barnard@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Leads PLCs for the grade level, analyze student data, works collaboratively with colleagues to intentionally plan for small group, differentiated instruction. All jobs and responsibilities align to SIP implementation.

Leadership Team Member #5

Employee's Name

Kristen Tully

kristen.tully@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Leads PLCs for the grade level, analyze student data, works collaboratively with colleagues to intentionally plan for small group, differentiated instruction. All jobs and responsibilities align to SIP implementation.

Leadership Team Member #6

Employee's Name

Leigh Snyder

leigh.snyder@myoneclay.net

Position Title

ESE Teacher

Job Duties and Responsibilities

Leads PLCs for the grade level, analyze student data, works collaboratively with colleagues to intentionally plan for small group, differentiated instruction. All jobs and responsibilities align to SIP implementation.

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.

We meet 6 times per year involving the school leadership team, teachers and school staff, parents, families, and business/community leaders. We use a various data to review the needs of the campus from survey, climate data, and parental/stakeholder feedback.

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)).

We meet 6 times per year involving the school leadership team, teachers and school staff, parents, families, and business/community leaders. During our meetings we will review student performance data for academics and behavior. We will make adjustments as needed. School staff will also be monitoring data on a monthly basis for a more "real time" approach.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	28.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) 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>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	60	74	61	78	82	83	91			529
Absent 10% or more school days	11	7	5	5	13	1	7			49
One or more suspensions	2	1	1	0	1	0	9			14
Course failure in English Language Arts (ELA)	3	0	0	0	0	0	1			4
Course failure in Math	3	0	0	0	3	1	3			10
Level 1 on statewide ELA assessment	2	4	9	2	4	3	1			25
Level 1 on statewide Math assessment	15	18	13	7	21	13	5			92
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	9	22	6	17	15	10	6			85
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	7	16	6	6	8	2	3			48

Current Year 2026-27

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	9	2	2	5	4	0	6			28

Current Year 2026-27

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		2		2	1		1			6
Students retained two or more times										0

Prior Year (2025-26) 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	
School Enrollment		78	69	82	87	92	96			504
Absent 10% or more school days		8	5	8	6	5	8			40
One or more suspensions		1	1	3		1	5			11
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment		11	6	10	11	13	11			62
Level 1 on statewide Math assessment		17	15	13	13	22	9			89
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			1							1
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)			1							1

Prior Year (2025-26) 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	4	5	11	11	7			40

Prior Year (2025-26) 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		1	1	1				5
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	80	66	62	78	63	59	80	62	57
Grade 3 ELA Achievement	86	66	61	83	66	59	78	65	58
ELA Learning Gains	67	63	63	71	62	60	67	62	60
ELA Lowest 25th Percentile	69	60	58	65	60	56	62	60	57
Math Achievement*	86	69	66	86	67	64	90	67	62
Math Learning Gains	84	69	64	70	65	63	84	68	62
Math Lowest 25th Percentile	84	58	50	55	57	51	75	59	52
Science Achievement	73	67	62	87	62	58	76	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					72	63		55	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	79%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	629
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
79%	74%	77%	80%	70%	69%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	66%	No		
English Language Learners	88%	No		
Asian Students	86%	No		
Black/African American Students	75%	No		
Hispanic Students	86%	No		
Multiracial Students	84%	No		
White Students	78%	No		
Economically Disadvantaged Students	70%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	80%	86%	67%	69%	86%	84%	84%	73%					
Students With Disabilities	52%	67%	58%	84%	59%	74%	94%	41%					
English Language Learners	83%				92%								
Asian Students	79%		82%		93%	91%							
Black/African American Students	75%		71%		82%	73%							
Hispanic Students	88%	100%	72%		83%	87%							
Multiracial Students	85%		75%		81%	94%							
White Students	79%	83%	63%	68%	87%	83%	82%	78%					
Economically Disadvantaged Students	68%	83%	52%	52%	78%	83%	87%	58%					

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	78%	83%	71%	65%	86%	70%	55%	87%		
Students With Disabilities	51%		60%	53%	61%	66%	45%	62%		
Asian Students	91%				91%					
Black/African American Students	74%		64%		84%	64%				
Hispanic Students	80%	80%	74%		93%	74%		90%		
Multiracial Students	83%		71%		83%	65%				
White Students	77%	80%	71%	68%	84%	70%	57%	91%		
Economically Disadvantaged Students	66%	53%	74%	64%	76%	77%	54%	75%		

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	80%	78%	67%	62%	90%	84%	75%	76%					
Students With Disabilities	47%	39%	55%	53%	61%	65%	59%	40%					
Asian Students	90%				100%								
Black/African American Students	53%		57%		71%	71%							
Hispanic Students	83%	62%	68%		90%	76%	70%	83%					
Multiracial Students	84%		79%		96%	84%							
White Students	80%	83%	66%	57%	90%	86%	80%	78%					
Economically Disadvantaged Students	73%	78%	66%	74%	83%	84%	75%	59%					

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	86%	65%	21%	60%	26%
ELA	4	72%	64%	8%	60%	12%
ELA	5	76%	60%	16%	61%	15%
ELA	6	91%	72%	19%	62%	29%
Math	3	90%	69%	21%	66%	24%
Math	4	86%	65%	21%	65%	21%
Math	5	80%	61%	19%	62%	18%
Math	6	92%	70%	22%	60%	32%
Science	5	76%	66%	10%	60%	16%

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 most improvement areas for our school were our bottom quartile math gains and math gains overall. This past year our school focused heavily on Intentional small group instruction and benchmark aligned instruction to make this happen.

Lowest Performance

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

Our lowest performance was in our 4th Grade ELA scores and our 5th Grade Math scores. We believe this is due to needing to continue to intentionally plan small group instruction aligned to data. This is also historically a lower cohort of students which follows this trend.

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 5th Grade Science where we dropped 11 points. We also decreased in our 4th Grade ELA gains by 12 points. Again, we do see this as being a lower cohort but we see a strong alignment to ELA scores and science scores.

Greatest Gap

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

The greatest data gap compared to the state was : 4th ELA, 5th Math, and 5th Science. This is also historically a lower cohort of students which follows this trend.

EWS Areas of Concern

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

Our big concern is our Students with Disabilities performance in ELA Achievement and 5th grade Science.

Highest Priorities

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

Our highest priorities are in the area(s) of:

- Intervention
- Collaborative Planning
- PLCs
- Student Accountability
- Differentiation

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 Differentiation

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.

Description: Strategic implementation of differentiated instruction focused on identified students' needs for enrichment or remediation will ensure instruction meets the needs of students to successfully achieve a years' worth of learning gains in ELA and math and/or proficiency in science.

Impact on Student Learning: Differentiation is critical for student success because it allows teachers to meet the diverse learning needs, abilities, and interests of all students. By providing appropriate levels of support and challenge, differentiation helps students stay engaged, build confidence, and make meaningful academic progress. This approach promotes equitable learning opportunities and enables every student to reach their full potential.

Rationale: While proficiency levels remain high in both ELA and Math, learning gains for ELA declined from the previous year. Overall for the 24-25 school year, learning gains in ELA were 71% and in the 25-26 school year the learning gains for ELA were 69%. 6th grade learning gains increased from the 24-25 school year to 25-26, 5th grade remained the same, and 4th grade decreased by 12 percentage points.

Additionally, 2 of the 4 grade levels experienced a decline in overall proficiency from the previous year. While our overall math proficiency increased and we had extremely high success in learning gains and lowest quartile learning gains, we believe continued focus on differentiation in math will allow our school to show continued success. By focusing on differentiation, the school can increase engagement, improve achievement for all students, reduce learning gaps, and ensure that every learner is appropriately challenged and supported to reach their full potential.

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.

Overall for the 24-25 school year, learning gains in ELA were 71% and in the 25-26 school year the learning gains for ELA were 69%. 6th grade learning gains increased from the 24-25 school year to 25-26, 5th grade remained the same, and 4th grade decreased by 12 percentage points.

For this year, our measurable outcomes will include: FAST data will reflect 4th - 6th grade students scoring at least 75% in the category of ELA Learning Gains and 85% in the category of Math Learning Gains.

Monitoring

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

Progress toward the desired outcomes will be monitored through: Weekly admin meetings, leadership teams will review trends from classroom walkthroughs, and focusing on the indicator S.2. in the One Clay Vision Instructional Core Indicators.

Quarterly reviews of walkthrough data will demonstrate an increase in observable evidence of differentiated instruction with both remediation and extended activities being implemented across classrooms for the needs of learners.

Differentiated instruction ensures that struggling students receive the support and scaffolding needed to access grade-level content while also providing advanced learners with opportunities for enrichment, deeper thinking, and accelerated growth.

Person responsible for monitoring outcome

Principal and Assistant Principal

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

Teachers will utilize intentional planning in this way: Teachers will use prior year data and ongoing formative assessments to intentionally plan benchmark aligned and differentiated tasks for instruction. Teachers will identify specific foundational skill gaps and group students with similar needs. Instruction within these small groups will be precisely tailored to address those gaps with scaffolded and differentiated materials. This allows for more intentional support for all students.

Person Monitoring:

Classroom teacher including any supporting ESE teacher or classroom assistant

By When/Frequency:

Bi-Monthly - PLC, Weekly

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

The school-based leadership team will track progress through focused PLC meeting agendas, classroom walkthroughs, and evidence of intentional planning.

Action Step #2

Professional learning will be provided monthly in the format of whole group PL sessions by a combination of administration and/or teachers and will focus on differentiation.

Person Monitoring:

Administration and Teachers

By When/Frequency:

Monthly

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

The school-based leadership team will track progress through session presentations and materials, PLC meeting agendas, and the use of classroom walkthroughs will show evidence of these strategies in practice.

Action Step #3

School-based Leadership Team meetings will be held monthly to reflect on how differentiated instruction is impacting student achievement. The school-based leadership team will regularly analyze the school-wide data, grade-level data, and the progress of students across the months to monitor and adjust the focus as needed.

Person Monitoring:

Administration, SBLT

By When/Frequency:

Monthly

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

Administrators will observe classrooms to see if the adjustments discussed at the data meetings are visible in instructional practices, specifically in the school specific walkthrough indicator (S.2.). This will also be evident and monitored through monthly meeting agendas and walkthrough logs.

Area of Focus #2

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

Instructional Practice specifically relating to Professional Learning Communities**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.

Description: We selected Professional Learning Communities (PLCs) to improve school performance because they provide a structured process for teachers to collaborate, analyze student data, and implement effective instructional strategies. By establishing high-functioning PLCs, our school expects to strengthen instructional practices, close achievement gaps, increase student proficiency on state assessments, and improve key accountability measures that contribute to our overall school grade. This approach supports a culture of continuous improvement and shared leadership, positioning our school for sustained academic success.

How it affects student learning:

PLCs support continuous professional growth by fostering a culture of collaboration, accountability, and reflective practice. As teachers engage in ongoing cycles of planning, implementation, assessment, and adjustment, instructional quality improves and student learning outcomes become more consistent.

Rationale:

PLCs promote collective responsibility for student achievement and support continuous improvement in teaching and learning. Data supporting this decision includes student proficiency rates, learning gains, state assessment results, common assessment data, and progress-monitoring outcomes. Recent data indicate a need to strengthen instructional consistency and increase student achievement across content areas. As a school, we saw a decrease of 11% points in 5th grade Science proficiency. We also saw a correlation of Science and ELA proficiency. Through PLCs, multiple content areas will be able to collaborate and create differentiated material in which to help close this gap. We will use data-driven decision-making in our PLCs to improve student outcomes and increase learning gains in multiple areas thus improving our overall school grade.

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.

Walkthrough data will indicate at least 60% of classrooms demonstrating students engaged in differentiated learning tasks after quarter one. Walkthrough data will show an increase of at least 10% of classrooms demonstrating differentiated learning tasks each quarter.

For this year, our measurable outcomes will include: FAST data will reflect 4th - 6th grade students scoring at least 75% in the category of ELA Learning Gains and 85% in the category of Math Learning Gains. Additionally, we seek to increase our Science proficiency by 10% points.

Monitoring

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

Progress toward the desired outcomes will be monitored through: Administration visiting weekly PLC meetings and through PLC agendas. It will be further inspected through classroom walkthroughs.

Person responsible for monitoring outcome

Administration, Team Leaders

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

Teachers will implement strategic instructional scaffolding by utilizing weekly PLCs to design and monitor the systematic removal of supports for students, ensuring that student work consistently aligns with the cognitive complexity of the BEST standards (ELA) and SSA/Science Standards.

Person Monitoring:

Classroom Teachers

By When/Frequency:

PLC Weekly Meetings

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

Administrators will observe classrooms to see if the adjustments discussed at PLCs are visible in instructional practices. This will also be evident and monitored through PLC meeting agendas and walkthrough logs.

Action Step #2

Professional learning will be provided monthly in the format of whole group PL sessions by a combination of administration and/or teachers and will focus on differentiation.

Person Monitoring:

Administrators and Teachers

By When/Frequency:

Monthly

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

The school-based leadership team will track progress through session presentations and materials, PLC meeting agendas, and the use of classroom walkthroughs will show evidence of these strategies in practice.

Action Step #3

School-Based Leadership team meetings will be held monthly to evaluate how instructional planning

of differentiated tasks based on student needs through PLCs is impacting student achievement by reviewing walkthrough data for indicator S.2.

Person Monitoring:
Administration and SBLT

By When/Frequency:
Monthly

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

The school-based leadership team will regularly analyze the school-wide data, grade-level data, and the progress of students across the months to monitor and adjust the focus as needed.

IV. Positive Learning 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.

Description: Student accountability focuses on establishing clear expectations for academic performance and behavior while helping students take ownership of their learning, attendance, conduct, and achievement goals.

How it affects student learning: When students are held accountable for their academic progress and behavior, they are more engaged in learning, attend school more regularly, complete assignments consistently, and contribute to a positive classroom environment. This increases instructional time and supports higher levels of student achievement.

Rationale: We selected student accountability as a school improvement strategy because data indicate that academic performance, attendance, behavior referrals, and student engagement directly impact student achievement and overall school performance. By implementing systems that promote responsibility, goal-setting, progress monitoring, and positive behavior, students become active participants in their success. Improving student accountability is expected to increase achievement, reduce disciplinary incidents, improve attendance, and positively impact the indicators used to determine our school grade.

Student data used to make this determination includes:

- State assessment proficiency and learning gains data
- Course grades
- Assignment completion rates and missing work data

- Student attendance and chronic absenteeism rates
- Discipline referrals (ODRs) and behavior reflection sheet data
- Student survey results
- Walkthrough data (C.3., S.3., T.3.)

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.

By the beginning of the 2nd quarter, 100% of students will have documented their progress in individual data folders. By the end of the 2nd quarter, 100% of students will have participated in student-led conferences, contributing to a 20% increase in walkthrough data for each of the indicators regarding accountability (C.3., S.3., T.3.)

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 Based Leadership Team will meet monthly to review progress of each team's implementation. Professional development will be provided as needed. Leadership team will review walkthrough data during weekly admin. meetings.

Person responsible for monitoring outcome

SBLT and Administration

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

Student Goal Setting and Progress Monitoring

Person Monitoring:

Principal, Assistant Principal, SBLT

By When/Frequency:

Quarterly schoolwide data reviews

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

Teachers will implement a consistent student goal-setting and progress-monitoring process aligned to academic and behavior expectations. Students will establish individualized goals using FAST, benchmark assessments, classroom assessments, attendance, and behavior data. Students will regularly reflect on their progress through data chats, goal trackers, student conferences, and classroom data notebooks. Teachers will provide timely feedback and opportunities for students to revise goals as they demonstrate growth.

School administrators and the SBLT will monitor implementation during classroom walkthroughs, PLC meetings, and student data notebook reviews. Grade level teams will analyze student progress during PLCs to determine effectiveness and identify students requiring additional support or intervention. Students will develop greater ownership of their learning by understanding their academic goals, monitoring their own progress, and taking responsibility for meeting expectations. Increased student engagement and motivation will lead to improved academic achievement, higher assignment completion rates, and increased learning gains.

Action Step #2

Schoolwide Student Accountability System

Person Monitoring:Principal, Assistant Principal, MTSS/PBIS Team,
School Counselor, Classroom Teachers**By When/Frequency:**

Monthly Meetings

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

The school will implement a comprehensive student accountability system that reinforces responsibility for attendance, behavior, and academic success. Teachers will consistently communicate learning expectations, monitor assignment completion, utilize behavior reflection tools, and recognize students who demonstrate responsibility and growth. Attendance, behavior, and academic data will be reviewed regularly to identify students in need of additional supports, mentoring, or interventions.

Administrators and the SBLT, PBIS/MTSS teams will review attendance reports, office discipline referrals, behavior reflection data, and assignment completion rates weekly. Walkthroughs will monitor classroom implementation of accountability routines, student engagement strategies, and consistent expectations. Data discussions during PLCs and leadership meetings will guide intervention decisions and celebrate student successes.

Consistent expectations and regular monitoring will improve student attendance, reduce behavior referrals, increase assignment completion, and strengthen student responsibility for learning. These improvements will maximize instructional time, create a positive learning environment, and contribute to higher levels of student achievement and overall school performance.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

FLEMING ISLAND HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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

Fleming Island High School provides excellence in education by preparing tomorrow's leaders to be determined, passionate, dedicated, and accountable through providing opportunities to soar in scholarship and leadership.

Provide the school's vision statement

Our vision is to empower every student to soar, reaching their highest academic potential while developing the social and emotional strength to navigate life's horizons with confidence. We cultivate a community where challenging academics, strong relationships, and emotional well-being converge to prepare students for a lifetime of success and meaningful contribution.

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

Thomas Pittman

Thomas.Pittman@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

- Oversees policies and procedures of the daily functions at Fleming Island High School
- Co-Math Administrator
- Community/Business Partnerships

Leadership Team Member #2

Employee's Name

Brittany Senna

Brittany.Senna@myonclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

- Master Schedule Creation
- Instructional Technology
- Oversees Guidance, Co-ELA, Science and Career and Technical Education Department Cambridge/AICE Administrator

Leadership Team Member #3

Employee's Name

Miranda Knox

Miranda.Knox@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

- Campus Professional Development
- State Testing
- Co-ELA, Social Studies, ESE and Reading Department Administrator
- Advanced Placement (AP) Administrator
- Climate and Culture

Leadership Team Member #4

Employee's Name

Mark McKinney

Mark.Mckinney@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

- Campus Facilities

- Co-Math, PE, NJROTC and Custodial Administrator
- Instructional Materials
- Lead Safety Administrator

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.

Data is presented to the FIHS School Advisory Council to collaborate, discuss, and identify areas of focus for the current school year. The SAC team includes admin, parents, students, employees, and business partners. In addition, our PBIS team (staff, students, and administration) meets monthly to review discipline and attendance data, as well as discuss other areas of need. Collaboration based on climate survey responses from parents, students, and staff was utilized to identify areas of focus and action steps for school improvement priorities.

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)).

Measurable outcomes and data addressing areas of focus in the School Improvement Plan will be reviewed monthly in Curriculum Council, PBIS, and PLC meetings. The School's Advisory Council will meet quarterly to monitor School Improvement Plan progression.

Within weekly content area PLCs, a variety of available data will be reviewed consistently including state testing (FAST PM1 & PM2), district testing (baseline and midyear information), and district supplemental online platform data (Aleks, Lexia, etc). Feedback regarding Student Success Team meetings will be provided to staff regularly to monitor the progress of at risk students. PLC protocol includes analyzing data for all subgroups, specifically our SWD and ELL populations. ESE Case Managers and our campus ESOL Facilitator will collaborate regularly with core academic teachers to ensure appropriate interventions are in place, and modify them as needed.

Attendance monitoring will occur monthly with our Attendance team including: administration, Social Worker, School Counselors, and the Dean. Students from previous school year who missed 10% or more of school will be placed on monitoring status at the beginning of the year. Student Success Team meetings with parents, students, administration, social worker, and school counselors will be held regularly and plans for success will be communicated to students respective teachers.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH PK, 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	32.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) 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>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 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
	9	10	11	12	
School Enrollment	464	464	431	456	1,815
Absent 10% or more school days	72	114	118	173	477
One or more suspensions	22	31	31	28	112
Course failure in English Language Arts (ELA)	4	9	3	2	18
Course failure in Math	15	8	14	9	46
Level 1 on statewide ELA assessment	20	20			40
Level 1 on statewide Algebra assessment	4	19	6	2	31

Current Year (2026-27)

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
	9	10	11	12	
Students with two or more indicators	34	35	38	30	137

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	49	57	28	45	179

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	0	0
Students retained two or more times	0	0	0	0	0

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	78	69	62	77	66	59	75	64	55
Grade 3 ELA Achievement									
ELA Learning Gains	65	62	59	66	60	58	63	62	57
ELA Lowest 25th Percentile	64	59	55	68	59	56	66	62	55
Math Achievement*	63	61	52	78	59	49	81	61	45
Math Learning Gains	38	44	45	53	48	47	65	60	47
Math Lowest 25th Percentile	38	41	44	65	42	49	77	61	49
Science Achievement	92	82	74	89	82	72	92	80	68
Social Studies Achievement*	89	85	76	94	84	75	89	83	71
Graduation Rate	98	97	94	97	95	92	97	94	90
Middle School Acceleration									
College and Career Acceleration	80	67	74	77	63	69	73	60	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					69	52		51	49

*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)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						71%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						710
Total Components for the FPPI						10
Percent Tested						99%
Graduation Rate						98%
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
71%	76%	76%	77%	69%	63%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	51%	No		
English Language Learners	70%	No		
Asian Students	84%	No		
Black/African American Students	61%	No		
Hispanic Students	71%	No		
Multiracial Students	79%	No		
White Students	72%	No		
Economically Disadvantaged Students	64%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
	All Students	78%	65%	64%	68%	38%	38%	92%	89%		98%	80%	
	Students With Disabilities	48%	48%	51%	34%	34%	29%	70%	69%		92%	38%	
	English Language Learners	86%	75%		57%	33%			81%		100%	58%	
	Asian Students	97%	84%		83%	25%		94%	100%		100%	92%	
	Black/African American Students	59%	70%	75%	40%	24%	24%	76%	82%		96%	62%	
	Hispanic Students	83%	63%	61%	67%	39%	50%	91%	84%		100%	74%	
	Multiracial Students	81%	79%	83%	63%	32%		100%	84%		100%	85%	
	White Students	78%	63%	59%	73%	42%	40%	93%	91%		97%	81%	
	Economically Disadvantaged Students	69%	63%	60%	54%	31%	36%	88%	85%		94%	63%	
	28/2026												

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 PROGRE
All Students	77%		66%	68%	79%	53%	65%	89%	94%		97%	77%	74%
Students With Disabilities	43%		56%	60%	63%	49%	53%	72%	78%		92%	45%	
English Language Learners	63%		58%	50%	64%	41%		65%					74%
Asian Students	79%		67%		92%	59%		95%	88%		100%	87%	
Black/African American Students	59%		62%	64%	72%	60%	69%	68%	91%		97%	49%	
Hispanic Students	76%		68%	71%	78%	48%	63%	87%	97%		96%	73%	
Multiracial Students	77%		75%	73%	71%	53%		71%	89%		93%	79%	
White Students	80%		66%	68%	81%	54%	64%	93%	94%		97%	80%	
Economically Disadvantaged Students	71%		63%	63%	72%	47%	50%	84%	92%		96%	66%	64%

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	75%		63%	66%	81%	65%	77%	92%	89%		97%	73%	63%
Students With Disabilities	42%		48%	51%	69%	60%	64%	80%	55%		95%	36%	
English Language Learners	56%		68%	78%	71%	60%		70%	100%		100%	54%	63%
Asian Students	79%		76%		88%	60%		94%	100%		100%	74%	
Black/African American Students	61%		60%	59%	78%	56%		86%	88%		97%	47%	
Hispanic Students	68%		62%	66%	76%	74%	85%	86%	84%		96%	72%	57%
Multiracial Students	76%		78%	80%	75%	62%		100%	88%		100%	69%	
White Students	78%		62%	64%	83%	65%	75%	93%	89%		97%	76%	
Economically Disadvantaged Students	66%		60%	65%	75%	65%	77%	86%	81%		93%	53%	58%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	76%	66%	10%	60%	16%
ELA	10	79%	69%	10%	61%	18%
Biology	9	99%	95%	4%	87%	12%
Biology	10	78%	67%	11%	60%	18%
Algebra	9	72%	63%	9%	41%	31%
Algebra	10	29%	39%	-10%	31%	-2%
Geometry	9	88%	87%	1%	75%	13%
Geometry	10	54%	53%	1%	40%	14%
Geometry	11	11%	26%	-15%	26%	-15%
History	11	89%	83%	6%	75%	14%
Biology	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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 school saw a 3% increase in 10th Grade ELA Proficiency. The growth was driven by the increased collaborative teaching/push-in model for standard 10th grade sections. The 10th Grade ELA team also consistently used district-provided curriculum guides. All 10th grade students who were not reading on grade level at the end of 9th grade were also scheduled into Intensive Reading to ensure remediation was provided.

Lowest Performance

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

Algebra had the lowest performance at 56%. Contributing factors included a personnel change at midyear, in addition to a disconnect between classroom resources being used and district-provided curriculum.

Greatest Decline

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

Geometry was the lowest performing with a 18% drop. This was due to an upcoming teacher retiring and a teacher leaving midyear. There seems to be a bit of a shift away from district provided curriculum.

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.

We saw a 1% gap below the state average for Algebra. This could potentially be because of a difference in the complexity of the tasks and not being fully aligned with provided curriculum guides.

EWS Areas of Concern

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

477 Total students were absent 10% or more school days

137 Students had two or more indicators

Highest Priorities

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

Attendance

Algebra

ELA

SWD

Discipline/Suspensions

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

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.

Description: Systemic implementation of the district provided curriculum and resources in Algebra and Geometry courses. Educators will vet classroom tasks through PLC cycles, including sharing and analysis of common assessment data for remediation and to ensure instruction and tasks matches required cognitive complexity of every benchmark.

Impact on Student Learning: Maintaining consistent curriculum fidelity across both Algebra and Geometry is vital. These subjects are highly cumulative and each new concept acts as a building block on the previous one. Inconsistency can create structural gaps. The District has vetted materials to ensure resources provide predictable and equitable learning for all students.

Rationale: The rationale is to realign our classrooms and provide consistent resources that will allow for predictable and equitable learning for all students. This also ensures accurate actionable data across all PLCs.

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.

"Data driven instructional decisions are apparent" was at 40%. We would like to increase this to 50% by mid-year based off of teachers using district aligned curriculum that will produce predictable and equitable results. Also, using common assessments that are rigorous and aligned to district curriculum.

By focusing on providing consistent rigorous curriculum and addressing common assessment data, Algebra will increase proficiency to at least 60% and Geometry will increase to 70%.

Monitoring

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

Progress will be monitored through:

- Weekly Admin Meetings: Leadership will review trends from classroom walkthroughs, focusing on the C.2. indicators, and the complexity of student work to identify coaching needs.
- Monthly leadership teams: Content area teams will correlate walkthrough trends with common assessment data to ensure rigor is translating into student mastery, and adjusting the PLC agenda and calendar as needed.

Impact: This would allow real-time feedback, ensuring that students in all classes consistently engage with benchmark-level content. By identifying and closing any rigor gaps in a timely manner, we ensure all students have an opportunity to engage in high-quality lessons that will lead to high proficiency.

Person responsible for monitoring outcome

Leadership Team

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

Curriculum Realignment & Fidelity Checks: Teachers will implement rigorous benchmark-aligned instruction by utilizing their weekly PLCs to identify, understand, and monitor student progress by analyzing common assessment data. They will vet daily classroom tasks against state specifications to ensure student work matches the required rigor and cognitive complexity.

Person Monitoring:

Classroom teachers and school administrators

By When/Frequency:

Content PLC meetings happen a minimum of two times per month.

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

Impact will be monitored by:

PLC Reviews: Administration will verify weekly that PLC teams are using benchmark clarifications to establish the required level of depth and rigor.

Task Audits: Administration will cross-reference student work through weekly walkthroughs against state specifications to ensure cognitive complexity matches the benchmark.

Impact: This cycle ensures instructional consistency by verifying that lessons and student work are rigorous in nature and are at grade-level complexity. By identifying and addressing any misalignments immediately, leadership will ensure students are prepared for the specific requirements of state assessments.

Action Step #2

Instructional Coaching & Support: Professional learning will be provided monthly in the format of PD choice for whole group faculty meetings by teacher leaders on campus and will focus on rigorous tasks and appropriately using district aligned curriculum.

Person Monitoring:

Leadership Team and Teacher Leaders

By When/Frequency:

Monthly PL Sessions

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

We will monitor impact by:

The leadership team will use the walkthrough tool and discuss implementation of rigorous tasks being used in the classroom from the monthly sessions to ensure faculty can accurately identify the required complexity of state standards.

Peer observations will take place. The observational data will be used within PLCs for teachers to discuss and identify specific benchmarks that require further calibration.

During weekly walkthroughs, administrators will look for the specific instructional strategies modeled in PL sessions, documenting the frequency and quality of rigorous tasks implementation across all grade levels.

Impact: This systematic monitoring ensures that professional learning creates measurable changes in teacher practices. We want to ensure that teachers can design and apply rigorous tasks, the school ensures students are challenged throughout the year at the depth required for FAST assessment proficiency.

Action Step #3

Targeted Intervention Schedules: School-Based Leadership Team meetings will be held each month to reflect on how rigorous, benchmark aligned instruction is impacting student achievement by correlating walkthrough data for indicator C.2. with common assessment data to identify and address gaps.

Person Monitoring:

Leadership Team, School-Based Leadership Team Members

By When/Frequency:

Monthly School-Based Leadership Team Meetings

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

Impact will be monitored by:

Data Correlation: Leadership team will cross-reference walkthrough data (specifically indicator C.2

with Common Formative Assessment results throughout the year.

Identification of Gaps: The team will analyze walkthrough data to ensure alignment with content and engagement are corresponding with student mastery on assessments.

Data Based Planning: If we identify discrepancies between walkthrough success and assessment performance, the leadership team will focus efforts on coaching cycles or adjust the upcoming professional learning focus.

Impact: This type of monitoring allows for a clear check on instructional consistency. By ensuring that classroom practice leads to student achievement, schools can make certain that time and resources are focused on instructional shifts that address gaps in student proficiency.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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.

Description: We will focus on targeted scaffolds in PLC planning with departments and Support Facilitators to ensure Students with Disabilities engage with rigorous tasks aligned to the B.E.S.T. Standards. The leadership team will use Indicator T.2 to monitor the implementation and process of removing supports, making certain rigorous tasks maintain the required cognitive complexity.

Impact on Student Learning: Student engagement with grade-level benchmarks increases ELA and Math proficiency. Students also need to have scaffolds removed at appropriate times to build the academic dependence and problem-solving stamina required for success on FAST and EOC assessments.

Rational: Our schools subgroup data demonstrated achievement gaps that we believe were caused by the overload from not removing scaffolds for student independence. Prioritizing the systematic removal of scaffolds over a simplified curriculum ensures students develop skills necessary to be independently successful on assessments and long-term success.

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.

Walkthrough data will show a 15% increase in indicator T.2 (was 45% for the 25-26 school year) in all classrooms, and will show a 20% increase in classes with a Support Facilitator (push-in). Indicator T.2 discusses academic and behavior scaffolds being provided and removed when no longer needed. By May 2027, the Students with Disabilities will increase achievement from 61% to 65% proficiency on

state assessments.

Monitoring

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

Progress toward the desired outcomes will be monitored through:

- Weekly Leadership Meetings will analyze trends from Indicator T.2 (Instructional Scaffolding) on the walkthrough log, evaluating the alignment of scaffolds to the standards and the systematic removal of scaffolds to prioritize coaching support for teachers.
- Monthly PLCs will analyze ELA and Math performance data for Students with Disabilities subgroup (focusing on the lower 25%) and walkthrough trends to establish if instructional supports are facilitating mastery of grade-level benchmarks. Leadership will also adjust professional learning to focus on fading scaffolds appropriately.

Impact: This monitoring plan ensures that Students with Disabilities (particularly the lower 25%) receive the necessary supports to master complex benchmarks without compromising instructional rigor. In monitoring the very strategic implementation and remove of scaffolds, leadership can make sure that students develop the independence necessary to increase proficiency on statewide assessments.

Person responsible for monitoring outcome

Administration and Teacher Leaders

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

Teachers will implement intentional instructional scaffolding planned out during weekly PLCs to design and monitor the removal of supports for Students with Disabilities, ensuring that independent student work consistently aligns with the cognitive complexity of the B.E.S.T. Standards.

Person Monitoring:
Classroom Teachers

By When/Frequency:
Weekly PLC Meetings

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

We will monitor impact by:

Data Correlation: During weekly PLC meetings, teachers and leadership will analyze the scaffold use with the student work generated from those specific tasks.

Gap Identification: The team will address whether the provided scaffolds are facilitating high-quality student responses or if they are lowering the cognitive demands of the B.E.S.T. standards.

Responsive Planning: If student work indicates prompt dependency or teacher hand holding, teachers will immediately adjust the next week's planning to incorporate more aggressive scaffold fading to make certain students are advancing toward independent mastery.

Impact: This type of observation ensures that regular classroom tasks remain rigorous. By verifying that supports are temporary and purposeful, the school guarantees that SWD are consistently challenged to meet grade-level expectation.

Action Step #2

Data-Informed school-based professional learning will be provided monthly through existing whole-group interactive sessions. These will be led by teacher leaders on campus and the Administrative Team. These sessions will include how to integrate scaffolding strategies into rigorous tasks. This professional learning will address staff skill on how to maintain benchmark-level complexity while providing temporary supports that facilitate student access and independence.

Person Monitoring:
Assistant Principal and Teacher Leaders

By When/Frequency:
Monthly PL Sessions

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

We will monitor the impact by:

Data Correlation: Monthly, leadership will address professional learning attendance and feedback from professional learning on how to integrate scaffolding strategies into rigorous tasks sessions with school-wide walkthrough trends for Indicator T.2 (Instructional Scaffolding)

Gap Identification: The team will analyze if the scaffolding strategies modeled during the professional learning are being implemented consistently in the classrooms, specifically looking for the transitions from support to independence.

Responsive Planning: If the walkthrough data does not show a corresponding increase in effective scaffolding, the PL leaders will pivot to provide individualized coaching cycles or real-time modeling during the next opportunity for teachers to observe a peer.

Impact: This validates the efficacy of professional development. The school can maximize the impact of student success by ensuring that teacher learning equates directly into classroom practice.

Action Step #3

The leadership team will meet monthly to evaluate how strategic scaffolding is impacting student performance on Students with Disabilities by connecting walkthrough data for Indicator T.2 (Instructional Scaffolding) with common assessment results to identify and address barriers to independent student mastery.

Person Monitoring:

By When/Frequency:

Administrative Team, Teacher Leaders

Monthly Leadership Meetings

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

We will monitor impact by:

Data Correlation: During our monthly leadership meetings, the team will compare “Proficient” ratings on Indicator T.2 (Instructional Scaffolding) with the performance data of Students with Disabilities on common assessments.

Gap Identification: The leadership team will note if specific classes showing growth in scaffolding implementation are also noticing a reduction in the achievement gap for SWD.

Responsive Planning: If assessment data remains stagnant despite indications on walkthrough logs, the leadership team will readjust the alignment of the scaffolds themselves to ensure they are actually benchmark-aligned and not just task-aligned.

Impact: This provides a high-level check on learning for all students. By ensuring that strategic supports for SWD results in measurable achievement gains, the school proves our school improvement efforts are effectively elevating the student experience.

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.

Description: We know that we cannot teach students who are not at school. We require attendance to increase so that students can achieve at a higher level, close achievement gaps, and increase proficiency of all students. Our school will be focusing on improving student attendance.

Impact on Student Learning: Student attendance has a direct correlation with student academic success. We have highly qualified teachers that are very gifted at providing information and strategies to help students be successful. However, if students are not attending school they are missing out on important face to face instructional time and supports necessary for their individual success.

Rational: By launching a target focus on improving student attendance, we aim to maximize the instructional time spent with each student each day. This focuses on elevating the overall student academic proficiency, closing gaps, and ensuring that all students have consistent access to supports they need to be successful.

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.

Last year our average daily attendance was 92%. We need to increase our impact on our students. By May 2027 we will increase our attendance from 92% to 93%.

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.

Progress toward the desired outcomes will be monitored through:

- The Admin team will discuss Average Daily Attendance monthly identifying subgroups of students that have lower attendance rates.
- PBIS team will also track ADA and come up with ways to celebrate students that are attending school and motivate/engage students that are not.
- SST will become involved when students that are missing at higher rates have been called by classroom teachers and referred to the team.

Impact: This monitoring ensures that we are identifying which students are struggling with attendance and planning ways to address this area and remove barriers if possible. This creates a positive relationship between the school and families to help students attend regularly and close achievement gaps.

Person responsible for monitoring outcome

Leadership Team and Teacher Leaders

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

School-wide implementation of PBIS Rewards will be implemented weekly, monthly, and quarterly by presenting students with attendance awards weekly, teacher distributed recognitions quarterly that are provided by the leadership team, and monthly drawings will take place for students that are recognized throughout the quarter by the teachers. The Dean, Teachers and Assistant Principal will be facilitating the distribution of these rewards throughout the year.

Person Monitoring:

Administration/Teachers/Dean

By When/Frequency:

The First round of rewards/recognitions will be given within the first week of school.

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

We will monitor the impact by:

Data Correlation: The Dean will track the correlation between teachers giving out quarterly rewards and attendance and discipline data.

Gap Identification: The team will identify whether the rewards are actually providing the desired outcome with attendance and behaviors or if we need to readdress our focus and rewards systems.

Responsive Planning: When a gap is identified with attendance subgroups, or discipline data we will focus that quarters rewards on teachers identifying specific behaviors to reward the students. For example, if we see a spike in Defiance and Disrespect in the classroom with behaviors we will use the quarterly rewards to recognize students that are specifically demonstrating Respect in the classroom.

Impact: By monitoring this systematic approach to recognizing positive student behaviors we can identify areas that are showing gaps and use teachers across the entire campus to help target specific positive behaviors we want to see throughout the year that will help students be more successful and help teachers be able to focus on benchmark aligned curriculum and rigorous tasks.

Action Step #2

Professional learning will be provided during preplanning during a by professional learning session provided by the Dean and will focus on how to use our PBIS to specifically target behaviors we want to increase across the campus.

Person Monitoring:

Dean & Assistant Principal

By When/Frequency:

Preplanning

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

We will monitor the impact by:

Data Collection: We will track teacher distribution of the 10 quarterly rewards provided in a google sheets tracker.

Gap Identification: The team will identify whether the quarterly rewards are being distributed by teachers each quarter or if they are not implementing the program.

Responsive Planning: When the team identifies any areas that need to be addressed, we will meet with participants to see why they are not using the system, or provide training to help assist with targeted PBIS initiatives.

Impact: By monitoring the implementation of the quarterly rewards, we can see if teachers are using the Positive Behavior Intervention Supports. If they are not, we can have conversations as to barriers they are experiencing and help assist with systematic ways to implement the program. This will ensure that students are identified for positive behaviors or improvement in behaviors and allow teachers to focus on benchmark aligned curriculum and aligned rigorous tasks.

Action Step #3

Teachers will call home if a student misses 3 or more days in a row and note in focus. They will also refer these students to the Student Success Team as soon as possible. This will allow for the SST to quickly meet with the family and student to discuss barriers that may be prohibiting the student from attending school.

Person Monitoring:

Teachers/Dean

By When/Frequency:

Monthly and As needed throughout the year for individual students.

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

We will monitor impact by:

Pulling ADA and subgroup attendance data to identify students that are achieving less than 90% attendance. Students will be referred to the Student Success Team to address barriers and other EWS.

We will track attendance data for students that have been identified to ensure that attendance improves.

Impact: Students will have assistance in removing barriers so that they will be able to focus on engaging in benchmark aligned curriculum and participate in rigorous aligned tasks. Better attendance will allow for students to get the instruction/supports they need to improve achievement and close gaps.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

FLORIDA CYBER CHARTER ACADEMY AT CLAY



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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

Florida Cyber Charter Academy (FLCCA) is a high-quality, virtual public charter school dedicated to providing an innovative educational environment in which all students have the opportunity to succeed. Our mission is to ensure that students reach their full potential as they engage with their peers for live class instruction supplemented by independent learning in our Learning Management System (LMS). We are able to accomplish this through our dedicated and passionate community of students, families, teachers, administration, and with a governing board invested in pursuing academic excellence for all.

Provide the school's vision statement

At FLCCA, we celebrate the diversity of our students, families, and staff while building a connected, supportive community. We inspire every learner to grow, achieve, and contribute—empowering them to be productive citizens today and preparing them for success in their future endeavors.

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

Kristan Haberstro

khaberstro@flccacademy.org

Position Title

K-5 Academic Administrator

Job Duties and Responsibilities

The K–5 Academic Administrator serves as the instructional leader for the elementary school and is

responsible for leading all aspects of school improvement to increase student achievement, accelerate learning gains, improve proficiency, and advance overall academic outcomes. The administrator provides strategic leadership for the implementation of the School Improvement Plan (SIP) by establishing high expectations for teaching and learning, monitoring progress toward measurable goals, and fostering a culture of continuous improvement.

The K–5 Academic Administrator supervises instructional coaches, master teachers, and instructional staff through ongoing professional learning, instructional coaching, classroom observations, data analysis, and performance feedback. Responsibilities include monitoring curriculum implementation, instructional fidelity, assessment systems, grading practices, intervention effectiveness, and alignment to Florida's B.E.S.T. Standards to ensure rigorous, standards-aligned instruction in every classroom.

Using multiple sources of student performance and implementation data, the administrator leads data-driven decision-making to identify instructional priorities, monitor learning trends, evaluate the effectiveness of Tier I instruction and Multi-Tiered System of Supports (MTSS), and implement evidence-based strategies that improve student outcomes. The administrator oversees Professional Learning Communities (PLCs), instructional walkthroughs, coaching cycles, and data review meetings to ensure instructional consistency, strengthen teacher practice, and support continuous refinement of instructional systems.

In collaboration with the Florida Cyber Charter Academy leadership team, the K–5 Academic Administrator monitors implementation of the School Improvement Plan, allocates resources strategically, supports staff development, promotes meaningful family engagement, and ensures compliance with local, state, and federal accountability requirements. Through collaborative leadership, continuous monitoring, and strategic planning, the administrator cultivates a high-performing learning environment that promotes academic excellence, instructional effectiveness, and success for every student.

Leadership Team Member #2

Employee's Name

Page Green

pgreen@flccacademy.org

Position Title

6-12 Academic Administrator

Job Duties and Responsibilities

The 6–12 Academic Administrator serves as the instructional leader for the middle and high school

programs and is responsible for leading all aspects of school improvement to increase student achievement, accelerate learning gains, improve proficiency, strengthen graduation outcomes, expand college and career readiness, and advance overall academic performance. The administrator provides strategic leadership for the implementation of the School Improvement Plan (SIP) by establishing high expectations for teaching and learning, monitoring progress toward measurable goals, and fostering a culture of continuous improvement.

The 6–12 Academic Administrator supervises instructional coaches, master teachers, department leaders, and instructional staff through ongoing professional learning, instructional coaching, classroom observations, data analysis, and performance feedback. Responsibilities include monitoring curriculum implementation, instructional fidelity, assessment systems, grading practices, intervention effectiveness, and alignment to Florida's B.E.S.T. Standards and state graduation requirements to ensure rigorous, standards-aligned instruction across all content areas.

Using multiple sources of student performance and implementation data, the administrator leads data-driven decision-making to identify instructional priorities, monitor learning trends, evaluate the effectiveness of Tier I instruction and the Multi-Tiered System of Supports (MTSS), and implement evidence-based strategies that improve student outcomes. The administrator oversees Professional Learning Communities (PLCs), instructional walkthroughs, coaching cycles, and data review meetings to ensure instructional consistency, strengthen teacher practice, and support continuous refinement of instructional systems.

The 6–12 Academic Administrator also monitors key accountability measures, including End-of-Course (EOC) assessment performance, middle school acceleration, graduation rate, college and career acceleration, and student progression to ensure students are prepared for postsecondary success. The administrator collaborates with counselors, instructional leaders, and support staff to identify at-risk students, implement targeted academic interventions, monitor credit attainment and graduation progress, and increase participation in advanced coursework and acceleration opportunities.

Leadership Team Member #3

Employee's Name

Jennifer Burton

jbarton@flccacademy.org

Position Title

Special Programs Academic Administrator

Job Duties and Responsibilities

The Special Programs Academic Administrator provides strategic leadership and oversight for Florida Cyber Charter Academy's Exceptional Student Education (ESE), Multi-Tiered System of Supports (MTSS), English for Speakers of Other Languages (ESOL), and Gifted programs to ensure equitable access to high-quality instruction and support services for all students. The administrator leads the implementation of evidence-based practices that improve student achievement while ensuring compliance with all federal, state, and local laws, regulations, and accountability requirements.

The Administrator supervises the Exceptional Student Education (ESE) department, overseeing the development, implementation, and monitoring of Individual Education Plans (IEPs), student schedules, service delivery, and instructional supports to ensure students receive services aligned with their individual educational needs. Responsibilities include monitoring instructional fidelity, evaluating student progress, ensuring timely completion of compliance requirements, and supporting teachers in implementing effective accommodations, modifications, and specially designed instruction.

Using multiple sources of student performance and implementation data, the administrator leads the school's Multi-Tiered System of Supports (MTSS) by facilitating regular data review meetings, monitoring the effectiveness of Tier II and Tier III interventions, coordinating Child Find activities, and collaborating with instructional leaders to identify students requiring additional academic or behavioral support. The administrator works closely with school leadership, instructional coaches, counselors, teachers, and families to develop data-driven intervention plans, monitor student progress, and adjust supports to improve student outcomes.

The Special Programs Academic Administrator also oversees ESOL and Gifted services to ensure students receive appropriate instructional programming and support aligned with state requirements. Responsibilities include providing professional learning, supporting instructional staff with evidence-based strategies for diverse learners, promoting family engagement, and fostering collaboration among educators, families, district partners, and community stakeholders.

In collaboration with the Florida Cyber Charter Academy leadership team, the Administrator monitors implementation of the School Improvement Plan, evaluates the effectiveness of special programs, ensures compliance with accountability measures, and promotes a culture of continuous improvement focused on increasing student achievement, strengthening instructional practices, and ensuring equitable learning opportunities for every student.

Leadership Team Member #4

Employee's Name

Angie Canter

acanter@flccacademy.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal for grades K–12 provides instructional and operational leadership to support the successful implementation of Florida Cyber Charter Academy's mission, vision, and School Improvement Plan (SIP). Working collaboratively with school administrators, instructional coaches, master teachers, and faculty, the Assistant Principal supports the continuous improvement of teaching and learning through data-driven decision-making, instructional coaching, and ongoing monitoring of student achievement.

Responsibilities include supporting the implementation of high-quality, standards-aligned instruction; conducting classroom walkthroughs, formal evaluations, and instructional observations; providing timely feedback to teachers; and monitoring instructional fidelity to ensure consistent implementation of evidence-based instructional practices. The Assistant Principal collaborates with instructional leaders to analyze student performance data, identify instructional priorities, and support the development and implementation of targeted interventions to improve student achievement.

The Assistant Principal also oversees academic and attendance escalation processes by monitoring student engagement, attendance trends, and academic progress to ensure timely intervention and support. This includes collaborating with teachers, school counselors, MTSS staff, and families to address attendance concerns, reduce chronic absenteeism, implement truancy procedures in accordance with state requirements, and coordinate interventions for students demonstrating academic or behavioral risk factors.

Additionally, the Assistant Principal supports the implementation of the school's Multi-Tiered System of Supports (MTSS), participates in data review meetings, Professional Learning Communities (PLCs), and leadership meetings, and assists in monitoring progress toward School Improvement Plan goals. Responsibilities also include supporting the recruitment, hiring, onboarding, supervision, and professional growth of instructional staff, promoting meaningful family engagement, contributing to the review and refinement of school policies and procedures, and fostering a collaborative culture focused on continuous improvement, accountability, and student success.

Leadership Team Member #5**Employee's Name**

Lauren Moore

lmoore@flccacademy.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal for grades K–12 provides instructional and operational leadership to support the successful implementation of Florida Cyber Charter Academy's mission, vision, and School Improvement Plan (SIP). Working collaboratively with school administrators, instructional coaches, master teachers, and faculty, the Assistant Principal supports the continuous improvement of teaching and learning through data-driven decision-making, instructional coaching, and ongoing monitoring of student achievement.

Responsibilities include supporting the implementation of high-quality, standards-aligned instruction; conducting classroom walkthroughs, formal evaluations, and instructional observations; providing timely feedback to teachers; and monitoring instructional fidelity to ensure consistent implementation of evidence-based instructional practices. The Assistant Principal collaborates with instructional leaders to analyze student performance data, identify instructional priorities, and support the development and implementation of targeted interventions to improve student achievement.

The Assistant Principal also oversees academic and attendance escalation processes by monitoring student engagement, attendance trends, and academic progress to ensure timely intervention and support. This includes collaborating with teachers, school counselors, MTSS staff, and families to address attendance concerns, reduce chronic absenteeism, implement truancy procedures in accordance with state requirements, and coordinate interventions for students demonstrating academic or behavioral risk factors.

Additionally, the Assistant Principal supports the implementation of the school's Multi-Tiered System of Supports (MTSS), participates in data review meetings, Professional Learning Communities (PLCs), and leadership meetings, and assists in monitoring progress toward School Improvement Plan goals. Responsibilities also include supporting the recruitment, hiring, onboarding, supervision, and professional growth of instructional staff, promoting meaningful family engagement, contributing to the review and refinement of school policies and procedures, and fostering a collaborative culture focused on continuous improvement, accountability, and student success.

Leadership Team Member #6**Employee's Name**

Krissi Campbell

krcampbell@flccacademy.org

Position Title

K-5 Literacy Coach

Job Duties and Responsibilities

The K–5 Literacy Coach provides instructional leadership to strengthen literacy instruction and improve student achievement through the implementation of evidence-based reading practices aligned with Florida's B.E.S.T. Standards and the Science of Reading. The coach collaborates with teachers to plan, model, and co-teach high-quality literacy lessons; analyzes student performance data to guide instructional decision-making and intervention planning; and provides ongoing coaching, feedback, and job-embedded professional learning to improve instructional effectiveness.

The Literacy Coach facilitates grade-level Professional Learning Communities (PLCs) focused on collaborative planning, data analysis, student work, instructional best practices, and continuous improvement. The coach supports teachers in implementing research-based instructional strategies, differentiating instruction, and using formative and summative assessment data to address learning gaps and accelerate student growth.

Responsibilities include supporting the implementation of the school's literacy curriculum and the Comprehensive Evidence-Based Reading Plan (CERP), monitoring instructional fidelity, conducting classroom observations and coaching cycles, and collaborating with school leadership to strengthen Tier I instruction and the Multi-Tiered System of Supports (MTSS). The coach also assists with the implementation of evidence-based literacy routines, including explicit instruction, retrieval practice, vocabulary development, reading comprehension, and writing across the curriculum to ensure all students, including those requiring intervention, receive high-quality literacy instruction.

In collaboration with school leadership, the K–5 Literacy Coach monitors literacy initiatives, evaluates instructional effectiveness, supports implementation of the School Improvement Plan (SIP), and uses student achievement and implementation data to identify trends, recommend instructional adjustments, and support continuous improvement. Through collaborative leadership, professional learning, and instructional coaching, the Literacy Coach builds teacher capacity and promotes equitable literacy outcomes for all students.

Leadership Team Member #7

Employee's Name

Dr. Michelle Crespo-Melendrez

mcrespomelendrez@flccacademy.org

Position Title

6-12 Literacy Coach

Job Duties and Responsibilities

The 6–12 Literacy Coach provides instructional leadership to strengthen literacy instruction and improve student achievement through the implementation of evidence-based literacy practices aligned with Florida's B.E.S.T. Standards and the Science of Reading. The coach collaborates with teachers across all content areas to plan, model, and co-teach effective literacy instruction; analyzes student performance data to guide instructional decision-making and intervention planning; and provides ongoing coaching, feedback, and job-embedded professional learning to improve instructional effectiveness and student outcomes.

The Literacy Coach facilitates grade-level and content-area Professional Learning Communities (PLCs) focused on collaborative planning, data analysis, student work, instructional best practices, and continuous improvement. The coach supports teachers in integrating disciplinary literacy strategies, academic vocabulary development, close reading, text-based writing, and evidence-based discussion techniques across all content areas to strengthen student comprehension, communication, and critical thinking.

Responsibilities include supporting implementation of the school's literacy curriculum and the Comprehensive Evidence-Based Reading Plan (CERP), monitoring instructional fidelity, conducting classroom observations and coaching cycles, and collaborating with school leadership to strengthen Tier I instruction and the Multi-Tiered System of Supports (MTSS). The coach supports teachers in implementing evidence-based literacy routines, including explicit instruction, retrieval practice, vocabulary development, reading comprehension, writing across the curriculum, and student discourse to ensure all students, including those requiring intervention, receive high-quality literacy instruction.

In collaboration with school leadership, the 6–12 Literacy Coach monitors literacy initiatives, evaluates instructional effectiveness, and supports implementation of the School Improvement Plan (SIP). The coach uses student achievement and implementation data, including FAST, End-of-Course (EOC) assessments, benchmark assessments, and classroom performance data, to identify trends, recommend instructional adjustments, and support continuous improvement. Through collaborative leadership, professional learning, and instructional coaching, the Literacy Coach builds teacher capacity, strengthens literacy instruction across all disciplines, and promotes college, career, and life readiness for every student.

Leadership Team Member #8

Employee's Name

Dakota Olsavsky

dolsavsky@flccacademy.org

Position Title

K-5 Math Coach

Job Duties and Responsibilities

The K–5 Math Coach provides instructional leadership to strengthen mathematics instruction and improve student achievement through the implementation of evidence-based instructional practices aligned with Florida's B.E.S.T. Mathematics Standards. The coach collaborates with teachers to plan, model, and co-teach high-quality mathematics lessons; analyzes student performance data to guide instructional decision-making and intervention planning; and provides ongoing coaching, feedback, and job-embedded professional learning to improve instructional effectiveness and student outcomes.

The Math Coach facilitates grade-level Professional Learning Communities (PLCs) focused on collaborative planning, data analysis, student work, instructional best practices, and continuous improvement. The coach supports teachers in implementing research-based instructional strategies, including explicit instruction, retrieval practice, spaced review, mathematical discourse, multiple mathematical representations, and cognitively demanding tasks that promote conceptual understanding, procedural fluency, and mathematical reasoning.

Responsibilities include supporting implementation of the school's mathematics curriculum, monitoring instructional fidelity, conducting classroom observations and coaching cycles, and collaborating with school leadership to strengthen Tier I instruction and the Multi-Tiered System of Supports (MTSS). The coach assists teachers in analyzing formative and summative assessment data, identifying learning gaps, differentiating instruction, and implementing targeted supports that accelerate student learning and improve mathematics achievement.

In collaboration with school leadership, the K–5 Math Coach monitors mathematics initiatives, evaluates instructional effectiveness, and supports implementation of the School Improvement Plan (SIP). The coach uses student achievement and implementation data, including FAST Progress Monitoring, benchmark assessments, IXL Diagnostic data, Exact Path progress, and classroom performance data, to identify trends, recommend instructional adjustments, and support continuous improvement. Through collaborative leadership, professional learning, and instructional coaching, the Math Coach builds teacher capacity, strengthens mathematics instruction, and promotes equitable outcomes for all students.

Leadership Team Member #9**Employee's Name**

Jane Germany

jgermany@flccacademy.org

Position Title

6-12 Math Coach

Job Duties and Responsibilities

The 6–12 Math Coach provides instructional leadership to strengthen mathematics instruction and improve student achievement through the implementation of evidence-based instructional practices aligned with Florida's B.E.S.T. Mathematics Standards. The coach collaborates with teachers to plan, model, and co-teach high-quality mathematics lessons; analyzes student performance data to guide instructional decision-making and intervention planning; and provides ongoing coaching, feedback, and job-embedded professional learning to improve instructional effectiveness and student outcomes.

The Math Coach facilitates grade-level and content-area Professional Learning Communities (PLCs) focused on collaborative planning, data analysis, student work, instructional best practices, and continuous improvement. The coach supports teachers in implementing research-based instructional strategies, including explicit instruction, retrieval practice, spaced review, mathematical discourse, multiple mathematical representations, and cognitively demanding tasks that promote conceptual understanding, procedural fluency, mathematical reasoning, and problem-solving across all mathematics courses.

Responsibilities include supporting implementation of the school's mathematics curriculum, monitoring instructional fidelity, conducting classroom observations and coaching cycles, and collaborating with school leadership to strengthen Tier I instruction and the Multi-Tiered System of Supports (MTSS). The coach assists teachers in analyzing formative and summative assessment data, identifying learning gaps, differentiating instruction, and implementing targeted supports that accelerate student learning and improve mathematics achievement.

In collaboration with school leadership, the 6–12 Math Coach monitors mathematics initiatives, evaluates instructional effectiveness, and supports implementation of the School Improvement Plan (SIP). The coach uses student achievement and implementation data, including FAST Progress Monitoring, End-of-Course (EOC) assessment data, benchmark assessments, IXL Diagnostic data, Exact Path progress, and classroom performance data to identify trends, recommend instructional adjustments, and support continuous improvement. The coach also collaborates with teachers to strengthen student readiness for advanced mathematics coursework, acceleration opportunities, and postsecondary success.

Through collaborative leadership, professional learning, and instructional coaching, the 6–12 Math Coach builds teacher capacity, strengthens mathematics instruction across grades 6–12, and promotes equitable outcomes while preparing students with the mathematical knowledge and problem-solving skills necessary for success in college, careers, and life.

Leadership Team Member #10

Employee's Name

Michelle Cole

mcole@flccacademy.org

Position Title

K-5 Master Teacher

Job Duties and Responsibilities

The Master Teacher provides instructional leadership and implementation support to ensure the consistent delivery of high-quality, standards-aligned instruction across assigned grade levels. The Master Teacher partners with administrators, instructional coaches, and teachers to monitor instructional fidelity, support implementation of the School Improvement Plan (SIP), and promote continuous improvement through data-driven instructional practices.

Responsibilities include conducting instructional monitoring and fidelity checks to ensure the effective implementation of Tier I instruction, intervention programs, curriculum resources, and evidence-based instructional practices. The Master Teacher collaborates with teachers during planning and Professional Learning Communities (PLCs) to ensure lesson plans are aligned to Florida's B.E.S.T. Standards, learning targets, and schoolwide instructional expectations. The Master Teacher supports teachers in implementing research-based instructional strategies, including explicit instruction, retrieval practice, formative assessment, student discourse, and differentiated instruction to improve student engagement and achievement.

The Master Teacher analyzes formative and summative assessment data, benchmark results, implementation data, and instructional trends to identify strengths, prioritize areas for improvement, and support instructional decision-making. Responsibilities include monitoring progress toward School Improvement Plan goals, identifying students requiring additional support, and collaborating with administrators, instructional coaches, and the Multi-Tiered System of Supports (MTSS) team to ensure timely interventions and appropriate instructional adjustments.

In addition, the Master Teacher provides administrative support through oversight of academic and attendance escalations by monitoring student engagement, attendance, and academic performance; ensuring timely documentation and communication; coordinating intervention efforts; and collaborating with teachers, counselors, MTSS staff, and families to promote student success and reduce barriers to learning.

Through instructional monitoring, collaborative problem-solving, and ongoing support, the Master

Teacher strengthens instructional consistency, builds teacher capacity, and helps ensure equitable learning opportunities and improved student outcomes across the school.

Leadership Team Member #11

Employee's Name

Colin Wence

cwence@flccacademy.org

Position Title

6-8 Master Teacher

Job Duties and Responsibilities

The Master Teacher provides instructional leadership and implementation support to ensure the consistent delivery of high-quality, standards-aligned instruction across assigned grade levels. The Master Teacher partners with administrators, instructional coaches, and teachers to monitor instructional fidelity, support implementation of the School Improvement Plan (SIP), and promote continuous improvement through data-driven instructional practices.

Responsibilities include conducting instructional monitoring and fidelity checks to ensure the effective implementation of Tier I instruction, intervention programs, curriculum resources, and evidence-based instructional practices. The Master Teacher collaborates with teachers during planning and Professional Learning Communities (PLCs) to ensure lesson plans are aligned to Florida's B.E.S.T. Standards, learning targets, and schoolwide instructional expectations. The Master Teacher supports teachers in implementing research-based instructional strategies, including explicit instruction, retrieval practice, formative assessment, student discourse, and differentiated instruction to improve student engagement and achievement.

The Master Teacher analyzes formative and summative assessment data, benchmark results, implementation data, and instructional trends to identify strengths, prioritize areas for improvement, and support instructional decision-making. Responsibilities include monitoring progress toward School Improvement Plan goals, identifying students requiring additional support, and collaborating with administrators, instructional coaches, and the Multi-Tiered System of Supports (MTSS) team to ensure timely interventions and appropriate instructional adjustments.

In addition, the Master Teacher provides administrative support through oversight of academic and attendance escalations by monitoring student engagement, attendance, and academic performance; ensuring timely documentation and communication; coordinating intervention efforts; and collaborating with teachers, counselors, MTSS staff, and families to promote student success and reduce barriers to learning.

Through instructional monitoring, collaborative problem-solving, and ongoing support, the Master Teacher strengthens instructional consistency, builds teacher capacity, and helps ensure equitable learning opportunities and improved student outcomes across the school.

Leadership Team Member #12

Employee's Name

Shelby Macon

smacon@flccacademy.org

Position Title

9-12 Master Teacher

Job Duties and Responsibilities

The Master Teacher provides instructional leadership and implementation support to ensure the consistent delivery of high-quality, standards-aligned instruction across assigned grade levels. The Master Teacher partners with administrators, instructional coaches, and teachers to monitor instructional fidelity, support implementation of the School Improvement Plan (SIP), and promote continuous improvement through data-driven instructional practices.

Responsibilities include conducting instructional monitoring and fidelity checks to ensure the effective implementation of Tier I instruction, intervention programs, curriculum resources, and evidence-based instructional practices. The Master Teacher collaborates with teachers during planning and Professional Learning Communities (PLCs) to ensure lesson plans are aligned to Florida's B.E.S.T. Standards, learning targets, and schoolwide instructional expectations. The Master Teacher supports teachers in implementing research-based instructional strategies, including explicit instruction, retrieval practice, formative assessment, student discourse, and differentiated instruction to improve student engagement and achievement.

The Master Teacher analyzes formative and summative assessment data, benchmark results, implementation data, and instructional trends to identify strengths, prioritize areas for improvement, and support instructional decision-making. Responsibilities include monitoring progress toward School Improvement Plan goals, identifying students requiring additional support, and collaborating with administrators, instructional coaches, and the Multi-Tiered System of Supports (MTSS) team to ensure timely interventions and appropriate instructional adjustments.

In addition, the Master Teacher provides administrative support through oversight of academic and attendance escalations by monitoring student engagement, attendance, and academic performance; ensuring timely documentation and communication; coordinating intervention efforts; and

collaborating with teachers, counselors, MTSS staff, and families to promote student success and reduce barriers to learning.

Through instructional monitoring, collaborative problem-solving, and ongoing support, the Master Teacher strengthens instructional consistency, builds teacher capacity, and helps ensure equitable learning opportunities and improved student outcomes across the school.

Leadership Team Member #13

Employee's Name

Micki Clarke

mclarke@flccacademy.org

Position Title

MTSS and Special Programs Coordinator

Job Duties and Responsibilities

The MTSS Coordinator provides oversight for the implementation of Florida Cyber Charter Academy's K–12 Multi-Tiered System of Supports (MTSS) to ensure students receive timely, data-driven academic and behavioral interventions that improve student achievement and support equitable outcomes. The coordinator collaborates with school administrators, instructional coaches, master teachers, special programs staff, interventionists, teachers, district personnel, and families to implement a comprehensive system of supports aligned with the School Improvement Plan (SIP).

Responsibilities include facilitating weekly and monthly MTSS data meetings to analyze student performance, attendance, intervention participation, and progress-monitoring data; identifying students requiring additional academic or behavioral support; monitoring the effectiveness of Tier II and Tier III interventions; coordinating Child Find activities; and supporting evaluation referrals when appropriate. The coordinator collaborates with instructional teams to ensure intervention plans are data-driven, evidence-based, and adjusted regularly based on student response.

The MTSS Coordinator monitors implementation fidelity by reviewing intervention documentation, progress-monitoring plans, attendance and participation in intervention services, and the consistent implementation of schoolwide MTSS procedures. The coordinator supports teachers in selecting appropriate interventions, interpreting student data, and implementing instructional supports that address identified learning needs while ensuring compliance with district, state, and federal requirements.

Working with school leadership, the coordinator helps carry out the School Improvement Plan by checking how well interventions work, spotting schoolwide trends, supporting Professional Learning

Communities (PLCs), and making recommendations to improve Tier I instruction, intervention systems, and student supports. Responsibilities also include maintaining accurate documentation, supporting parent communication and engagement, participating in district committees, and fostering collaboration among educators, families, and community partners to ensure every student has access to appropriate educational services.

Through continuous monitoring, collaborative problem-solving, and data-driven decision-making, the MTSS and Special Programs Coordinator strengthens the school's intervention framework, promotes instructional consistency, and supports improved academic and behavioral outcomes for all students.

Leadership Team Member #14

Employee's Name

Jerry Hulshult

jhulshult@k12.com

Position Title

Executive Director

Job Duties and Responsibilities

The Executive Director provides strategic leadership and oversight to ensure the successful implementation of Florida Cyber Charter Academy's mission, vision, and School Improvement Plan (SIP). The Executive Director collaborates with school administrators to establish a culture of continuous improvement focused on increasing student achievement, strengthening instructional effectiveness, and meeting state accountability goals.

The Executive Director oversees organizational planning, budgeting, workforce planning, staffing, and resource allocation to ensure the school has the personnel, systems, and instructional resources necessary to support high-quality teaching and learning. In partnership with the governing board, district partners, and school leadership, the Executive Director ensures compliance with local, state, and federal laws, contractual requirements, and accountability expectations.

The Executive Director provides leadership and support to academic administrators through regular data reviews, leadership meetings, and strategic planning to monitor student performance, evaluate schoolwide initiatives, and ensure the effective implementation of evidence-based instructional practices. Responsibilities include overseeing staffing and recruitment, making staffing and Full-Time Equivalent (FTE) allocation decisions based on enrollment trends and state requirements, and supporting the selection and implementation of instructional resources aligned to Florida's B.E.S.T. Standards.

Additionally, the Executive Director fosters collaboration among school leaders, teachers, families, and community stakeholders to promote a positive school culture and shared commitment to student success. The Executive Director monitors progress toward School Improvement Plan goals, supports continuous refinement of instructional practices, ensures departmental accountability, and allocates resources to maximize student achievement and organizational effectiveness.

Leadership Team Member #15

Employee's Name

Heather Rivera

hrivera@flccacademy.org

Position Title

Dean of Students

Job Duties and Responsibilities

The Dean of Students provides leadership and oversight for student attendance, discipline, academic escalation, and school culture to promote a safe, supportive, and engaging learning environment aligned with Florida Cyber Charter Academy's mission, vision, and School Improvement Plan (SIP). The Dean collaborates with administrators, instructional staff, counselors, the MTSS team, and families to implement proactive systems that improve student engagement, reduce barriers to learning, and support positive academic and behavioral outcomes.

Responsibilities include overseeing the school's student discipline process by implementing positive discipline practices, ensuring consistent application of the Student Code of Conduct, maintaining accurate documentation, and collaborating with school staff to address behavioral concerns while fostering positive student relationships.

The Dean of Students monitors attendance and student engagement by identifying trends in chronic absenteeism, implementing attendance intervention plans, coordinating truancy prevention efforts, and partnering with students, families, and school personnel to improve attendance and participation in daily instruction. The Dean also oversees academic escalation processes by monitoring student progress, identifying students at risk of academic failure, facilitating timely interventions, and coordinating supports with teachers, counselors, instructional leaders, and the Multi-Tiered System of Supports (MTSS) team.

The Dean contributes to the implementation of the School Improvement Plan by analyzing attendance, behavior, and student engagement data to identify trends, monitor the effectiveness of interventions, and recommend strategies that improve student success. Responsibilities include participating in data review meetings, Professional Learning Communities (PLCs), and leadership

meetings to ensure schoolwide systems support academic achievement, positive behavior, and student well-being.

Additionally, the Dean of Students promotes a positive school culture by building strong relationships with students and families, recognizing positive student behaviors, supporting schoolwide engagement initiatives, facilitating restorative practices, and collaborating with staff to create a safe, inclusive, and respectful learning environment where all students can thrive.

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.

FLCCA involves input from various stakeholders, including the school leadership team, teachers, staff, parents, students, and community members, in alignment with ESEA 1114(b)(2). Feedback is gathered through surveys, meetings, and advisory groups to ensure the School Improvement Plan reflects the needs and priorities of the school community. The school leadership team reviews this input, along with student data, to identify strengths, areas for improvement, and actionable goals. Stakeholders have the opportunity to provide additional feedback on the draft plan prior to submission to promote transparency and shared ownership.

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 FLCCA Leadership Team will meet monthly to review implementation and student performance data and monitor progress toward the goals outlined in the School Improvement Plan (SIP). A monthly implementation dashboard will be used to monitor leading and lagging indicators, including student achievement, attendance, intervention participation, instructional fidelity, walkthrough trends, coaching cycles, and Professional Learning Community (PLC) implementation. Administrators will conduct regular classroom walkthroughs and formal evaluations throughout the year to ensure the

consistent implementation of instructional practices aligned to the school's priority areas of focus.

Following each assessment cycle, the leadership team will analyze student performance data for all students, with particular attention to ESSA subgroups, including Black/African American students, Hispanic students, and Students with Disabilities (SWD), to evaluate progress toward schoolwide and subgroup achievement goals. Quarterly School Improvement Plan (SIP) reviews will be conducted to evaluate progress toward measurable outcomes, assess the effectiveness of instructional strategies and interventions, and determine whether adjustments to implementation are needed.

Decision rules will guide the school's continuous improvement process. When implementation fidelity or student performance falls below established expectations, instructional leaders will provide targeted coaching, adjust Tier I instruction and intervention supports, revise professional learning priorities, and allocate additional resources as needed. Data trends demonstrating successful implementation and positive student outcomes will be used to identify effective practices and support schoolwide scaling of successful strategies. This continuous improvement cycle ensures instructional decisions remain timely, data-driven, and responsive to student needs.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	6.8%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) 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>	2025-26: C 2024-25: D 2023-24: D 2022-23: C 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	29	26	20	10	16	18	14	16	16	165
Absent 10% or more school days	4	2	2	1	1	2	2	9	16	39
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	1	0	0	4	4	9
Course failure in Math	0	0	0	1	0	0	0	2	2	5
Level 1 on statewide ELA assessment	2	7	4	5	12	8	2	6	7	53
Level 1 on statewide Math assessment	4	4	7	3	3	13	4	1	9	48
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	7	4	5	0	0				18
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	4	4	3	3	3	0				17

Current Year 2026-27

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	2	4	3	2	3	7	2	6	7	36

Current Year 2026-27

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					2	3
Students retained two or more times						1				1

Prior Year (2025-26) 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	
School Enrollment	12	9	10	15	12	15	25	16	25	139
Absent 10% or more school days		1	4		1		16	6	8	36
One or more suspensions										0
Course failure in English Language Arts (ELA)		1						3	2	6
Course failure in Math		1					1	3	1	6
Level 1 on statewide ELA assessment	2	2	2	4	6	4	6	6	5	37
Level 1 on statewide Math assessment	3	2	2	5	8	6	7	7	8	48
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	1	1	4						7
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		1		5	4					10

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	1	2	3	2	6	3	5	24

Prior Year (2025-26) 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		1							1	2
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 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
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2026-27)

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
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	45	60	64	42	57	61	42	54	58
Grade 3 ELA Achievement		67	64	53	66	62			59
ELA Learning Gains	60	57	62	43	56	61	39	51	59
ELA Lowest 25th Percentile	73	52	55	31	50	55	31	49	54
Math Achievement*	24	61	64	24	58	62	21	57	59
Math Learning Gains	34	56	61	31	54	60	42	57	61
Math Lowest 25th Percentile	43	49	52	48	49	53	46	51	56
Science Achievement	30	58	60	30	55	57	52	53	54
Social Studies Achievement*	53	77	77	51	75	74	46	74	72
Graduation Rate	94	84	77	76	82	72	82	77	71
Middle School Acceleration		66	79		67	75		68	71
College and Career Acceleration	15	37	61	12	40	56	26	43	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					66	61		59	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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	47%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	471
Total Components for the FPPI	10
Percent Tested	97%
Graduation Rate	94%

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
47%	40%	43%	48%	48%	48%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	42%	No		
Black/African American Students	43%	No		
Hispanic Students	44%	No		
Multiracial Students	41%	No		
White Students	46%	No		
Economically Disadvantaged Students	49%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	45%		60%	73%	24%	34%	43%	30%	53%		94%	15%	
Students With Disabilities	33%		43%		22%	71%							
Black/African American Students	41%		61%		22%	31%			58%				
Hispanic Students	37%		53%		20%	27%		31%	60%		93%	31%	
Multiracial Students	45%		55%		18%	45%							
White Students	48%		64%	69%	30%	37%	30%	27%	59%		91%	0%	
Economically Disadvantaged Students	33%		64%		27%						100%	19%	

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	42%	53%	43%	31%	24%	31%	48%	30%	51%		76%	12%	
Students With Disabilities	28%		29%		20%	32%		27%					
Black/African American Students	50%		33%		15%	27%		15%	33%				
Hispanic Students	33%		53%		24%	38%		17%	50%		91%	20%	
Multiracial Students	50%				23%								
White Students	41%		42%	18%	25%	25%	30%	43%	60%		73%	9%	
Economically Disadvantaged Students	27%		46%		21%	18%					55%		

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	42%		39%	31%	21%	42%	46%	52%	46%		82%	26%	
Students With Disabilities	17%				8%								
Black/African American Students	40%		33%		21%	48%		55%					
Hispanic Students	34%		33%		21%	37%		53%	43%				
White Students	46%		50%	36%	21%	43%		47%	45%		94%	27%	
Economically Disadvantaged Students	27%				0%								

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	4	47%	64%	-17%	60%	-13%
ELA	5	31%	60%	-29%	61%	-30%
ELA	6	53%	72%	-19%	62%	-9%
ELA	7	53%	62%	-9%	62%	-9%
ELA	8	42%	61%	-19%	60%	-18%
ELA	9	44%	66%	-22%	60%	-16%
ELA	10	54%	69%	-15%	61%	-7%
Math	4	20%	65%	-45%	65%	-45%
Math	5	15%	61%	-46%	62%	-47%
Math	6	33%	70%	-37%	60%	-27%
Math	7	27%	50%	-23%	53%	-26%
Math	8	28%	71%	-43%	61%	-33%
Science	5	31%	66%	-35%	60%	-29%
Science	8	22%	61%	-39%	52%	-30%
Civics	7	40%	95%	-55%	77%	-37%
Biology	10	42%	67%	-25%	60%	-18%
Algebra	9	21%	63%	-42%	41%	-20%
Geometry	10	4%	53%	-49%	40%	-36%
History	11	64%	83%	-19%	75%	-11%
ELA	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Civics	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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 most significant improvement was in ELA learning gains for the lowest 25%, which increased from 31% to 73%. Overall ELA learning gains also improved from 43% to 60%.

Florida Cyber Charter Academy improved its school-wide instructional systems for grades K–12 in order to attain these outcomes. To determine student learning requirements and modify instruction, teachers used formative classroom data, benchmark exams, and FAST to establish data-driven instructional cycles. The focus of literacy education was on targeted small-group instruction, explicit instruction in line with Florida's B.E.S.T. Standards, and, when necessary, intervention using evidence-based digital resources including Amira, Exact Path, and i-Ready. The Science of Reading and successful teaching techniques to boost student engagement and retention were the main topics of professional development. To guarantee implementation fidelity and deliver timely feedback, instructional leaders and coaches used data chats, PLCs, coaching cycles, and classroom observations. Ongoing communication, literacy tools, family literacy support sessions, and academic assistance opportunities were added to family involvement initiatives in order to improve student results and fortify partnerships.

Lowest Performance

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

With a performance rate of 15%, College and Career Acceleration (CCA) was the school's least successful accountability component in the 2025–2026 academic year. This result emphasizes the necessity of boosting student involvement in postsecondary readiness programs while guaranteeing that students are intellectually equipped to finish accelerated school.

A number of factors influenced this performance. Many students attended Florida Cyber Charter Academy beyond the conventional point at which acceleration pathways typically begin, restricting their potential to receive acceleration credit before graduation. Student preparation, necessary course completion, and variable levels of participation also affected enrollment in accelerated programs. As a

virtual school, FLCCA works to enhance mechanisms that promote early awareness, academic planning, and tailored support to help students take advantage of available opportunities.

In the 2026–2027 academic year, the school will increase individualized support for students interested in accelerated options, strengthen collaboration between teachers, administrators, and school counselors, and introduce earlier academic preparation. To boost student access and involvement, Florida Cyber Charter Academy will also look into increasing the number of advanced courses it offers, dual enrollment options, and industry certification pathways. These initiatives aim to increase the number of acceleration chances that are successfully completed while also enhancing college and job readiness.

Greatest Decline

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

The mathematics learning gains of the lowest 25% showed the greatest decline from the prior year, decreasing from 48% in 2025 to 43% in 2026. Although overall mathematics learning gains improved, the school's lowest-performing students did not make the expected level of growth, indicating the need for more intensive support for students with the greatest academic needs.

Several factors contributed to this decline. Analysis of student performance data identified persistent gaps in foundational mathematics skills and unfinished learning that limited students' ability to master grade-level standards. In addition, inconsistent attendance and engagement in the virtual learning environment reduced opportunities for students to participate in live instruction and targeted intervention. The school also identified a need for more consistent implementation of evidence-based instructional practices and increased opportunities for students to revisit previously taught concepts through retrieval practice and spaced review.

During the 2026–2027 school year, Florida Cyber Charter Academy will strengthen support for its lowest-performing mathematics students by implementing high-quality Tier I instruction, expanding targeted interventions through the MTSS framework, using Exact Path and IXL for personalized support, and increasing progress monitoring through benchmark assessments, FAST Progress Monitoring, and PLC data reviews to ensure students make accelerated learning gains.

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.

Comparing college and career acceleration to the state average revealed the biggest disparity. In terms of college and career acceleration, Florida Cyber Charter Academy scored 15%, which is 46 percentage points lower than the state average of 61%. Expanding opportunities for students to effectively earn acceleration credit is still a major area for improvement, even though the school showed improvement in a number of academic accountability components.

Several factors contributed to this gap. As a virtual K–12 school, many students entered high school without prior participation in acceleration pathways or with credit deficiencies that limited access to advanced coursework. Student awareness of available acceleration opportunities, including dual enrollment, industry certifications, and other accelerated coursework, also varied. Additionally, balancing virtual coursework with the increased rigor and time commitment required for acceleration opportunities presented challenges for some students.

During the 2026–2027 school year, Florida Cyber Charter Academy will strengthen college and career readiness by expanding academic advising, increasing communication with students and families regarding available acceleration pathways, monitoring student eligibility and progress more frequently, and collaborating with school counselors and instructional staff to increase student participation and successful completion of acceleration opportunities. The school will also explore opportunities to expand acceleration course offerings, including additional advanced coursework, dual enrollment partnerships, and industry certification pathways, to provide students with greater access to college and career readiness opportunities. These efforts are intended to improve college and career acceleration outcomes while preparing students for postsecondary success.

EWS Areas of Concern

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

Analysis of the Early Warning System (EWS) data identified student attendance and engagement in the virtual learning environment as the primary areas of concern.

During the 2025–2026 school year, 39 students were absent 10% or more of instructional days, with the highest rates occurring in Grades 7 and 8. Additionally, 53 students scored Level 1 on the statewide ELA assessment, and 48 students scored Level 1 in mathematics, demonstrating the strong relationship between inconsistent attendance, limited engagement, and academic performance. Middle school students also accounted for the majority of course failures, further indicating the need for increased monitoring and intervention.

During the 2026–2027 school year, the school will strengthen attendance monitoring, increase family

communication and student support, implement proactive escalation and engagement strategies, and utilize data-driven interventions to improve participation in live instruction, academic engagement, and student achievement.

Highest Priorities

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

1. Increase Mathematics Achievement, Learning Gains, and Outcomes for the Lowest 25% Across Grades K–12

Strengthen Tier I mathematics instruction through standards-based planning, retrieval practice, spaced review, data-driven instructional cycles, targeted intervention, and instructional coaching to increase mathematics proficiency, accelerate learning gains, and improve outcomes for students performing in the lowest 25%.

2. Expand College, Career, and Acceleration Opportunities

Increase student participation and success in acceleration pathways by strengthening academic advising and expanding access to advanced coursework, dual enrollment, industry certifications, and career readiness opportunities while increasing communication with students and families.

3. Strengthen Science Instruction and Achievement

Improve science achievement by ensuring consistent, standards-aligned instruction, expanding professional learning, implementing schoolwide retrieval cycles and spaced review, utilizing benchmark data to drive teaching and supplemental tools, and providing ongoing instructional coaching and monitoring.

4. Improve Student Attendance and Engagement in the Virtual Learning Environment

Increase student participation in live instruction through proactive attendance monitoring, family partnerships, student engagement strategies, and timely interventions to reduce chronic absenteeism and improve academic outcomes.

5. Sustain and Expand Literacy Achievement and Learning Gains

Continue to build on recent improvements in English Language Arts by using evidence-based literacy instruction, targeted interventions, progress monitoring, and instructional coaching to increase proficiency and learning gains for all students, especially those in the lowest 25%.

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 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.

Mathematics achievement has been identified as a critical area of focus for Florida Cyber Charter Academy across grades 3–8 and Algebra 1 based on analysis of the 2025–2026 accountability data. Schoolwide mathematics achievement was 24%, representing the largest achievement gap when compared to state performance. Additionally, mathematics learning gains for students in the lowest 25% demonstrated the school's greatest decline, indicating a need for more intentional instructional supports for students requiring the greatest levels of intervention. While many students demonstrated growth, proficiency data indicate that significant numbers of students continue to experience unfinished learning and require additional support in developing foundational mathematics skills, conceptual understanding, mathematical reasoning, problem-solving, and application of grade-level standards.

Strong mathematics achievement is essential for student success across all content areas and prepares students for advanced coursework, college, career, and life readiness. Data analysis indicates the need to strengthen Tier I instruction through consistent implementation of evidence-based instructional practices, increased opportunities for retrieval practice and spaced review, explicit instruction, mathematical discourse, multiple mathematical representations, and cognitively demanding tasks that promote conceptual understanding in addition to procedural fluency.

During the 2026–2027 school year, Florida Cyber Charter Academy will strengthen mathematics instruction through standards-based planning, data-driven instructional decision-making, differentiated Tier I support using IXL, targeted Tier II and Tier III interventions through Exact Path, ongoing instructional coaching, Professional Learning Communities (PLCs), and common instructional walkthrough look-fors to ensure consistent implementation of high-quality instructional practices. These efforts are designed to increase mathematics achievement, accelerate learning gains, improve outcomes for students in the lowest 25%, and build teacher capacity through continuous improvement and instructional support.

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.

During the 2025–2026 school year, Florida Cyber Charter Academy's Mathematics Achievement was 24%, indicating a continued need to improve proficiency across tested grade levels. By the end of the 2026–2027 school year, students in Grades 3–8 Mathematics and Algebra 1 End-of-Course (EOC) will increase overall Mathematics Achievement from 24% to 35%, as measured by statewide assessments.

The school will also improve mathematics learning gains for students in the lowest 25% from 43% to 55% increase mathematics achievement among identified ESSA subgroups. Specifically, Florida Cyber Charter Academy will increase Mathematics Achievement for Students with Disabilities (SWD) from 22% to 30%, Hispanic students from 20% to 30%, Black/African American students from 22% to 30%, and White students from 30% to 40%.

FAST PM1 data will serve as the baseline for identifying student needs, informing instructional planning, and determining intervention placement. Students will demonstrate measurable growth by FAST PM2, with the school remaining on track to achieve the end-of-year proficiency target and improved mathematics learning gains for students in the lowest 25%.

Progress toward these goals will be monitored through a balanced system of leading and lagging indicators. Leading indicators will include student attendance, IXL completion and skill mastery, Exact Path lesson completion, intervention participation, standards mastery, classroom formative assessment data, and implementation of evidence-based instructional practices as measured through classroom walkthroughs and coaching cycles. Lagging indicators will include FAST progress monitoring, benchmark assessments, IXL diagnostic growth, Algebra 1 End-of-Course (EOC) results, and statewide assessment outcomes.

School leadership, instructional coaches, and teachers will review implementation and student performance data through Professional Learning Communities (PLCs), MTSS meetings, monthly implementation dashboards, and leadership data reviews to evaluate instructional effectiveness, monitor fidelity of implementation, and make timely, data-driven adjustments to instruction, intervention, professional learning, and resource allocation. Quarterly School Improvement Plan (SIP) reviews will be conducted to evaluate progress toward measurable outcomes, assess implementation fidelity, and determine whether instructional strategies, interventions, or professional learning require refinement.

Monitoring

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

Florida Cyber Charter Academy will monitor how mathematics instruction is implemented and how effective it is by using a comprehensive system of leading and lagging indicators, including student performance data and adult implementation measures, to ensure timely instructional adjustments and continuous improvement.

Leading indicators will be monitored weekly and biweekly to evaluate instructional implementation, student engagement, and intervention fidelity. These indicators include student attendance in Tier I mathematics instruction and intervention classes, IXL personalized skill plan completion and mastery rates, Exact Path lesson completion and growth toward individualized learning goals, standards mastery through Progress Learning, common formative assessments, and benchmark-aligned exit tickets, participation in Tier II and Tier III mathematics interventions, and classroom walkthrough trends related to student engagement and instructional quality.

In addition to student engagement measures, the school will monitor the fidelity of instructional practices through the following adult implementation indicators:

95% of mathematics classrooms will consistently implement retrieval practice, spaced review, and standards-aligned instructional routines, as measured through classroom walkthroughs.

90% of mathematics teachers will incorporate mathematical discourse, student explanation, and evidence-based questioning strategies during live instruction.

100% of grade-level and content-area PLCs will implement the established mathematics data protocol, including regular analysis of student work, assessment data, and instructional planning.

100% of instructional coaching cycles will be completed according to the annual coaching plan, including observation, feedback, modeling, and follow-up support.

100% of mathematics lesson plans will demonstrate alignment to Florida's B.E.S.T. Standards, identified learning targets, and schoolwide instructional expectations.

Leadership teams will conduct regular walkthroughs using common mathematics look-fors to monitor instructional consistency, provide timely feedback, and identify professional learning needs.

Lagging indicators will be reviewed following each assessment cycle and will include FAST progress monitoring, benchmark assessments, Progress Learning benchmark performance, standards-based common assessments, IXL diagnostic growth data, and statewide assessment readiness. These data will be analyzed to evaluate student growth, measure progress toward the school's Mathematics Achievement goal, and determine the effectiveness of instructional practices and interventions.

Implementation and student performance data will be reviewed regularly by administrators,

instructional coaches, and teacher leaders to evaluate fidelity, celebrate successes, identify areas for improvement, and make timely, data-driven adjustments to instruction, intervention, professional learning, and student supports.

Person responsible for monitoring outcome

Kristan Haberstro, Page Green, Katie Moore , Angie Canter , Dakota Olsavsky, Jane Germany, Michelle Cole , Colin Wence , Shelby Macon , Jennifer Burton

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:

Florida Cyber Charter Academy will implement IXL Math across grades K–12 as a supplemental instructional resource to support mathematics achievement and increase mastery of grade-level standards. IXL provides students with individualized, standards-aligned practice, adaptive skill recommendations, and immediate feedback based on student performance. Teachers will utilize IXL diagnostic data, analytics, and skill mastery reports to identify learning gaps, monitor student progress, and provide targeted instruction aligned to individual student needs. We will monitor implementation using IXL usage reports, diagnostic growth data, skill mastery progress, classroom formative assessments, benchmark data, and FAST/Algebra 1 EOC assessment results. Instructional leaders, coaches, and teachers will review data during PLCs and instructional planning meetings to determine next steps and adjust instruction. Implementation will be monitored through IXL usage reports, diagnostic growth data, skill mastery progress, classroom formative assessments, benchmark data, and FAST/Algebra 1 EOC assessment results. Instructional leaders, coaches, and teachers will review data during PLCs and instructional planning meetings to determine next steps and adjust instruction.

Rationale:

An analysis of mathematics data from 2025–2026 revealed that mathematics had the largest academic disparity when compared to state performance, with total proficiency at 24%. According to student data, there is a need for more opportunities to develop conceptual knowledge, practice core abilities, and retain previously learned mathematical concepts. IXL was chosen to meet these demands by offering individualized learning pathways that facilitate enrichment, reinforcement, and rehabilitation. IXL will give kids frequent exposure to priority requirements, improve long-term retention, and promote growth toward grade-level competency across K–12 mathematics when combined with teacher-led instruction, retrieval practice, and scheduled review routines.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Florida Cyber Charter Academy will use Exact Path as a customized learning platform to enhance math proficiency in grades K–12. Exact Path automatically creates customized learning routes based on Florida's B.E.S.T. Mathematics Standards and uses adaptive diagnostic tests to find out each student's current performance level. To correct incomplete learning and expedite mastery of grade-

level material, students will participate in focused instruction and practice. To differentiate instruction, give focused interventions, and track students' progress, teachers will use Exact Path diagnostic reports, learning path data, and student progress reports. To make sure that interventions are responsive to student needs and in line with school development goals, student performance data will be routinely examined during PLCs, instructional planning meetings, and leadership data reviews.

Rationale:

According to an analysis of the 2025–2026 accountability data, mathematics achievement is one of the school's biggest areas of need. Individualized education that meets students at their current instructional level while accelerating progress toward grade-level competency is necessary, as evidenced by the considerable diversity in prerequisite skill mastery found in student performance data. The school chose Exact Path because it offers data-driven, adaptive learning routes that customize training based on each student's diagnostic results. Exact Path will assist in closing learning gaps, reinforcing key mathematical concepts, and encouraging better performance on benchmark examinations, FAST Progress Monitoring, and the Algebra 1 EOC by providing customized instruction and ongoing progress monitoring.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Florida Cyber Charter Academy will strengthen Tier I mathematics instruction for grades K–12 by consistently using high-quality, standards-aligned instructional practices based on Florida's B.E.S.T. Mathematics Standards. To increase student engagement, deepen conceptual understanding, and promote long-term retention of mathematical concepts, teachers will use explicit instruction, retrieval practice, spaced review, mathematical discourse, formative assessment, and data-driven instructional planning. Instruction will also emphasize students explaining their mathematical reasoning, using multiple mathematical representations (including visual models, equations, tables, graphs, and manipulatives as appropriate), and completing cognitively demanding tasks that require them to analyze, justify, and apply their mathematical thinking in authentic problem-solving situations. These instructional practices will ensure students develop conceptual understanding, procedural fluency, and mathematical reasoning. To ensure consistent implementation across all grade levels, instructional coaches, master teachers, and school administrators will provide ongoing professional learning, instructional coaching, collaborative Professional Learning Communities (PLCs), and timely feedback to support teacher growth and instructional effectiveness. Implementation will be monitored through classroom walkthroughs using common mathematics look-fors, lesson plan reviews, PLC artifacts, coaching documentation, benchmark assessment data, FAST Progress Monitoring, Algebra 1 End-of-Course (EOC) results, and ongoing analysis of student achievement and implementation data. School leadership will use these data to evaluate instructional fidelity, monitor student outcomes, identify trends, and make timely, data-driven adjustments to instruction, intervention, and professional learning.

Rationale:

An analysis of the 2025–2026 accountability data found the biggest academic disparity between the school and the state average in mathematics achievement. While supplemental intervention programs offer tailored assistance, raising the standard and uniformity of Tier I instruction for all students is necessary to improve achievement outcomes. Explicit instruction, regular formative assessment, retrieval practice, and periodic review all enhance student learning, retention, and information transfer, according to the Science of Learning. Florida Cyber Charter Academy will enhance mathematics education, boost student engagement, and improve proficiency and learning

gains throughout grades K–12 by implementing these evidence-based instructional routines as standard schoolwide expectations.

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

Implementation of Standards-Based Math Instruction and Retrieval Practices

Person Monitoring:

Kristan Haberstro, Page Green, Katie Moore ,
Angie Canter , Dakota Olsavsky , Jane Germany ,
Michelle Cole , Colin Wence , Shelby Macon ,
Jennifer Burton

By When/Frequency:

August 2026 – May 2027; monitored weekly
through PLCs and monthly through instructional
walkthroughs/data reviews

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

Teachers will implement standards-aligned mathematics instruction that incorporates explicit instruction, retrieval practice, and spaced review to strengthen student retention and mastery of grade-level concepts. Instructional staff will intentionally revisit previously taught standards through structured review routines while providing opportunities for students to explain their mathematical reasoning, engage in meaningful mathematical discourse, and apply multiple representations to develop conceptual understanding.

To ensure consistent implementation across classrooms, instructional leaders will utilize common mathematics walkthrough look-fors during classroom observations and coaching cycles. These instructional non-negotiables include:

1. Explicit modeling of grade-level mathematical concepts and problem-solving strategies.
2. Retrieval practice and spaced review to reinforce previously taught standards and strengthen long-term retention.
3. Student discourse that promotes mathematical reasoning, explanation, justification, and productive discussion.
4. Alignment to Florida's B.E.S.T. Mathematics Standards, with clearly defined learning targets and success criteria.
5. Frequent checks for understanding using formative assessment strategies to inform immediate instructional adjustments.
6. Use of multiple mathematical representations (e.g., visual models, equations, tables, graphs, and manipulatives, as appropriate) to develop conceptual understanding.

Implementation will be monitored through classroom walkthroughs using these common mathematics look-fors, instructional coaching cycles, Professional Learning Community (PLC) documentation, lesson plan reviews, and analysis of formative, benchmark, and statewide assessment data to evaluate instructional fidelity, inform coaching, and determine the impact on student achievement.

Action Step #2

IXL Data-Driven Intervention

Person Monitoring:

By When/Frequency:

Kristan Haberstro, Page Green, Katie Moore , August 2026 – May 2027; monitored weekly
 Angie Canter , Dakota Olsavsky , Jane Germany , through data reviews and monthly through
 Michelle Cole , Colin Wence, Shelby Macon, leadership meetings
 Jennifer Burton

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

Teachers will utilize IXL Math diagnostic data and skill recommendations to provide individualized practice aligned to student needs. Students will engage in targeted practice to address unfinished learning, reinforce current grade-level standards, and support acceleration toward proficiency. Teachers and instructional leaders will monitor implementation through IXL usage reports, diagnostic growth data, skill mastery progress, FAST progress monitoring results, benchmark assessments, and PLC data discussions to adjust instruction and support student growth.

Action Step #3

Implementation of Exact Path

Person Monitoring:

Jennifer Burton, Kristan Haberstro, Micki Clarke, August 2026 – May 2027; monitored weekly
 Page Green, Katie Moore , Angie Canter , Dakota through MTSS meetings, PLCs and monthly
 Olsavsky , Jane Germany , Michelle Cole , Colin through instructional walkthroughs/data reviews
 Wence , Shelby Macon

By When/Frequency:

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

Students identified through the MTSS process as requiring Tier II and Tier III mathematics intervention will participate in Exact Path to receive personalized instruction aligned to their individual learning needs. Diagnostic data and individualized learning pathways will be used to target skill deficits, reinforce prerequisite concepts, and accelerate progress toward grade-level proficiency. Teachers will monitor student participation, lesson completion, and mastery data to provide timely instructional adjustments and additional support as needed.

The effectiveness of the intervention will be monitored through Exact Path diagnostic growth reports, learning path progress, benchmark assessment data, progress monitoring results, and classroom performance. During MTSS meetings and PLCs, we will review student progress to assess intervention effectiveness and decide on continuing, intensifying, or exiting Tier II or Tier III support based on their response.

Area of Focus #2

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

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.

Science achievement has been identified as a critical area of focus for Florida Cyber Charter Academy based on analysis of the 2025–2026 accountability data for Grade 5 Science, Grade 8 Science, and Biology 1 End-of-Course (EOC) assessments. Science proficiency remained at 30%,

indicating that achievement has remained stagnant and continues to require targeted instructional improvement. Data analysis indicates that students continue to experience challenges with mastery of grade-level science standards, scientific vocabulary, scientific reasoning, inquiry-based learning, and the application of scientific concepts to complex assessment items.

Several factors contributed to continued low performance, including a shortage of certified Biology teachers through January 2026, which affected instructional continuity and the consistent implementation of standards-aligned instruction. Limited opportunities for students to engage in scientific discourse, Claim-Evidence-Reasoning (CER) writing, and rigorous inquiry-based learning also contributed to gaps in content knowledge and higher-order thinking. These challenges impact students' readiness for advanced coursework by limiting their ability to analyze evidence, communicate scientific thinking, and apply scientific concepts in authentic contexts.

During the 2026–2027 school year, FLCCA will strengthen science instruction through consistent standards-based planning across Grades 3–8, implementation of schoolwide science walkthrough look-fors, explicit instruction in scientific vocabulary, routine use of Claim-Evidence-Reasoning (CER) writing, inquiry-based instructional practices, and increased opportunities for science writing and academic discourse. Instruction will also incorporate retrieval practice, spaced review, benchmark monitoring, and Progress Learning to provide timely, data-driven intervention and monitor student growth. In addition, a dedicated Grade 5 course for science test preparation will reinforce assessed standards, strengthen scientific reasoning, and increase student readiness for the statewide science assessment.

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.

During the 2025–2026 school year, the science achievement at Florida Cyber Charter Academy was 30%. By the end of the 2026–2027 school year, students in Grade 5 Science, Grade 8 Science, and Biology 1 EOC will increase overall science achievement from 30% to 40% as measured by statewide assessments. Progress toward this goal will be monitored through benchmark assessments, formative classroom assessments, progress learning reports, and standards mastery data.

Monitoring

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

Through continuous data analysis, instructional walkthroughs, coaching cycles, and standards-based progress monitoring, we will track the implementation and effects of the Science Achievement Area of Focus. School administration and master teachers will regularly observe classrooms to monitor the application of standards-aligned science education, retrieval practice, spaced review routines,

scientific discourse, and inquiry-based instructional strategies. To guarantee that high-quality scientific instruction is consistently implemented across all assessed grade levels, coaching and feedback will be given.

To identify instructional trends, adjust instruction, and provide targeted support, we will track student progress using benchmark exams, formative classroom assessments, progress learning data, and standards mastery reports. To assess mastery of the assessed standards and preparedness for the statewide science assessment, students enrolling in the Grade 5 Science Test Preparation course will have their progress tracked using benchmark data and standards-based assessments. Science PLCs will create instructional action plans, identify learning gaps, and assess student performance data on a regular basis. Throughout the year, leadership teams will evaluate scientific achievement data to track progress toward raising scientific achievement from 30% to 40%. They will also modify instruction to raise student competency.

Person responsible for monitoring outcome

Kristan Haberstro, Page Green, Katie Moore, Angie Canter, Michelle Cole, Colin Wence, Shelby Macon

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:

Florida Cyber Charter Academy will use Progress Learning to help students in Grades 3-8 and Biology 1 achieve their science achievement goals. Progress Learning provides individualized practice, formative assessments, benchmark assessments, and instructional materials that meet the Florida B.E.S.T. Standards and state science tests. Instructors will use the platform to pinpoint students' learning gaps and strengths, offer focused standards-based practice, and track their advancement toward competency. Progress Learning usage reports, benchmark assessment data, standards mastery reports, and classroom formative assessment outcomes will all help track implementation. During PLCs and data meetings, teachers, instructional coaches, and school administration will assess student performance to spot patterns, modify instruction, and give extra help to students who aren't meeting grade-level expectations.

Rationale:

Analysis of the 2025–2026 accountability data identified Science Achievement as an area of continued need, with overall proficiency remaining at 30%. Student performance data indicated a need for increased opportunities to practice and apply grade-level science standards, strengthen scientific reasoning, and reinforce previously taught concepts throughout the school year. Progress Learning was chosen because it offers benchmark tests, individualized practice, and standards-aligned teaching materials that facilitate data-driven instructional decision-making. The platform will be used in conjunction with excellent Tier I science education to track student progress over the course of the year, detect learning gaps, direct focused instruction, and reinforce priority standards through continuous retrieval and spaced review.

Tier of Evidence-based Intervention:

Tier 3 – Promising 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

Strengthen High-Quality Tier I Science Instruction

Person Monitoring:

Kristan Haberstro, Page Green, Katie Moore,
Angie Canter, Michelle Cole, Colin Wence, Shelby
Macon

By When/Frequency:

August 2026 – May 2027; monitored weekly
through PLCs and monthly through instructional
walkthroughs and data reviews.

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

To improve students' comprehension and retention of grade-level science standards, teachers will use explicit instruction, inquiry-based learning, retrieval practice, spaced review, and scientific discourse in their high-quality, standards-aligned science instruction. Instructors will use evidence-based teaching strategies to give students an opportunity to apply scientific reasoning while purposefully revisiting previously taught subjects through organized review routines.

To guarantee uniform implementation across Grades 3-8 and Biology 1, instructional leaders will provide mentoring and feedback. To measure both instructional fidelity and student results, implementation will be tracked through classroom walkthroughs, lesson plan reviews, PLC documentation, benchmark assessment data, formative classroom assessments, and student accomplishment data.

Action Step #2

Implement Progress Learning for Science Achievement

Person Monitoring:

Kristan Haberstro, Page Green, Katie Moore,
Angie Canter, Michelle Cole, Colin Wence, Shelby
Macon

By When/Frequency:

August 2026 – May 2027; monitored biweekly
through PLCs and monthly through leadership
data reviews.

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

For students in Grades 3-8 and Biology 1, teachers will use Progress Learning to offer benchmark examinations, standards-aligned science practice, and focused instructional support. Throughout the academic year, Progress Learning reports will help teachers monitor student mastery, identify standards that need more instruction, and offer customized support. By reinforcing previously taught science topics and standards, the platform will also facilitate spaced review and retrieval practice across the entire school.

School administrators and instructors will use Progress Learning usage reports, benchmark assessment results, standards mastery reports, classroom formative assessment data, and PLC conversations to track implementation. To assess the success of the intervention, spot instructional trends, and make data-driven decisions to raise science achievement, leadership teams will routinely assess student progress.

Area of Focus #3

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

Graduation/Acceleration specifically relating to Acceleration

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.

College and career acceleration has been identified as a critical area of focus for Florida Cyber Charter Academy based on analysis of the 2025–2026 accountability data. The school earned 15% in college and career acceleration, making it the lowest-performing accountability component and the greatest gap when compared to the state average. While the school demonstrated improvements in several academic indicators, increasing student participation and successful completion of acceleration opportunities remains a significant need.

This performance was influenced by several factors, such as dual enrollment, industry certification options, and low student participation in advanced education. Many students didn't have access to acceleration programs or the required courses when they started school. Opportunities to raise students' understanding of available pathways and broaden acceleration options have also been identified as areas for development. Florida Cyber Charter Academy will improve students' college and career readiness during the 2026–2027 academic year by increasing academic advising, communicating more with students and their families, keeping an eye on students' progress, and looking into ways to increase advanced course offerings, dual enrollment, and industry certification pathways.

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.

Florida Cyber Charter Academy received 15% in college and career acceleration during the 2025–2026 academic year. By expanding student engagement and successfully completing qualifying acceleration programs, such as advanced coursework, dual enrollment, and industry certifications, the school will raise college and career acceleration from 15% to 25% by the end of the 2026–2027 academic year.

Monitoring

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

Through continuous evaluation of student enrollment, eligibility, participation, and successful

completion of acceleration options, the College and Career Acceleration Area of Focus's implementation and effects will be tracked. To determine which students qualify for advanced coursework, dual enrollment, or industry certification pathways, school administrators, counselors, and instructional staff will routinely assess student transcripts, graduation plans, and academic achievement.

Through quarterly data reviews, counselor advisement logs, course enrollment reports, graduation tracking, and completion data, leadership teams will keep an eye on student participation. In order to identify obstacles, expand access to acceleration options, and guarantee that students receive the academic support required to effectively complete accelerated coursework, student progress will be discussed during leadership meetings.

Person responsible for monitoring outcome

Page Green, Katie Moore, Angie Canter, Colin Wence, Shelby Macon

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:

High-Quality College and Career Advising Individualized academic planning, graduation tracking, postsecondary goal setting, and continuous monitoring of students' progress toward accelerated possibilities are all part of the entire college and career advising process that Florida Cyber Charter Academy will put in place. Administrators and school counselors will proactively find qualified students, offer tailored advice, and put them in touch with accelerated tracks that complement their academic objectives. Student academic goals, advisement records, course enrollment reports, graduation tracking, and participation data will all be used to track implementation.

Rationale:

Florida Cyber Charter Academy will put in place a thorough college and career advising approach that includes postsecondary goal-setting, graduation tracking, individualized academic planning, and continuous monitoring of students' progress toward acceleration possibilities. Administrators and school counselors will proactively find qualified students, offer tailored advice, and put them in touch with accelerated tracks that complement their academic objectives. The school will use student academic goals, advisement records, course enrollment reports, graduation tracking, and participation data to track implementation. Early college and career preparation and structured academic coaching boost students' involvement in advanced coursework and enhance their preparedness for postsecondary education. Enhancing advising systems will facilitate the effective completion of acceleration courses, improve access, and raise awareness of available options.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Expansion of College and Career Pathways Florida Cyber Charter Academy will increase access to acceleration opportunities by investigating more advanced coursework, dual enrollment collaborations, and industry certification pathways. To boost participation in acceleration possibilities, families and students will receive regular updates on eligibility requirements, programs that are offered, and enrollment deadlines. The team will use data on course enrollment, partnership growth, participation rates, and the successful fulfillment of accelerated opportunities to track implementation.

Rationale:

Students' involvement in college and career acceleration increases when they have greater access to demanding coursework and career-focused learning opportunities. Increasing student knowledge and offering more options can boost participation rates and enhance college preparedness results.

Tier of Evidence-based Intervention:

Tier 3 – Promising 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

Strengthen College and Career Advising

Person Monitoring:

Page Green, Katie Moore, Angie Canter, Colin Wence, Shelby Macon, School Counselors

By When/Frequency:

August 2026–May 2027; reviewed quarterly.

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

School counselors and administrators will implement an individualized advising process to identify students eligible for acceleration opportunities, develop academic plans, monitor graduation progress, and provide ongoing support to increase student participation and successful completion of acceleration coursework.

Action Step #2

Expand College and Career Acceleration Opportunities

Person Monitoring:

Page Green, Katie Moore, Angie Canter

By When/Frequency:

Reviewed quarterly throughout the school year.

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

School leadership will evaluate current acceleration offerings and collaborate with district and postsecondary partners to expand advanced coursework, dual enrollment opportunities, and industry certification pathways. Student participation, enrollment, and completion data will be reviewed regularly to identify barriers and improve access to college and career acceleration opportunities.

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 align rigorous attendance and engagement expectations for students in all grade levels to ensure students are actively engaged in live instruction in addition to asynchronous work. In a virtual learning environment, consistent synchronous attendance serves as the foundational baseline for all student academic achievement.

When students miss live, synchronous instructional sessions, they miss immediate feedback, real-time data-informed supplementation, and active student engagement strategies (such as chat waterfalls, collaboration boards, and targeted breakout tables). This lack of attendance directly disrupts the "I Do, We Do, You Do" instructional framework, leading to compounding learning gaps, low course completion rates, and decreased proficiency on state assessments. Student attendance and engagement in live class sessions ensure they are receiving benchmark-aligned instruction, equivalent learning experiences, and immediate intervention for academic support while fostering critical real-life connections with their teachers and peers. Review of prior-year data indicated that our absenteeism rate was a crucial need requiring immediate systemic alignment.

To reduce chronic absenteeism, particularly in grades 6–8, our primary strategy shifts from reactive attendance enforcement to proactive student engagement. By prioritizing real-life connections through personalized mentoring and interactive synchronous instruction, we aim to build a positive virtual school community. To ensure families are equipped for success, our Family and Community Engagement Specialist will host welcome meetings and conduct periodic check-ins with families struggling to access the learning platform. Furthermore, to prevent the accrual of absences, the Dean of Students and the attendance team will perform regular, targeted check-ins with students who reach 7 absences. This combination of continuous home-school partnerships, early intervention, and recognition of improved participation will help prevent disengagement before more severe escalation procedures become necessary.

- **Personalized Check-Ins & Mentoring:** Establish a routine where home room teachers conduct brief, regular virtual check-ins to build a foundation of trust.
- **Targeted Early Intervention:** The Dean of Students, alongside the attendance team, will perform regular check-ins to reach students who have reached 7 or more absences. This ensures early intervention to prevent a further accrual of absences and re-establish engagement before the student becomes chronically absent.
- **Fostering Real-Life Connections:** Focus on community-building within the virtual classroom,

designing activities that allow students to form authentic, real-life connections with their peers and instructors.

- Family Partnerships & Platform Support: The Family and Community Engagement Specialist will host welcome meetings to establish home routines right at the start of the year, along with periodic check-ins tailored for families who are struggling to access the platform.
- Tiered Recognition Systems: Implement systems that celebrate improved attendance and active participation in live sessions to motivate students who might already be struggling.

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.

For the 2026-2027 school year, the specific measurable outcome is to reduce the chronic absenteeism rate to under 5%, ensuring that overall daily synchronous session attendance reaches a minimum baseline of 92% across all grade levels.

Monitoring: Attendance data will be monitored weekly utilizing automated student information system (SIS) reports alongside daily synchronous platform engagement metrics. The administrative team, instructional coaches, and student support teams will review EWS dashboards to catch declining attendance early. Ongoing monitoring allows for rapid, tier-one and tier-two interventions before a student falls into chronic absenteeism. By keeping students actively present in live sessions, teachers can deploy real-time checks for understanding, immediately address misconceptions, and keep students on pace for academic mastery.

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 leadership and student support teams will closely monitor attendance and engagement data weekly, utilizing automated student information system (SIS) reports alongside daily synchronous platform metrics. Students falling behind will be routed bi-weekly through a tiered re-engagement process to quickly intervene if attendance or active participation is not meeting expectations.

Impact on Student Achievement: Ongoing monitoring allows for rapid, tier-one and tier-two interventions before a student falls into severe chronic absenteeism. By keeping students actively present and accountable in live sessions, teachers can deploy real-time checks for understanding, immediately address misconceptions, and keep students on pace for academic mastery.

Monitoring efforts will include:

1. Personalized Check-Ins & Mentoring

- Measurable Outcome: 100% of enrolled students will complete an initial virtual check-in through Start Start Call with their homeroom teacher by the end of week one, with biweekly follow-ups logged for any student falling below a 75% attendance rate.
- Monitoring Method: Homeroom teachers will log all check-ins, calls, and emails in PowerSchool. Administration will track completion of metrics through the Enduring Connection Call metric on the Asynchronous Review Evaluation to ensure check-in completion rates are meeting the benchmark.

2. Targeted Early Intervention

- Measurable Outcome: 100% of students reaching 7 absences will receive a documented intervention from the Dean of Students or the attendance team within 48 hours. This will result in a 15% reduction in the number of students progressing from 7 absences to the 10% chronic absenteeism threshold by the end of the semester.
- Monitoring Method: The attendance team will utilize weekly attendance reports pulled from PowerSchool to flag students approaching the 7-absence mark. Intervention steps and family contacts will be recorded directly into PowerSchool escalation logs to track progress and ensure that students receive the support they need.

3. Fostering Real-Life Connections

- Measurable Outcome: Student active participation in live synchronous sessions will increase, with 85% of students demonstrating engagement (e.g., chat responses, microphone usage, or poll completion) during weekly monitored lessons.
- Monitoring Method: Teachers will review Engageli participation reports and chat transcripts to gauge active engagement versus passive attendance. School leadership will also monitor this progress through regular virtual classroom observation cycles, noting evidence of community-building activities and student interaction.

4. Family Partnerships & Platform Support

- Measurable Outcome: 100% of newly enrolled families will attend a welcome meeting hosted by the Family and Community Engagement Specialist. Additionally, there will be a 20% decrease in technical/platform access absences during the first month of school compared to the previous year.
- Monitoring Method: Welcome meeting attendance will be tracked via Engageli rosters. The Engagement Specialist will maintain a log of periodic check-ins and support sessions provided to struggling families, tracking the resolution of access barriers over the first quarter.

5. Tiered Recognition Systems

- Measurable Outcome: Teachers will provide families an update on attendance data during their

monthly Enduring Connection Call.

- **Monitoring Method:** Homeroom teachers and administration will track the implementation of these monthly virtual engagement initiatives. The leadership team will cross-reference the list of recognized students with quarterly attendance data to measure the impact of the recognition on sustaining their improved attendance.

Person responsible for monitoring outcome

Kristan Haberstro, Page Green, Angie Canter, Katie Moore, Attendance Committee Lead

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:

Multi-Tiered Notification-Based Interventions and Mentoring-Based Engagement Infrastructure The school will utilize a two-pronged approach, working in coordination with families to support attendance expectations with notification-based strategies and mentoring. Tier 1: Universal messaging highlighting the correlation between live session attendance and course-passing rates, combined with interactive, highly engaging synchronous lesson designs requiring active camera and response verification. Global communication outlining that meaningful engagement includes, but is not limited to, active participation during live class through discussions, chat responses, whiteboard activities, tables, polls, quizzes, and interaction with the teacher. Tier 2: Targeted outreach via automated systems, direct phone contact, and structured mentoring to learning coaches when a student misses required sessions. Tier 3: Intensive attendance success plans, formal contracts, and truancy enforcement for students approaching chronic absenteeism to identify and mitigate barriers to logging in.

Rationale:

Rationale for evidence-based intervention: Research shows that clear, structured communication loops and strict policy reinforcement between the school and home significantly reduce chronic absenteeism in virtual settings. By pairing notification-based reminders with proactive administrative mentoring and engagement tracking, we build a culture of active presence. Leveraging data to intervene at the first sign of an absence prevents minor attendance issues from compounding into severe academic deficits.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

Attendance Escalation Protocol

Person Monitoring:

Escalation Team/Attendance Lead/Social Worker

By When/Frequency:

Daily/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:**Action Step 1: Attendance Escalation Protocol**

Student attendance will be monitored promptly to record all attendance in accordance with state expectations. Families are notified within one day of an absence. Students falling below expectations are routed through the following progressive escalation track:

- Daily Review: Automated phone call/email on every absent day.
- 5 Days Unexcused: Robocall from the principal; email notification of Florida truancy law sent by the attendance department.
- 10 Days Unexcused: An attendance contract is sent by the social worker; this is grounds for withdrawal if no conference is scheduled.
- 15 Days Unexcused: Phone call from social worker; well-check home visit by local law enforcement may be requested; reported to DHSMV for possible driver's license suspension.
- 20 Days Unexcused: Student is subject to administrative withdrawal.

Action Step #2**Live Engagement & Camera Escalation****Person Monitoring:**

Teachers, Escalation Team

By When/Frequency:

Weekly/Ongoing

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

Student engagement will be monitored during live lessons. Families are notified via email and orientation sessions that attending all required class sessions and remaining on camera are mandatory engagement requirements. All class sessions begin with a reminder of attendance and camera expectations. Teachers will monitor and track student presence. Students who are not on camera will be considered absent. Teachers will attempt to re-engage students through verbal prompts. Failure to re-engage will lead to the student being marked absent for the class, receiving an email notification to both student and guardian, and being routed to an academic engagement contract process with school leadership. Failure to sign or meet the contract will result in administrative withdrawal.

Live session administrative walkthroughs will observe student participation, camera compliance, and response rates. Engagement data and active contract compliance will be reviewed bi-weekly with the leadership team.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

GREEN COVE SPRINGS JUNIOR HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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 Green Cove Springs Junior High is to achieve academic excellence by cultivating student ownership, developing lifelong learners, and fostering a safe, caring culture that benefits the entire community.

Provide the school's vision statement

Green Cove Springs Junior High will provide quality education in a safe environment for our diverse student population where social responsibility is fostered and all students are motivated to master academic goals.

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

Jim DeMarie

james.demarie@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

The principal ensures compliance with established rules, policies, and laws in the daily operation of the school. The principal develops and fosters good public relations, efficient school volunteer/partnership programs, and effective conferencing and communications with parents, students, and teachers. The principal coordinates and monitors the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; and

implement Florida's B.E.S.T. Standards.

Leadership Team Member #2

Employee's Name

Monica Green

monica.green@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant/vice principal is directly responsible to the school principal. He/she serves in a staff relationship with other assistant administrators in the school. The assistant principal assumes all administrative duties in the absence of the principal and assists in fulfilling any duties outlined on the principal's job description and delegated by the principal.

Leadership Team Member #3

Employee's Name

Christina Chiossone

christina.chiossone@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant/vice principal is directly responsible to the school principal. He/she serves in a staff relationship with other assistant administrators in the school. The assistant principal assumes all administrative duties in the absence of the principal and assists in fulfilling any duties outlined on the principal's job description and delegated by the principal.

Leadership Team Member #4

Employee's Name

Michael Taft

william.taft@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

The teacher is responsible directly to the principal for the instruction, supervision, and evaluation of

students. Establish a classroom climate conducive to learning classroom management. Demonstrate an interest in and a willingness to assist students inside and outside the classroom. Provide for students of varying ability through the use of a variety of activities, techniques, questions, materials and student input.

Leadership Team Member #5

Employee's Name

Sabriya Bacote

sabriya.bacote@myoneclay.net

Position Title

Dean

Job Duties and Responsibilities

The dean is responsible directly to the principal for the guidance, supervision, and evaluation of students. The dean works to establish a school climate conducive to student learning and teacher support. The dean demonstrates an interest in and a willingness to assist students inside and outside the classroom. The dean provides for students of varying ability through the use of a variety of activities, techniques, questions, materials and student input.

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.

SIP development includes all members of the leadership team, including students, parents and community leaders. Regular School Advisory Council meetings will be held to assess data and discuss strategies to improve topics such as attendance, academic instruction, community involvement and continuing to improve the school culture at GCJ. Input from data analysis, faculty meetings, schoolwide surveys from staff, parents, and students shaped the development of the school improvement plan. That feedback was reviewed alongside PM3 student achievement data, behavior data, classroom walkthrough data etc. which helped prioritize goals and needs.

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 SIP will be monitored regularly based on PM and FAST data to track student progress, weekly PLC meetings with departments to ensure standards are being taught with fidelity, and analyze student data with teachers to ensure that achievement gaps are being targeted through differentiated instruction. Monthly whole group PLC sessions will ensure that teachers are receiving training to provide students with quality instruction and understand how to create lessons based on standards that include learning targets, success criteria and aligned tasks to ensure that students can track their progress toward mastery of standards. Throughout the year, we will seek feedback through climate surveys, PLC discussions, and SAC meetings and put that alongside the ongoing analysis of student achievement data. If there is feedback or data that indicates a strategy is not meeting a goal, we will collaborate to revise the SIP.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 7-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	44.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) 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>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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								396	367	763
Absent 10% or more school days								81	90	171
One or more suspensions								67	48	115
Course failure in English Language Arts (ELA)								4	4	8
Course failure in Math								5	3	8
Level 1 on statewide ELA assessment								43	47	90
Level 1 on statewide Math assessment								36	20	56
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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								46	40	86

Current Year 2026-27

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	1	5
Students retained two or more times								0	0	0

Prior Year (2025-26) 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	
School Enrollment								406	388	794
Absent 10% or more school days								80	94	174
One or more suspensions								44	63	107
Course failure in English Language Arts (ELA)									2	2
Course failure in Math								6	1	7
Level 1 on statewide ELA assessment								48	62	110
Level 1 on statewide Math assessment								32	32	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)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) 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								15	22	37

Prior Year (2025-26) 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								1	2	3
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

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	69	64	62	66	63	58	63	61	53
Grade 3 ELA Achievement	19			27					
ELA Learning Gains	58	58	61	58	58	59	55	57	56
ELA Lowest 25th Percentile	43	50	53	49	51	52	41	47	50
Math Achievement*	81	72	65	80	74	63	76	72	60
Math Learning Gains	67	60	62	69	60	62	63	60	62
Math Lowest 25th Percentile	63	53	57	70	58	57	56	57	60
Science Achievement	71	64	57	62	62	54	71	64	51
Social Studies Achievement*	87	86	77	88	85	73	88	83	70
Graduation Rate									
Middle School Acceleration	84	75	82	64	64	77	59	61	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				65			53		
							56		
							49		

*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)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						69%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						623
Total Components for the FPPI						9
Percent Tested						98%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
69%	68%	62%	66%	57%	56%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	51%	No		
English Language Learners	49%	No		
Asian Students	86%	No		
Black/African American Students	56%	No		
Hispanic Students	64%	No		
Multiracial Students	72%	No		
White Students	72%	No		
Economically Disadvantaged Students	61%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	69%		58%	43%	81%	67%	63%	71%	87%	84%			
Students With Disabilities	40%		41%	34%	61%	61%	59%	43%	71%	50%			
English Language Learners	30%		46%	48%	53%	53%	35%	47%	63%	64%			
Asian Students	87%		78%		95%	91%		80%	87%	86%			
Black/African American Students	45%		49%	33%	57%	62%	52%	46%	77%	81%			
Hispanic Students	66%		57%	41%	77%	63%	54%	64%	83%	73%			
Multiracial Students	72%		45%		84%	62%	73%	71%	94%	71%			
White Students	73%		61%	48%	85%	67%	68%	75%	89%	86%			
Economically Disadvantaged Students	58%		53%	38%	70%	64%	57%	57%	81%	74%			
28/2026													

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	66%		58%	49%	80%	69%	70%	62%	88%	64%			70%
Students With Disabilities	33%		42%	40%	48%	63%	67%	30%	69%	23%			
English Language Learners	44%		56%	50%	71%	84%	79%	50%	76%				70%
Asian Students	78%		68%		91%	91%		75%	100%	50%			
Black/African American Students	57%		56%	48%	59%	60%	59%	48%	74%	44%			
Hispanic Students	62%		53%	47%	77%	71%	73%	54%	89%	53%			68%
Multiracial Students	54%		63%	57%	76%	78%		42%	89%	47%			
White Students	68%		58%	48%	84%	69%	69%	68%	89%	70%			
Economically Disadvantaged Students	56%		55%	48%	69%	67%	69%	50%	82%	54%			70%

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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	63%		55%	41%	76%	63%	56%	71%	88%	59%			50%
Students With Disabilities	32%		39%	32%	47%	48%	48%	36%	68%	36%			
English Language Learners	39%		53%	50%	44%	51%	59%	43%	75%				50%
Asian Students	81%		68%		88%	60%		86%	92%	77%			
Black/African American Students	46%		48%	44%	64%	60%	50%	51%	81%	51%			
Hispanic Students	62%		50%	33%	69%	57%	56%	73%	86%	48%			57%
Multiracial Students	45%		38%	36%	76%	67%		68%	95%	50%			
White Students	68%		59%	44%	80%	66%	57%	73%	90%	62%			
Economically Disadvantaged Students	51%		49%	39%	65%	57%	50%	59%	79%	43%			47%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	7	70%	62%	8%	62%	8%
ELA	8	67%	61%	6%	60%	7%
Math	7	54%	50%	4%	53%	1%
Math	8	79%	71%	8%	61%	18%
Science	8	70%	61%	9%	52%	18%
Civics	7	100%	95%	5%	77%	23%
Civics	8	82%	82%	0%	75%	7%
Algebra	7	100%	99%	1%	96%	4%
Algebra	8	99%	93%	6%	84%	15%
Geometry	8	100%	98%	2%	95%	5%

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?

GCJ saw a 9% increase in 8th grade Science proficiency. This growth was driven by the implementation of weekly collaborative discussions focused on instructional practices especially focused on the standard level classes. This was in addition to PLC time where the teachers discussed data, students, and common formative assessments. Admin was intentional on getting into these classrooms on a regular basis to provide teacher feedback and action steps.

Lowest Performance

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

ELA Lower Quartile Learning Gains was at 42% which was a 7% drop from the previous year. ELA experienced a personnel concern right at the beginning of the school year with an ELA Support Facilitator resigning the first week of school which led to a series of long-term substitutes until a certified teacher was finally hired in February, another Support Facilitator resigned in December and wasn't filled until February, the ESE department had a new department head, and 5 out of the 6 Support Facilitators were in their first year of experience as a support facilitator. From the December through February timeframe, we had a shakeup of the master schedule with which courses and teachers the Support Facilitators were pushing into. On several occasions, Math and ELA swapped.

Greatest Decline

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

Both ELA and Math Lower Quartile Learning Gains saw a 7% drop from the previous year. ELA experienced a personnel concern right at the beginning of the school year with an ELA Support Facilitator resigning the first week of school which led to a series of long-term substitutes until a certified teacher was finally hired in February, another Support Facilitator resigned in December and wasn't filled until February, the ESE department had a new department head, and 5 out of the 6 Support Facilitators were in their first year of experience as a support facilitator. From the December through February timeframe, we had a shakeup of the master schedule with which courses and teachers the Support Facilitators were pushing into. On several occasions, Math and ELA swapped.

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.

8th grade Math and 8th grade Science each had an 18% gap when compared to the state average.

The 8th grade Math team is very strong and experienced, works collaboratively, and has been a consistent team for the last 3 years. GCJ has a strong group of accelerated 7th grade students who take the 8th grade course and FAST state assessment. One of our standard 8th grade Pre-Algebra Math teachers, Mrs. Banalewicz, is a model teacher on Teacher Led Small Group Instruction using recent and relevant data to determine each student's need - her ability to dive so deeply into her student's strengths and areas of opportunity creates the environment for her students to make tremendous gains and show incredibly high levels of proficiency for standard level classes. The Math department teachers offered consistent tutoring opportunities before school during the entire school year, and many students did take advantage of this.

The 8th Grade Science had three strong experienced teachers and this year we added an experienced science teacher to the team. The team worked collaboratively together throughout the year using common formative assessments and remediating benchmarks as needed. Leading up to the assessment the team took the time to review 6th and 7th grade standards. Teachers also participated in weekly collaborative discussions focused on instructional practices especially focused on the standard level classes. This was in addition to PLC time where the teachers discussed data, students, and common formative assessments.

EWS Areas of Concern

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

Chronic absenteeism (missing 10% or more of school days) amongst our 7th and 8th grade students.

1. Students who were absent 10% or more of the school days.
2. LQ - ELA & Math

Highest Priorities

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

1. ESE - Support Facilitation in ELA & Math
2. LQ - ELA & Math (Direct Instruction)
3. PBIS - GCJ Teach-To's & LEAD Expectations (classroom management, high expectations)

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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.

Description: General education teachers and ESE support facilitators will collaboratively plan during professional learning communities (PLCs) to implement an intentional, coordinated push-in model. This model will focus on embedding targeted scaffolds into core Tier-1 instruction, allowing students with disabilities to actively engage with rigorous, grade-level tasks aligned to the BEST Standards. Teams will utilize the OneClay Vision for Instruction (specifically monitoring the transition between teacher-led support and independent student cognitive heavy-lifting) to ensure that push-in accommodations provide necessary access while systematically fading out to build learner autonomy and maintain required task complexity.

Impact on Student Learning: By continuing to move away from pull-out models or fragmented co-teaching, 7th and 8th grade ESE students remain in the least restrictive environment during core instructional minutes, directly reducing the achievement gap. The strategic placement of a support facilitator within the classroom allows for immediate, real-time scaffolding of complex multi-step problems and dense informational texts. Students develop greater academic independence, reduce dependencies on adult prompts, and build the critical self-advocacy skills necessary for high school transition.

Rationale: An analysis of the prior year's state assessment and progress monitoring data for 7th and 8th grade students with disabilities revealed stagnant learning gains in both reading and math and a decrease in Lower Quartile learning gains in both reading and math. Observational and walkthrough data indicated that while push-in support facilitation was occurring, it frequently defaulted to passive monitoring or reduced the cognitive complexity of the grade-level task for ESE students rather than scaffolding them up to meet it. This highlighted a crucial need to refine the push-in model.

Strengthening collaborative PLC planning between content teachers and ESE support facilitators will

ensure that high-yield accommodations are proactively built into lessons, maximizing the impact of the support facilitator and ensuring SWD subgroups meet the rigor of the standards.

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.

Prior Year Data: On the 2025–2026 PM3 FAST tests, 40% of SWD achieved proficiency in ELA with 41% learning gains, and 61% achieved proficiency in Math with 60% showing a learning gain.

Target Outcome: By the end of the 2026–2027 school year, the percentage of students with disabilities scoring proficient (Level 3 or above) will increase to at least 45% in ELA with at least 46% showing a learning gain and 65% proficiency in Mathematics with at least 60% showing a learning gain as measured by the PM3 FAST state assessment.

Monitoring

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

Weekly PLC/Collaborative Planning Monitoring: Admin and ESE Site Specialist will be present for weekly PLC meetings. This will verify that gen ed teachers and ESE support facilitators are co-planning specific, high-yield scaffolds for upcoming lessons rather than relying on on-the-spot adjustments.

Bi-Weekly Administrative Walkthroughs: School leadership will conduct targeted walkthroughs using the OneClay Vision for Instruction indicator T.2. These observations will explicitly track the support facilitator's role, verifying that they are actively delivering scaffolds rather than passively monitoring, and that they are systematically fading those supports during the lesson so that SWD are doing the "cognitive heavy-lifting."

Progress Monitoring Data Cycles: Student performance will be monitored quarterly using district interim assessments, FAST PM1 and PM2 data, and regular standards-aligned formative checks. ELA and Math departments, alongside the ESE team, will isolate the SWD subgroup data during data chats to ensure the 5% proficiency growth in ELA and 5% growth in Math are on track.

Person responsible for monitoring outcome

Jim DeMarie, Monica Green, Christina Chiossone

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:

Gen. ed. and ESE teachers will use weekly PLCs to co-plan High-Leverage Practices and Specially Designed Instruction (SDI) scaffolds that embed directly into Tier 1 instruction, making sure students with disabilities actively engage with rigorous Standards without lowering task complexity. Admin and the ESE Site Specialist will monitor implementation fidelity through weekly PLCs and bi-weekly walkthroughs focused on the OneClay Vision for Instruction (Indicator T.2), verifying that teacher/support facilitator supports are systematically faded so students assume the cognitive “heavy-lifting.” Leadership and instructional teams will conduct quarterly data chats isolating the SWD subgroup on FAST PM1, PM2, and interim assessments to make sure instructional scaffolds are adjusted to secure the targeted 5% proficiency gains.

Rationale:

The rationale for selecting this strategy is that proactive, collaborative planning bridges the gap between core content expertise and specialized instruction before a lesson begins. Past data showed that passive or uncoordinated push-in support frequently watered down grade-level expectations, leading to stagnant learning gains for students with disabilities (SWD).

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

Collaborative Planning

Person Monitoring:

Jim DeMarie, Monica Green, Christina Chiossone

By When/Frequency:

May 2027

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

Gen ed teachers and support facilitators will implement the instructional priority by utilizing dedicated, weekly collaborative planning time to deconstruct upcoming standards and proactively embed targeted scaffolds into core Tier-1 lessons. They will execute a coordinated push-in model where the support facilitator actively delivers these planned accommodations during multi-step math tasks and informational text analysis, while systematically fading the supports during the lesson to make sure SWD independently perform the cognitive heavy-lifting.

Action Step #2

Professional Learning

Person Monitoring:

Jim DeMarie, Monica Green, Christina Chiossone

By When/Frequency:

May 2027

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

step:

Professional learning will be provided [frequency: monthly, quarterly, etc.] in the format of [options can include whole group PL sessions, coaching cycles, peer observations, etc.] by [who will facilitate the professional learning] and will focus on...

Professional learning will be provided monthly in the format of co-teaching "Learning Labs" and in class modeling by the ESE Site Specialist/Department Head and District ESE Specialists, and will focus on the real time execution of the OneClay Vision for Instruction framework, specifically practicing side-by-side coaching techniques that allow teachers and facilitators to fluidly introduce and fade accommodations without interrupting the rigor of Tier 1 tasks.

The ESE Site Specialist and admin will use a look-for checklist during bi-weekly walkthroughs. They will track whether the specific side-by-side techniques modeled during Professional Learning (ex. specific prompting hierarchies, non-verbal cues, physical positioning) are being used independently by the teacher-facilitator teams.

The final measure of the professional learning's impact is whether high-yield, fluid scaffolding leads to the targeted 45% ELA and 65% Math proficiency goals.

Action Step #3

SBLT Meetings

Person Monitoring:

Jim DeMarie, Monica Green, Christina Chiossone

By When/Frequency:

May 2027

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

School-based Leadership Team meetings will be held monthly to reflect on how [the instructional priority] is impacting student achievement by.....

SBLT meetings will be held monthly to reflect on how the support facilitation and targeted scaffolding model is impacting student achievement by reviewing admin walkthrough data tied to indicator T.2, analyzing common formative assessments and FAST PM data specific to the SWD subgroup, and cross-referencing this data to make sure a direct correlation between proactive scaffold planning and student learning gains is evident.

Immediately following a monthly data review meeting, the SBLT (principal, assistant principals, ESE site specialist, and Core 4) will conduct simultaneous walkthroughs in 7th and 8th-grade math and ELA classrooms during push-in periods.

The team will observe the exact same classroom at the same time to score it using OneClay Indicator T.2. The team then meets immediately after to compare scores and notes. The SBLT's impact is monitored by whether the leadership team sees a uniform, school-wide increase in the correct execution of active scaffolding and timely fading across quarters. If the scores remain low or inconsistent, it signals that the SBLT must adjust its administrative feedback loop.

Area of Focus #2

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

Instructional Practice specifically relating to Benchmark-aligned instruction**Area of Focus Description and Rationale**

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.

Benchmark-aligned (Direct) Instruction

Description: This will focus on strengthening the clarity, delivery, and rigorous alignment of daily Tier-1 direct instruction across all classrooms. Teachers will utilize the OneClay Vision for Instruction (Indicator T.1 - Explicit Instruction) to design and deliver daily lessons where learning intentions, success criteria, and direct teacher modeling are perfectly mapped to the full cognitive complexity of the B.E.S.T. Standards and Benchmarks. Direct instruction will move away from passive lecturing and toward explicit, high-impact modeling (e.g., think-alouds for complex reading tracking and step-by-step math problem-solving). Cooperative planning time will be protected so teachers can unpack standard clarifications, define clear evidence of mastery, and ensure that independent tasks strictly mirror the vocabulary, format, and demands of state progress monitoring.

Impact on Student Learning: When direct instruction is explicitly aligned to the benchmark, student learning becomes highly focused and predictable. Students no longer waste cognitive energy trying to guess the goal of a lesson; instead, clear success criteria allow them to track their own mastery of the standard in real time. For 7th and 8th graders preparing for high school transitions, experiencing consistent, grade-level direct modeling builds the core background knowledge and vocabulary needed to process grade level text and math concepts. This direct alignment ensures that the work students complete at their desks successfully prepares them for the exact format and rigor they will encounter on state assessments.

Rationale: A review of 2025–2026 PM3 data showed a 7% decline in lower quartile learning gains across both ELA and Mathematics, as struggling students were not consistently exposed to the explicit modeling required to navigate full benchmark complexity. Prioritizing explicit, benchmark-aligned direct instruction ensures every student receives an equitable, high-yield instructional foundation daily.

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.

Prior Year Baseline Data: Performance data from the 2025–2026 academic year revealed a critical 7% decline in lower quartile student learning gains on the PM3 FAST ELA and Math assessments.

Specific Measurable Outcome: By the 2026–2027 Spring FAST PM3 ELA and Mathematics assessments, the percentage of lower quartile students demonstrating a learning gain will increase by 10%, successfully reversing the 7% contraction and establishing a positive growth trajectory through

authenticated, benchmark-aligned daily instruction.

Monitoring

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

- LEAD Protocol completes 2x a Quarter to monitor benchmarks and quality of questioning for formative assessments
- Data Tracker with Benchmarks
- Admin Classroom Walkthrough Data- monitor for quality of questioning and instructional practices
- Data from SWD Students on Flex week- Remediation strategies that were used and next steps

Person responsible for monitoring outcome

Jim DeMarie, Monica Green, Christina Chiossone

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:

Teachers will deliver daily Tier 1 lessons that map directly to the B.E.S.T. Standards, using clear success criteria and step-by-step teacher modeling based on the OneClay Vision for Instruction (Indicator T.1). To keep us on track, administration will conduct regular walkthroughs and use the LEAD Protocol twice a quarter to look for high-quality teacher questioning and tight alignment to the benchmarks. Meanwhile, instructional teams will use a Benchmark Data Tracker to host regular data chats, paying close attention to how our lower quartile students are performing. This allows teachers to quickly adjust their remediation strategies, especially during student flexible learning weeks, to make sure these students are hitting that targeted 10% learning gain.

Rationale:

The rationale for choosing this strategy is that our prior year's data showed a clear decline in lower quartile student learning gains because struggling students weren't getting the targeted, explicit teacher modeling they needed to unpack difficult benchmarks. By ensuring that daily Tier 1 instruction relies on transparent success criteria and high-impact modeling—like think-alouds and step-by-step problem-solving—we remove the guesswork for students and give them a clear, equitable roadmap to mastery. Using the OneClay Vision for Instruction (Indicator T.1) and reinforcing it with consistent administrative feedback keeps our daily lessons tightly aligned to the strict rigor of the Florida B.E.S.T. Standards. Ultimately, pairing this high-quality instruction with data-driven remediation weeks guarantees that our lowest-performing students get the exact, real-time adjustments necessary to turn that 10% learning gain target into a reality.

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

Explicit Modeling: Gradual Release

Person Monitoring:

Jim DeMarie, Monica Green, Christina Chiossone

By When/Frequency:

May 2027

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

Teachers will [implement the instructional priority in this way]...

Teachers will implement this instructional priority by using a strict "I Do, We Do, You Do" lesson format anchored in the OneClay Vision for Instruction (Indicator T.1).

The "I Do" (Explicit Modeling): Rather than passive lecturing, teachers will spend 7–10 minutes conducting explicit metacognitive think-alouds. In ELA, the teacher will read a complex grade-level text aloud, visually marking clues and speaking their inner thought process to show students exactly how to track themes or analyze structure. In Math, the teacher will think aloud through a multi-step problem, explicitly naming the problem-solving strategies and structural properties of the B.E.S.T. standards.

The Lesson Alignment: Teachers will display and verbally unpack clear Learning Targets and Success Criteria at the beginning of the lesson. They will ensure that the independent task (the "You Do") strictly mirrors the exact vocabulary, formatting, and cognitive complexity of the B.E.S.T. benchmark item specifications, ensuring struggling and lower quartile students are practicing the precise skills required for mastery.

Admin will conduct weekly walkthroughs using a look-for focused on OneClay Indicator T.1.

Leadership.

Is the teacher explicitly modeling the standard's full cognitive complexity (Think-Aloud), or just explaining directions?

Does the independent student task match the rigor and format of the benchmark specifications?

Action Step #2

Professional Learning

Person Monitoring:

Jim DeMarie, Monica Green, Christina Chiossone

By When/Frequency:

May 2027

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

Professional learning will be provided [frequency: monthly, quarterly, etc.] in the format of [options can include whole group PL sessions, coaching cycles, peer observations, etc.] by [who will facilitate the professional learning] and will focus on...

Deconstructing Item Specifications: Training teachers how to unpack the cognitive complexity, specific vocabulary, and formatting demands of state progress monitoring items so they know exactly what standard mastery looks like.

Think-Alouds and Modeling (Gradual Release): Providing explicit examples and scripting templates for both complex reading tracking and multi-step math problem-solving.

Designing Rigorous Independent Tasks: Coaching collaborative planning teams on how to audit daily student assignments, ensuring they strictly mirror the rigor of Tier-1 instruction rather than defaulting to low-level compliance worksheets.

Admin will conduct targeted walkthroughs soon after these PD sessions using a rubric based on the OneClay Vision for Instruction (Indicator T.1) to measure the percentage of teachers successfully implementing the newly learned strategy (example, using a scripted "think-aloud" or displaying standard-aligned success criteria).

Action Step #3

Data Meetings

Person Monitoring:

Jim DeMarie, Monica Green, Christina Chiossone

By When/Frequency:

May 2027

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

Data meetings will be held weekly during collaborative planning time/PLCs. Admin and school based leadership data will be reviewed monthly during SBLT, to reflect on how benchmark-aligned direct instruction and explicit modeling are impacting student achievement.

Admin walkthroughs to look for the planned remediation modeling in action.

IV. Positive Learning 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.

Description: Continue to strengthen the CougarsLEAD initiative as our school-wide PBIS program.

Impact on Student Learning: Fostering a positive learning environment with classroom and school-wide expectations helps reduce classroom disruptions and minimize the amount of instructional time students miss due to behavioral concerns. Maximizing instructional time provides students with greater opportunities to learn, engage, and achieve academic success.

Rationale: An analysis of discipline data from the 2024–2025 and 2025–2026 school years indicates a significant increase in student referrals. During the 2024–2025 school year, Green Cove Junior High recorded 421 discipline referrals. In the 2025–2026 school year, that number increased to 724 referrals, representing an approximately 72% increase.

This increase also reflects a substantial amount of lost instructional time, as students are frequently removed from class to meet with Student Services regarding behavioral concerns or assigned disciplinary consequences. Of the 763 referrals processed during the 2025–2026 school year, 507 resulted in students being removed from class for disciplinary actions such as Class Detention, In-School Suspension (ISS), or Out-of-School Suspension (OSS). Strengthening the CougarsLEAD initiative will provide a proactive framework for reinforcing positive behaviors, improving school climate, and increasing student access to instruction.

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.

By the end of the 2026–2027 school year, Green Cove Junior High will strengthen implementation of the CougarsLEAD PBIS framework, resulting in a reduction of discipline referrals from 763 to 687 or fewer, representing a 10% decrease. Additionally, the number of referrals resulting in student removal from the classroom (Class Detention, ISS, or OSS) will decrease from 507 to 456 or fewer.

As a result of increased positive behavior supports and consistent school-wide expectations, students will spend more time engaged in classroom instruction, leading to improved student achievement and an increase in positive responses on student climate surveys related to school connectedness, safety, and school culture.

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.

Progress towards the desired outcome will be measured through:

- PBIS team monthly discipline monitoring facilitated by Dean
- “Dean’s Corner” in the school wide newsletter to provide teachers with discipline information and assistance throughout the school year.

This data will be shared with the faculty and staff to ensure that behavioral supports are being implemented and adjusted as needed.

GCJ’s Dean will have monthly check-ins with students of concern to monitor their progress and ensure success.

Person responsible for monitoring outcome

Jim DeMarie, Monica Green, Christina Chiossone

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:

To achieve these outcomes, we will strengthen our school-wide "CougarsLEAD" PBIS framework by teaching clear behavioral expectations and using a unified reward system to actively reinforce positive student behaviors. To keep our implementation on track, our Dean will facilitate monthly PBIS team data reviews, check in monthly with students of concern, and share insights through a "Dean's Corner" in the staff newsletter to support teachers with real-time behavior strategies. School leadership and the PBIS team will continuously monitor school-wide discipline referral trends and classroom removal rates to ensure our interventions are reducing lost instructional time. This consistent, data-driven approach allows us to quickly adjust our positive supports, keeping students out of student services and engaged in their classrooms to drive up academic achievement.

Rationale:

The rationale for selecting the CougarsLEAD PBIS framework is that proactive, positive behavior tracking directly targets the root cause of our lost instructional time. Our prior data showed a frustrating 72% spike in discipline referrals, which translated to hundreds of hours students spent in student services or suspension instead of learning. By shifting our focus from purely reactive discipline to explicit, school-wide expectations and consistent positive rewards, we can prevent behavioral disruptions before they start. Backing this up with monthly data check-ins by the Dean ensures we can catch struggling students early, support our teachers with practical classroom strategies, and keep our 7th and 8th graders right where they belong—safely learning inside the classroom.

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

"Teach-To's"

Person Monitoring:

Jim DeMarie, Monica Green, Christina Chiossone

By When/Frequency:

May 2027

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

Develop and implement Green Cove Junior High "Teach-To" practices that provide teachers with a consistent framework for teaching, modeling, reinforcing, and responding to school-wide behavioral expectations in the classroom.

Implementation Activities:

PBIS team will create a set of GCJ "Teach-To" expectations aligned with the CougarsLEAD PBIS framework and school-wide behavior expectations.

Teacher Leaders/Admin will provide professional learning for teachers on implementing the Teach-To practices.

Incorporate Teach-To strategies into classroom routines, including explicit instruction of behavioral expectations, positive reinforcement systems, and consistent responses to inappropriate behaviors. Conduct classroom walkthroughs to monitor implementation and provide feedback and support to teachers.

Review discipline and classroom behavior data quarterly to evaluate effectiveness and identify areas for additional support.

Completed GCJ Teach-To framework and resources

Professional development agendas and sign-in sheets

Classroom walkthrough data

PBIS team meeting minutes

Reduction in discipline referrals and referrals resulting in loss of instructional time

Action Step #2

PBIS Team behavior data reviews

Person Monitoring:

Jim DeMarie, Monica Green, Christina Chiossone

By When/Frequency:

May 2027

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

Establish a process for reviewing behavior data through the PBIS Team to identify trends, monitor the effectiveness of interventions, and provide targeted support for students and staff.

Implementation Activities:

Conduct monthly PBIS Team meetings to review discipline referral data, suspension data, attendance trends, and other relevant behavioral indicators.

Analyze data by grade level, location, time of day, referral type, and student subgroup to identify patterns and areas of concern.

Utilize data to identify students in need of additional behavioral supports and interventions before behaviors escalate to more serious disciplinary consequences.

Develop and implement targeted action plans for identified areas of concern, including reteaching expectations, increasing supervision, adjusting procedures, or providing additional student support.

Share behavior data trends and recommended strategies with faculty and staff during regular meetings to promote consistency in implementation.

Monitor the effectiveness of interventions and adjust supports based on ongoing data analysis.

Celebrate areas of improvement and recognize staff and students who contribute to positive school climate outcomes.

Through ongoing review and analysis of behavior data, Green Cove Junior High will proactively address behavioral concerns, reduce discipline referrals and exclusionary discipline practices, increase instructional time, and improve overall school climate. The school will achieve a 10% reduction in discipline referrals and referrals resulting in loss of instructional time compared to the 2025–2026 school year.

Action Step #3

Data Meetings

Person Monitoring:

Jim DeMarie, Monica Green, Christina Chiossone

By When/Frequency:

May 2027

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

Data meetings will be held monthly to reflect on how our focus is impacting student achievement by closely monitoring the closing of academic gaps resulting from recovered instructional time.

Monthly and quarterly tracking showing an upward trend in passing grades (C or higher) and proficiency on benchmark assessments for students with reduced referral rates.

Reviewing discipline and attendance reports to verify that the target 10% reduction in classroom removals (ISS/OSS/Detention) directly correlates to a proportional increase in standard instructional hours logged by high-risk subgroups.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

GROVE PARK ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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 Grove Park Elementary is to prepare students to become successful and productive Global thinkers in an ever-changing world.

Provide the school's vision statement

Grove Park Elementary, in the development of collective commitments, will recognize the potential of all students through the power of belief, perseverance, and holding ourselves and our students accountable with high expectations.

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

Shadreka Smith

shadreka.smith@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Coordinate the activities of the School Advisory Council, monitor the implementation of the curriculum, support and promote teacher effectiveness, maintain standards of appropriate student conduct and school atmosphere, and implement programs designed to meet the unique needs of special student populations and subgroups.

Leadership Team Member #2

Employee's Name

Jonathan Halter

Jonathan.halter@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Assist in coordinating the School Advisory Council activities, monitoring the implementation of the curriculum, building and promoting teacher effectiveness, maintaining standards of appropriate student conduct and school atmosphere, and implementing programs designed to meet the unique needs of special student populations and sub-groups.

Leadership Team Member #3

Employee's Name

Allison Altwater

allison.altwater@myoneclay.net

Position Title

Coordinator of Student and Teacher Success

Job Duties and Responsibilities

Foster a positive school climate and culture by cultivating strong relationships with external stakeholders and enhancing parental involvement. Implement comprehensive teacher coaching cycles to support educators in effective behavior management and instruction. Additionally, guide the disaggregation of data to identify student needs and improve support programs, ultimately empowering teachers and enhancing student outcomes.

Leadership Team Member #4

Employee's Name

Angela Nguyen

angela.nguyen@myoneclay.net

Position Title

Title 1 Lead

Job Duties and Responsibilities

The Title I Lead serves as a key member of the School Improvement Plan (SIP) Leadership Team by

ensuring that Title I resources, programs, and family engagement efforts support the school's improvement goals. The Title I Lead collaborates with staff, families, and district personnel to monitor student achievement data, identify areas of need, support intervention efforts, and ensure compliance with federal Title I requirements while promoting meaningful stakeholder involvement in the school improvement process.

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.

Grove Park Elementary School leadership engaged a diverse group of stakeholders, including the School Advisory Council (SAC), teachers, staff, families, and community members, throughout the School Improvement Plan (SIP) development process. During the spring, school leadership hosted a community engagement event to gather feedback and strengthen stakeholder involvement in school improvement efforts. The School Advisory Council met to review student achievement data, identify areas of need, and provide input on school priorities. Over the summer, the extended leadership team analyzed academic and attendance data, developed a professional learning plan, and identified evidence-based interventions to address student needs.

At the beginning of the school year, all faculty and staff will participate in a collaborative review of student performance data and school improvement priorities. Through structured discussions and guiding questions, stakeholders will identify areas for growth and recommend strategies to improve student outcomes. Additionally, Grove Park Elementary regularly collects stakeholder feedback through surveys, meetings, and school events, ensuring that families, staff, and community partners have meaningful opportunities to contribute to decision-making and support the continuous improvement of the school.

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 Leadership Team will meet quarterly with District Title One support to ensure compliance with our Title One Plan, evaluate implementation, analyze plan effectiveness, and identify adjustments or needs for additional targeted support.

The School Advisory Council will convene quarterly to thoroughly review and assess student performance data. During these meetings, we will delve into our progress toward established academic and behavioral goals and engage in meaningful discussions to gather feedback on current interventions and strategies. This collaborative environment will enable us to reflect on our practices, celebrate successes, and identify areas for improvement, as well as review available feedback to assist with the development and approval of SIP updates. Furthermore, stakeholder input will be actively sought to ensure that our initiatives remain responsive to the needs of our students and community.

The Student Success Team will hold monthly meetings dedicated to closely monitoring individual student progress. We will engage in an in-depth analysis of performance metrics to better understand each student's academic journey and identify specific areas where support is needed. By collaborating on targeted interventions, we aim to create tailored strategies that foster student growth and success. Additionally, these meetings will serve as a platform for discussing best practices, sharing resources, and refining our methods to ensure that every student has the opportunity to thrive in our learning environment.

The Leadership Team will meet quarterly with District Title One support staff to ensure our compliance with the Title One Plan and to evaluate the implementation of our strategies. These meetings will involve a comprehensive analysis of the effectiveness of our plan, with an emphasis on identifying both our strengths and areas that may require adjustments. By leveraging feedback and insights gained from these discussions, we will proactively seek out additional targeted support to address any gaps in our services. Through this collaboration, we aim to enhance our educational offerings, ensuring they are equitable and effective in meeting the unique needs of all our students.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: C 2023-24: C 2022-23: D 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	18	75	84	65	49	66	73	0	0	430
Absent 10% or more school days	25	31	13	15	29	21	19	0	0	153
One or more suspensions	4	5	6	4	6	13	5	0	0	43
Course failure in English Language Arts (ELA)	5	2	1	1	2	0	1	0	0	12
Course failure in Math	4	1	1	3	3	7	1	0	0	20
Level 1 on statewide ELA assessment	20	21	26	14	16	15	11	0	0	123
Level 1 on statewide Math assessment	28	39	27	23	35	32	19	0	0	203
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	40	46	38	14	16					154
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	31	40	32	16	18					137

Current Year 2026-27

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	17	18	8	10	20	17	10	0	0	100

Current Year 2026-27

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		8						9
Students retained two or more times										0

Prior Year (2025-26) 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	
School Enrollment	82	54	48	70	67	65	57			443
Absent 10% or more school days	27	14	10	21	14	14	11			111
One or more suspensions	1		2	9	8	5				25
Course failure in English Language Arts (ELA)	2	2	1	5	1	2	3			16
Course failure in Math	9		2	2	9		3			25
Level 1 on statewide ELA assessment		19	14	22	21	18	8			102
Level 1 on statewide Math assessment	24	17	15	19	18	28	6			127
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				2						2
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) 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	22	21	15	26	23	28	7			142

Prior Year (2025-26) 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	1			4	1					6
Students retained two or more times				1	1	1				3

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	52	66	62	47	63	59	42	62	57
Grade 3 ELA Achievement	42	66	61	37	66	59	37	65	58
ELA Learning Gains	70	63	63	66	62	60	58	62	60
ELA Lowest 25th Percentile	73	60	58	67	60	56	59	60	57
Math Achievement*	52	69	66	53	67	64	40	67	62
Math Learning Gains	69	69	64	63	65	63	63	68	62
Math Lowest 25th Percentile	56	58	50	46	57	51	63	59	52
Science Achievement	43	67	62	41	62	58	45	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					72	63		55	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	457
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
57%	55%	51%	37%	43%	46%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	51%	No		
English Language Learners	54%	No		
Black/African American Students	55%	No		
Hispanic Students	50%	No		
Multiracial Students	68%	No		
White Students	63%	No		
Economically Disadvantaged Students	57%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	52%	42%	70%	73%	52%	69%	56%	43%					
Students With Disabilities	37%		67%	70%	28%	52%	50%						
English Language Learners	38%	29%	58%	64%	55%	75%	53%	57%					
Black/African American Students	48%	48%	66%	66%	50%	74%	54%	33%					
Hispanic Students	40%	19%	68%	77%	55%	68%	45%	27%					
Multiracial Students	71%		78%		52%	72%							
White Students	66%		74%		58%	60%		57%					
Economically Disadvantaged Students	52%	47%	69%	76%	51%	69%	56%	32%					

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	47%	37%	66%	67%	53%	63%	46%	41%					76%
Students With Disabilities	16%		59%	90%	32%	36%		27%					
English Language Learners	32%		53%	50%	48%	60%	27%						76%
Black/African American Students	40%	31%	67%	58%	45%	54%	36%	39%					74%
Hispanic Students	43%	40%	66%	71%	50%	69%							78%
Multiracial Students	61%		58%		56%	83%							
White Students	55%		68%		68%	67%		33%					
Economically Disadvantaged Students	42%	31%	65%	65%	47%	58%	47%	38%					68%

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	42%	37%	58%	59%	40%	63%	63%	45%					51%
Students With Disabilities	26%		47%	57%	24%	50%	39%						
English Language Learners	28%	30%	50%		40%	67%	70%						51%
Black/African American Students	33%	17%	54%	63%	31%	55%	56%	56%					42%
Hispanic Students	30%		46%		36%	73%		18%					65%
Multiracial Students	56%		75%		39%	75%							
White Students	55%	59%	66%	64%	51%	66%		50%					
Economically Disadvantaged Students	37%	30%	56%	61%	34%	61%	61%	46%					57%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	40%	65%	-25%	60%	-20%
ELA	4	48%	64%	-16%	60%	-12%
ELA	5	48%	60%	-12%	61%	-13%
ELA	6	61%	72%	-11%	62%	-1%
Math	3	49%	69%	-20%	66%	-17%
Math	4	53%	65%	-12%	65%	-12%
Math	5	40%	61%	-21%	62%	-22%
Math	6	53%	70%	-17%	60%	-7%
Science	5	40%	66%	-26%	60%	-20%

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?

Grove Park experienced its most significant growth in Math Lower Quartile (LQ) Learning Gains, which increased by 11% over the previous year. This success is attributed to a comprehensive strategy that included a heightened focus on data-driven decision-making, the implementation of intentional small group instruction, and the use of benchmarked questioning. Additionally, the school invested in professional growth through targeted coaching cycles and mentorship for instructional staff.

Lowest Performance

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

Science overall proficiency remains the lowest performing area at 41%, showing no growth from the prior year. Internal analysis suggests this stagnation is due to a lack of consistent science instruction across all grade levels and a documented deficiency in access to science-specific instructional resources.

Greatest Decline

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

The most notable decline occurred in Math proficiency, which saw a 2% decrease compared to the prior year. Contributing factors to this downward trend include inconsistent instructional support in previous years and challenges related to teacher attendance, which disrupted the continuity of learning.

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 most significant performance gap compared to the state average is in 2nd Grade ELA, which is currently 26% below the state average. This gap is primarily driven by challenges with teacher retention, which has impacted the stability of the primary literacy learning environment.

EWS Areas of Concern

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

Based on our Early Warning System (EWS) data, two primary areas of concern have been identified:

1. Attendance: A total of 154 students have missed 10% or more of the school year, placing them at risk for chronic absenteeism. Excessive absences limit students' access to core instruction, intervention, and opportunities to build foundational literacy and math skills, ultimately impacting overall academic achievement.
2. Mathematics Achievement: There are 204 students performing at Level 1 in mathematics, indicating a significant need for strengthened Tier 1 instruction, standards-aligned lessons, targeted small-group intervention, and ongoing progress monitoring. Increasing mathematics proficiency for these students will be a critical focus area to improve overall school performance.

These areas will be addressed through data-driven decision-making, consistent attendance monitoring, benchmark-aligned instruction, targeted interventions, and collaboration through Professional Learning Communities (PLCs) to improve student outcomes.

Highest Priorities

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

Moving into the upcoming academic year, the school will focus on the following five high-priority areas to address the data trends identified above:

1. Benchmark Aligned Instruction: Ensuring all core teaching is strictly mapped to state standards.
2. K-2 Literacy: Strengthening foundational reading skills to close the achievement gap in early grades.
3. Intentional Small Groups: Utilizing data to provide targeted, differentiated support for all learners.
4. Student Engagement and Rigor: Increasing the complexity of student tasks and their active participation in the learning process.
5. Tier 1 Behavior Supports: Implementing school-wide behavioral systems to create a more stable and focused learning environment.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

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.

Teachers across all grade levels will engage in collaborative planning to dissect aligned benchmarks and ensure that both learning objectives and daily classroom activities are strictly mapped to state standards. This focus was identified as a critical need due to a 2% decline in Math proficiency and a significant achievement gap in 2nd Grade ELA, which remains 26% below the state average. Aligning learning activities directly to these benchmarks is essential to ensure students are mastering the specific standards required for proficiency.

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.

During the 2025–2026 school year, 60.7% of classroom walkthroughs demonstrated benchmark-aligned instruction. By the end of the 2026–2027 school year, the school will increase this percentage to at least 65% by ensuring teachers consistently implement standards-aligned instruction, clear learning targets and success criteria, purposeful student engagement, and data-driven instructional practices, as measured through administrative walkthroughs and instructional fidelity monitoring.

Monitoring

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

This area will be monitored through administrative walkthroughs, coaching cycles, and triangular data analysis. Furthermore, Progress Monitoring (PM) data will be analyzed from PM1 to PM2 to ensure

that benchmark-aligned instruction is translating into student growth.

Person responsible for monitoring outcome

Shadreka Smith- Principal and Jonathan Halter-Assistant Principal

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:

Implement a comprehensive, evidence-based instructional framework that includes benchmark-aligned Tier 1 instruction, data-driven small-group instruction, explicit teacher modeling, guided practice, frequent formative assessment, and targeted intervention through the school's Multi-Tiered System of Supports (MTSS). Teachers will use Benchmark Advance (ELA), Eureka Math, FAST progress monitoring, and district assessment data to identify learning needs, provide differentiated instruction, and monitor student growth. Professional Learning Communities (PLCs), instructional coaching, and ongoing progress monitoring will ensure instructional practices are implemented with fidelity and adjusted based on student performance.

Rationale:

Research demonstrates that high-quality Tier 1 instruction, combined with explicit instruction, frequent formative assessment, and timely, targeted intervention, significantly improves student achievement. Using student data to inform instruction allows teachers to address learning gaps before they widen, while collaborative PLCs and instructional coaching strengthen instructional consistency across classrooms. This evidence-based approach supports increased proficiency, reduces the number of students performing below grade level, and ensures all students receive the instruction and intervention needed to meet grade-level expectations.

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

Implement Intentional Data-Driven Small Group Instruction

Person Monitoring:

Teachers, Coordinator of Student and Teacher Success, Instructional Coaches, Administration

By When/Frequency:

Daily during core instruction and intervention blocks; student groupings reviewed and adjusted during weekly PLCs based on formative and progress monitoring data.

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

Teachers will analyze formative assessment data, Benchmark Advance and Eureka assessment data,

FAST progress monitoring results, and classroom performance data to identify student learning needs and develop flexible, standards-aligned small groups in both ELA and Mathematics. Small-group instruction will target identified skill deficits while providing enrichment opportunities for students who have demonstrated mastery. Instruction will be differentiated, evidence-based, and aligned to grade-level benchmarks to accelerate student achievement.

The effectiveness of this action step will be monitored through weekly PLC data discussions, instructional walkthroughs, lesson plan reviews, small-group observation feedback, FAST progress monitoring data, district benchmark assessments, and classroom formative assessment results. Instructional Coaches, the Coordinator of Student and Teacher Success, and school administrators will provide ongoing coaching and feedback to ensure small-group instruction is implemented with fidelity and adjusted based on student progress.

Action Step #2

Strengthen Professional Learning Communities (PLCs) Through Data-Driven Collaborative Planning

Person Monitoring:

Administration, Instructional Coaches, Teacher Leaders, District Support Personnel

By When/Frequency:

Weekly

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

School administrators, instructional coaches, and PLC facilitators will provide ongoing professional learning, collaborative planning, and instructional coaching to build teacher capacity in designing and delivering rigorous, benchmark-aligned instruction. Professional learning will focus on implementing higher-order questioning, academic discourse, collaborative learning structures, productive struggle, evidence-based reasoning, and student-centered instructional practices that promote mastery of grade-level standards.

Through weekly PLCs, coaching cycles, and collaborative planning sessions, leadership teams will facilitate the analysis of student achievement data, benchmark progressions, and district instructional resources to support teachers in planning engaging, standards-aligned learning experiences that meet the needs of all learners.

Implementation will be monitored through instructional walkthroughs using the district instructional framework, classroom observations, PLC agendas and artifacts, lesson plan reviews, student work analysis, and formative and benchmark assessment data. Administrators and instructional coaches will provide timely feedback, modeling, and job-embedded coaching to ensure consistent implementation of rigorous instructional practices across all classrooms.

Expected Impact:

Teachers will strengthen their instructional practices by consistently implementing benchmark-aligned, rigorous, and engaging lessons that promote critical thinking, academic discourse, and student ownership of learning. As a result, students will demonstrate increased engagement, deeper understanding of grade-level standards, and improved achievement in ELA and Mathematics.

Action Step #3

Increase Student Engagement and Academic Rigor

Person Monitoring:

Teachers, PLC Teams, Instructional Coaches, Administration

By When/Frequency:

Daily; monitored through weekly PLCs and ongoing instructional walkthroughs.

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

Teachers will intentionally design and implement rigorous, benchmark-aligned learning experiences that actively engage students in meaningful learning. Instruction will incorporate higher-order questioning, academic discourse, collaborative learning structures, productive struggle, and

evidence-based reasoning to deepen student understanding and promote mastery of grade-level standards. Students will be expected to explain their thinking, justify responses using text or mathematical evidence, and apply learning to authentic, real-world tasks across all content areas. Teachers will collaboratively plan these learning experiences during weekly PLCs using student data, benchmark progressions, and district instructional resources to ensure alignment and consistency. Implementation will be monitored through instructional walkthroughs using the district instructional framework, classroom observations, PLC artifacts, lesson plan reviews, student work analysis, and formative and benchmark assessment data. Instructional Coaches and administrators will provide timely feedback and coaching to strengthen instructional practices and ensure rigorous, student-centered learning is consistently evident in every classroom.

Expected Impact:

Students will demonstrate higher levels of engagement, critical thinking, academic discourse, and ownership of learning, resulting in increased proficiency and achievement in ELA and Mathematics.

Action Step #4

Strengthen Student Outcomes Through Ongoing Data Analysis and Collaborative Problem Solving

Person Monitoring:

Principal, Assistant Principal, Instructional Coaches, MTSS/Problem-Solving Team, PLC Facilitators, School Counselor, and Classroom Teachers

By When/Frequency:

Monthly Problem-Solving Team meetings; Beginning, Middle, and End-of-Year Data Chats; Biweekly PLC data discussions throughout the 2026–2027 school year.

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

School leaders, instructional coaches, PLC facilitators, and teachers will engage in a comprehensive, data-driven problem-solving process to monitor student academic achievement, attendance, and behavior. Monthly Problem-Solving Team (PST/MTSS) meetings will be held to review schoolwide, grade-level, classroom, and individual student data to identify trends, determine student needs, and develop targeted intervention and enrichment plans.

Beginning-, middle-, and end-of-year Data Chats between administrators and teachers will focus on analyzing FAST Progress Monitoring, district benchmark assessments, classroom formative assessments, attendance, behavior, and Early Warning System (EWS) indicators to evaluate student progress toward school improvement goals. Additionally, biweekly Professional Learning Community (PLC) meetings will include collaborative data discussions that support instructional planning, monitor the effectiveness of interventions, and adjust instruction based on student performance.

Implementation will be monitored through PST and PLC agendas, data chat documentation, MTSS records, intervention plans, student data trackers, instructional walkthroughs, and progress monitoring results. School leadership will regularly evaluate the effectiveness of instructional and behavioral interventions by monitoring trends in student achievement, attendance, behavior, and progress toward the school's SIP goals. This continuous cycle of data analysis and collaborative problem-solving will ensure timely instructional adjustments and improve outcomes for all students.

Area of Focus #2

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

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

Area of Focus Description and Rationale

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.

Grades K–5 will focus on strengthening benchmark-aligned literacy instruction through the implementation of explicit reading instruction, targeted small-group interventions, and data-driven instructional planning. Teachers will utilize ongoing assessment data to identify student needs, differentiate instruction, and provide timely interventions aligned to grade-level standards. Instruction will emphasize foundational reading skills, vocabulary development, reading comprehension, and evidence-based responses to text to ensure all students have access to rigorous grade-level content.

This area of focus directly impacts student learning by ensuring that literacy instruction is responsive to individual student needs while maintaining high expectations and alignment to Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. Through intentional small-group instruction and targeted intervention, students will receive the support necessary to close skill gaps and accelerate reading achievement.

This focus was identified as a crucial need based on the review of prior-year data, which revealed persistent achievement gaps among several student subgroups and proficiency rates below state expectations in ELA. Additionally, second-grade ELA performance was identified as a significant area of concern, performing 26 percentage points below the state average. Progress Monitoring and state assessment data indicated a need for stronger alignment between instruction and standards, increased opportunities for differentiated instruction, and more consistent implementation of evidence-based literacy practices across classrooms. By strengthening benchmark-aligned instruction and intervention systems, the school aims to increase student proficiency, close achievement gaps, and improve literacy outcomes for all students in grades K–5.

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.

Based on 2025–2026 assessment data, overall ELA proficiency for students in grades **K–5 was 41%**. By the end of the 2026–2027 school year, the school will increase overall ELA proficiency from **41% to 54%**, as measured by the Florida statewide ELA assessment.

Additionally, students in grades K–5 will demonstrate measurable growth in literacy achievement through Progress Monitoring assessments, with the school increasing the percentage of students meeting or exceeding grade-level expectations from PM1 to PM3. Particular emphasis will be placed on accelerating achievement among identified RAISE subgroups and reducing performance gaps

through targeted, benchmark-aligned instruction and intervention.

Monitoring

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

Progress toward this goal will be monitored through regular classroom walkthroughs, Progress Monitoring (PM1, PM2, and PM3) data analysis, collaborative data chats, and Chomp & Achieve data reviews. Administrative and instructional leadership teams will conduct frequent walkthroughs to monitor the implementation of benchmark-aligned literacy instruction, student engagement, and targeted small-group interventions.

Teachers will participate in ongoing data chats to analyze student performance trends, identify skill deficits, and adjust instructional practices and intervention plans accordingly. Chomp & Achieve meetings will provide structured opportunities for grade-level teams to review student progress, celebrate growth, identify students in need of additional support, and develop action plans to accelerate achievement.

The continuous review of formative assessment data, district assessments, Progress Monitoring results, and state assessment indicators will ensure timely instructional adjustments and targeted support. Ongoing monitoring will lead to improved instructional decision-making, increased student engagement, stronger intervention implementation, and accelerated literacy growth, resulting in higher ELA proficiency rates and reduced achievement gaps among student subgroups.

Person responsible for monitoring outcome

Principal, Assistant Principal, Instructional Coaches, Reading Interventionists, MTSS Team, PLC Facilitators, and Classroom Teachers.

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:

Grades K–5 will implement a comprehensive, evidence-based literacy framework that emphasizes explicit, systematic reading instruction aligned to the Science of Reading and grade-level benchmarks. Core instruction will be delivered using Benchmark Advance and supported through differentiated, data-driven small-group instruction, targeted interventions, and ongoing progress monitoring within the school's MTSS framework. Teachers will utilize FAST Progress Monitoring, Benchmark Advance assessments, classroom formative assessments, and district assessment data to identify student needs, adjust instruction, and provide timely intervention. Weekly PLCs, instructional coaching, Chomp & Achieve data meetings, and MTSS reviews will ensure instructional decisions are data-driven and implemented with fidelity.

Rationale:

Research demonstrates that explicit, systematic literacy instruction, coupled with high-quality Tier 1 instruction, targeted small-group interventions, and frequent progress monitoring, significantly improves reading achievement, particularly for students identified through the RAISE initiative. Collaborative PLCs, instructional coaching, and ongoing data analysis strengthen instructional practices, ensure timely intervention, and support accelerated learning for students performing below grade level. This evidence-based approach is designed to increase ELA proficiency, close achievement gaps, and ensure all students have access to rigorous, benchmark-aligned literacy instruction.

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

Implement Data-Driven, Benchmark-Aligned Literacy Instruction and Targeted Small-Group Interventions

Person Monitoring:

Principal, Assistant Principal, Instructional Coaches, MTSS Team, PLC Facilitators, and Classroom Teachers

By When/Frequency:

Daily during core ELA instruction and intervention blocks; monitored weekly through PLCs, MTSS meetings, and instructional walkthroughs.

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

Grades K–5 teachers will strengthen benchmark-aligned literacy instruction by implementing explicit, systematic reading instruction grounded in the science of reading, utilizing Benchmark Advance instructional resources, and providing targeted, data-driven small-group instruction during both core and intervention blocks. Teachers will use FAST progress monitoring, Benchmark Advance assessments, classroom formative assessments, and ongoing student performance data to identify literacy skill gaps, form flexible instructional groups, and deliver differentiated instruction that addresses students' specific needs while maintaining grade-level rigor.

Implementation will be monitored through instructional walkthroughs, lesson plan reviews, PLC collaboration, intervention schedules, student data trackers, Progress Monitoring and FAST assessment results, student work analysis, and MTSS documentation. Data chats and Chomp & Achieve meetings will be used to review student progress, evaluate the effectiveness of instructional practices and interventions, and make timely adjustments to instructional groups to accelerate literacy growth and increase reading proficiency for all students.

Action Step #2

Administration, Instructional Coaches, Teacher Leaders, District Literacy Support Personnel

Person Monitoring:

Administration, Instructional Coaches, Teacher Leaders, District Literacy Support Personnel

By When/Frequency:

Weekly through PLCs and coaching cycles; monthly through district-supported professional learning and collaborative planning sessions.

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

step:

Teachers will participate in ongoing, job-embedded professional learning designed to strengthen benchmark-aligned literacy instruction across Grades K–5. Professional learning will be delivered through weekly PLCs, instructional coaching cycles, collaborative planning sessions, and district-supported training. Learning opportunities will focus on the Science of Reading, explicit and systematic literacy instruction, Benchmark Advance implementation, data-driven instructional planning, effective small-group instruction, differentiation, student engagement, academic discourse, and the use of formative and progress monitoring data to accelerate student learning.

Implementation will be monitored through PLC agendas and artifacts, professional learning attendance records, coaching cycle documentation, lesson plan reviews, instructional walkthroughs, classroom observations, and teacher reflections. School leaders, instructional coaches, and district literacy support personnel will provide ongoing feedback and coaching to ensure high-quality implementation and continuous improvement. Student performance data, including FAST progress monitoring, Benchmark Advance assessments, and classroom formative assessments, will be reviewed regularly to evaluate the impact of professional learning on instructional practices and student literacy outcomes.

Action Step #3

Strengthen Data-Driven Decision Making Through Chomp & Achieve and MTSS Data Reviews

Person Monitoring:

Principal, Assistant Principal, Instructional Coaches, MTSS Team, PLC Facilitators, and Classroom Teachers

By When/Frequency:

Monthly following each progress monitoring cycle and district assessment window; reviewed quarterly to evaluate schoolwide progress.

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

Grade-level teams will participate in monthly Chomp & Achieve data meetings and MTSS reviews to analyze FAST Progress Monitoring, Benchmark Advance, classroom formative assessments, and district assessment data. Teams will identify trends among RAISE grades, determine benchmark-specific literacy needs, evaluate the effectiveness of Tier 1 core instruction and interventions, and develop data-driven action plans to accelerate student achievement. Instructional decisions will include adjusting flexible small groups, intensifying interventions, monitoring student response to instruction, and identifying enrichment opportunities for students demonstrating mastery.

Implementation will be monitored through meeting agendas, PLC and Chomp & Achieve artifacts, MTSS documentation, intervention plans, student data trackers, classroom walkthroughs, and FAST PM1–PM3 growth data. School leaders and instructional coaches will monitor the fidelity of instructional adjustments and use student growth data to determine the effectiveness of interventions. Progress will be evaluated regularly to ensure the school remains on track to increase ELA proficiency from 41% (K-5th) to 54% while improving literacy outcomes for all RAISE grade levels.

IV. Positive Learning 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.

The school will strengthen and refine its schoolwide Positive Behavioral Interventions and Supports (PBIS) framework to improve Tier 1 behavioral outcomes across all grade levels and common areas. Staff will consistently teach, model, reinforce, and monitor schoolwide behavioral expectations to foster a safe, positive, and engaging learning environment where all students can succeed.

A positive learning environment directly impacts student achievement by maximizing instructional time, reducing behavioral disruptions, increasing student engagement, and promoting positive relationships among students and staff. Through consistent implementation of PBIS practices, students will develop the social-emotional and behavioral skills necessary to be successful in the classroom and throughout the school community.

This area was identified as a critical need based on a review of prior-year discipline data, which revealed 94 behavioral incidents requiring administrative intervention. Analysis of behavior trends indicated a need for greater consistency in Tier 1 behavior supports, behavior expectation instruction, positive reinforcement systems, and restorative practices across classrooms and common areas. Strengthening PBIS implementation will reduce behavioral incidents, increase time spent engaged in learning, and contribute to improved academic and social-emotional outcomes 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 2025–2026 school year, the school recorded **94 behavioral incidents** requiring administrative intervention. By the end of the 2026–2027 school year, the school will reduce the number of behavioral incidents from **94 to 80 or fewer**, as measured by discipline referral and incident data.

Additionally, the school will increase the percentage of classrooms demonstrating consistent implementation of Tier 1 PBIS practices, as measured through classroom walkthroughs and PBIS fidelity checks. By the end of the 2026–2027 school year, the school will increase its Tier 1 behavior expectations from 60.9 to 70% as measured by administration walkthroughs.

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.

Progress toward this goal will be monitored through monthly discipline data reviews, Tier 1 PBIS fidelity checks, classroom and common-area walkthroughs, restorative behavior form analysis, and PBIS team meetings. The PBIS team and school leadership will regularly review behavior trends by

grade level, location, time of day, and student subgroup to identify patterns and implement targeted supports.

Teachers will utilize restorative behavior forms and classroom behavior data to address student needs proactively and reinforce positive behaviors. Ongoing monitoring will allow staff to make data-informed decisions, strengthen preventive supports, and ensure consistent implementation of schoolwide expectations.

By reducing behavioral incidents and increasing positive student behaviors, the school will maximize instructional time, improve student engagement, and create a more supportive learning environment that promotes academic achievement and student success.

Person responsible for monitoring outcome

Principal, Assistant Principal, PBIS Team, School Counselor, MTSS Team, Classroom Teachers, and Support Staff.

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 will implement a comprehensive Tier 1 Positive Behavioral Interventions and Supports (PBIS) framework to establish a safe, positive, and predictable learning environment that maximizes instructional time and student engagement. Schoolwide behavioral expectations aligned to the G3 values—Respectful, Responsible, Safe, and Kind—will be explicitly taught, modeled, practiced, and reinforced across all classrooms and common areas. Staff will utilize consistent behavior acknowledgment systems, including Green Tickets, a schoolwide point system, Student of the Month recognition, and quarterly PBIS celebrations, to reinforce positive behaviors. Behavioral decisions will be driven by ongoing analysis of office discipline referrals, minor incident reports, attendance data, restorative practices documentation, Green Ticket and point system data, and school climate survey results. Monthly PBIS and MTSS data meetings will be used to identify trends, evaluate the effectiveness of Tier 1 supports, and implement targeted interventions when needed. Implementation fidelity will be monitored through classroom and common-area walkthroughs, PBIS fidelity checklists, coaching feedback, lesson plan reviews, and behavior data dashboards.

Rationale:

Research supports Tier 1 PBIS as a highly effective, evidence-based framework for improving school climate, increasing positive student behaviors, reducing disciplinary incidents, and maximizing instructional time. Explicit instruction of behavioral expectations, combined with consistent positive reinforcement and data-based decision-making, leads to improved student engagement, stronger relationships, and higher academic achievement. Regular monitoring of implementation fidelity and behavior outcomes through PBIS and MTSS processes ensures that supports remain proactive, equitable, and responsive to student needs. This intervention directly supports the school's goal of strengthening Tier 1 behavior systems and reducing behavioral incidents from 94 to 80 or fewer while fostering a positive, safe, and inclusive learning environment for all students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(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

Implement Consistent Schoolwide PBIS Expectations and Behavior Instruction

Person Monitoring:

Teachers, PBIS Team, School Counselor, Administration, Support Staff

By When/Frequency:

Beginning August 11, 2026, with daily implementation and monthly monitoring throughout the 2026–2027 school year.

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

Teachers and staff will consistently implement the school's PBIS framework by explicitly teaching, modeling, practicing, and reinforcing behavioral expectations across all instructional and non-instructional settings. During the first weeks of school and at scheduled intervals throughout the year, students will receive direct instruction on schoolwide expectations aligned to the G3 values of Respectful, Responsible, Safe, and Kind. Behavior lessons will be delivered in classrooms and common areas, including hallways, cafeterias, restrooms, playgrounds, buses, and arrival/dismissal locations, with opportunities for modeling, role-playing, and reteaching as needed.

Staff will use a common language and consistent behavior acknowledgment system to reinforce positive behaviors while implementing restorative practices and reteaching strategies to address inappropriate behaviors before they escalate.

Implementation will be monitored through PBIS lesson plans, classroom and common-area walkthroughs, PBIS fidelity checklists, behavior acknowledgment data, office discipline referrals, minor incident reports, attendance data, and stakeholder perception surveys. The PBIS Team and school leadership will review behavior data monthly to identify trends, evaluate the effectiveness of Tier 1 supports, and make data-driven adjustments that improve student behavior, increase instructional time, and promote a positive school climate.

Action Step #2

Strengthen Positive Behavior Through Schoolwide Recognition and Reinforcement

Person Monitoring:

PBIS Team, Teachers, School Counselor, Administration

By When/Frequency:

Beginning August 2026 with daily implementation, monthly data reviews, and quarterly behavior celebrations throughout the 2026–2027 school year.

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

The school will implement a comprehensive, schoolwide PBIS recognition system to reinforce positive student behaviors and increase student engagement. Staff will consistently acknowledge students who demonstrate the G3 expectations of being Respectful, Responsible, Safe, and Kind through Green Tickets, the schoolwide point tracking system, Student of the Month recognition, classroom incentives, and quarterly PBIS celebrations. Positive reinforcement will be implemented consistently

across classrooms and common areas to encourage desired behaviors, build positive relationships, and foster a safe and supportive school culture.

The PBIS Team and school leadership will monitor implementation through Green Ticket and point distribution data, Student of the Month participation, PBIS celebration eligibility, classroom acknowledgment trends, office discipline referrals, minor behavior incidents, attendance data, and school climate survey results. Monthly PBIS data reviews will be used to identify trends, evaluate the effectiveness of Tier 1 behavior supports, ensure equitable implementation across grade levels, and make data-driven adjustments to strengthen positive student behavior and reduce disciplinary incidents.

Action Step #3

Strengthen Tier 1 Behavior Supports Through Data-Driven PBIS and MTSS Reviews

Person Monitoring:

Principal, Assistant Principal, PBIS Team, MTSS Team, School Counselor, Classroom Teachers

By When/Frequency:

Monthly beginning August 2026, with quarterly reviews of schoolwide behavior trends throughout the 2026–2027 school year.

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

The PBIS Team, MTSS Team, administrators, and grade-level teams will conduct monthly data meetings to analyze schoolwide behavior data and evaluate the effectiveness of Tier 1 behavioral supports. Teams will review office discipline referrals, minor behavior incidents, restorative practice documentation, attendance data, Green Ticket and point system data, common area behavior trends, and student perception data to identify patterns by grade level, student subgroup, location, and time of day. Based on the data, teams will develop and monitor targeted action plans, identify students requiring additional behavioral supports, and adjust schoolwide and classroom practices to improve student outcomes.

Implementation will be monitored through meeting agendas, data dashboards, MTSS and PBIS documentation, behavior trend reports, intervention plans, walkthrough observations, and fidelity checks. School leadership will use monthly and quarterly data reviews to evaluate the impact of Tier 1 supports, ensure consistent implementation across the school, and make data-driven decisions that strengthen the PBIS framework. Success will be measured by reductions in office discipline referrals and behavioral incidents, increased positive behavior acknowledgments, improved school climate, and achievement of the school's goal of reducing behavioral incidents from 94 to 80 or fewer.

Action Step #4

Build Staff Capacity Through Ongoing PBIS Professional Learning

Person Monitoring:

Principal, Assistant Principal, PBIS Team, School Counselor, Instructional Coaches

By When/Frequency:

Professional learning provided at the beginning of the school year and reinforced quarterly during PBIS meetings, with ongoing support and coaching throughout the 2026–2027 school year.

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

The administration and PBIS Team will provide ongoing professional learning to ensure consistent implementation of the school's Tier 1 PBIS framework. Professional learning will focus on explicitly teaching and reinforcing schoolwide behavior expectations aligned to the G3 values (Respectful, Responsible, Safe, and Kind), implementing behavior lesson plans, utilizing the schoolwide point system and Green Tickets with fidelity, applying restorative practices, and recognizing students through classroom and schoolwide incentives, Student of the Month, and quarterly PBIS celebrations. The PBIS Team will provide teachers with behavior lesson plans, implementation resources, and

coaching to support consistent practices across all classrooms and common areas. Quarterly PBIS meetings will be used to review implementation data, evaluate the effectiveness of Tier 1 supports, share best practices, and identify opportunities for continuous improvement. Implementation will be monitored through classroom walkthroughs, PBIS fidelity checklists, lesson plan reviews, Green Ticket and point system data, office discipline referrals, behavior data, quarterly PBIS meeting agendas, and school climate data. School leadership will use these data sources to ensure consistent implementation of PBIS practices, strengthen staff capacity, and support the school's goal of reducing behavioral incidents while fostering a positive, safe, and engaging learning environment.

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.

<https://www.oneclay.net/o/gpe/>

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)).

<https://www.oneclay.net/o/gpe/>

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)).

Grove Park Elementary is committed to strengthening its academic program through a comprehensive, data-driven approach that increases both the quality and effectiveness of instruction while providing enriched and accelerated learning opportunities for all students. The school will strengthen Tier 1 instruction by ensuring lessons are benchmark-aligned, standards-based, engaging, and rigorous across all content areas. Teachers will utilize collaborative Professional Learning Communities (PLCs), instructional coaching, and ongoing professional learning to improve

instructional practices, implement high-impact teaching strategies, and effectively analyze student data to inform instruction.

To increase the amount and quality of learning time, teachers will provide intentional, data-driven small-group instruction during core instructional blocks and intervention periods. Students will receive differentiated support and enrichment based on FAST Progress Monitoring, classroom formative assessments, and district assessment data to ensure instruction is responsive to individual learning needs while maintaining grade-level expectations.

As part of the school's RAISE initiative, Grades K–5 will strengthen literacy instruction through explicit, systematic reading instruction grounded in the Science of Reading, benchmark-aligned instructional practices, targeted interventions, and frequent progress monitoring to accelerate student achievement and close learning gaps.

Additionally, the school will strengthen its Positive Behavioral Interventions and Supports (PBIS) framework by explicitly teaching and reinforcing schoolwide expectations to maximize instructional time, increase student engagement, and foster a safe, positive learning environment. By integrating high-quality instruction, data-driven decision-making, targeted interventions, ongoing professional learning, and a strong Tier 1 behavior system, Grove Park Elementary will provide all students with an enriched, rigorous, and accelerated educational experience that supports academic success and continuous growth.

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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Grove Park Elementary provides a comprehensive system of supports to address students' mental health needs. The school counselor delivers classroom guidance lessons focused on social-emotional learning, conflict resolution, self-regulation, goal setting, and responsible decision-making. Individual and small-group counseling services are provided for students identified through the MTSS process, teacher referrals, behavior data, or family concerns. Students also have access to mentoring opportunities, restorative practices, behavior intervention supports, and community-based mental health resources when appropriate.

Through the school's Positive Behavioral Interventions and Supports (PBIS) framework, students are explicitly taught schoolwide expectations and recognized for demonstrating positive behaviors. These supports foster a safe, inclusive, and supportive learning environment that promotes positive relationships, increases student engagement, and removes non-academic barriers to learning.

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)).

Grove Park Elementary promotes college and career readiness by exposing students to a variety of postsecondary and career opportunities beginning in the elementary grades. Students participate in career exploration activities, guest speakers, community partnerships, and classroom learning experiences that highlight career pathways and workforce skills. Teachers intentionally integrate the Florida B.E.S.T. Standards and Portrait of a Graduate competencies, including collaboration, communication, critical thinking, creativity, and problem-solving, into daily instruction.

The school encourages students to develop leadership, responsibility, perseverance, and goal-setting skills through student leadership opportunities, PBIS recognition programs, service-learning activities, and extracurricular experiences. These opportunities help students build the foundational academic

and employability skills necessary for future success.

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)).

Grove Park Elementary implements a comprehensive Multi-Tiered System of Supports (MTSS) integrated with a schoolwide Positive Behavioral Interventions and Supports (PBIS) framework to proactively prevent and address behavioral concerns. Universal Tier 1 supports include explicit instruction of schoolwide expectations, consistent behavior routines, restorative practices, positive reinforcement systems, and social-emotional learning opportunities. Student behavior is monitored through office discipline referrals, restorative behavior forms, attendance data, classroom observations, and PBIS data.

Students requiring additional support receive targeted Tier 2 and Tier 3 interventions developed through the MTSS process in collaboration with classroom teachers, the school counselor, Exceptional Student Education (ESE) staff, families, and other support personnel. Behavioral supports are coordinated with services provided under the Individuals with Disabilities Education Act (IDEA) to ensure students receive appropriate interventions that promote positive behavioral and academic outcomes.

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)).

Grove Park Elementary provides ongoing, job-embedded professional learning designed to improve instructional effectiveness and student achievement. Teachers, paraprofessionals, and instructional staff participate in weekly Professional Learning Communities (PLCs), instructional coaching cycles, collaborative planning, district professional development, and data meetings focused on benchmark-aligned instruction, the Science of Reading, effective mathematics instruction, student engagement, academic rigor, differentiated instruction, and data-driven decision-making.

Instructional Coaches and school leaders provide continuous coaching, feedback, and classroom support through observations, modeling, and reflective conversations. The school also implements mentoring and induction supports for new teachers, leadership development opportunities, and collaborative structures that promote teacher effectiveness, retention, and continuous professional growth, particularly in high-need instructional areas.

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)).

Grove Park Elementary collaborates with local early childhood providers, district prekindergarten programs, and families to ensure a smooth transition into kindergarten. Transition activities include kindergarten orientation, school tours, classroom visits, family engagement events, registration assistance, and opportunities for students and families to become familiar with school routines, expectations, and available supports.

Kindergarten teachers collaborate with preschool providers and families to review developmental information and identify students who may require additional academic, behavioral, or social-emotional supports. During the first weeks of school, students receive explicit instruction in classroom routines, schoolwide expectations, literacy foundations, and social-emotional skills to support a successful transition into elementary school and establish a strong foundation for future academic success.

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 (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.

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

J.L. WILKINSON ELEMENTARY SCHL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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

Our mission is to work collaboratively with all stakeholders to create a challenging learning environment that is rewarding to all students. We will increase student achievement by encouraging high expectations for success through research based and developmentally appropriate instruction that allows for individual differences and learning styles. We will ensure this learning environment by promoting a safe, orderly, caring and supportive community built on honesty, respect and integrity.

Provide the school's vision statement

Wilkinson Elementary exists to provide a safe, caring and stimulating environment to prepare lifelong learners for success by assisting them in acquiring the necessary skills to achieve their fullest potential in a competitive global workplace.

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

Carolyn Hayward

carolyn.hayward@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Instructional leader/supervisor of the school and all school activities

Leadership Team Member #2

Employee's Name

Kara Hoffmann

kara.hoffmann@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Leader of PBIS and staff professional development, head of discipline

Leadership Team Member #3

Employee's Name

M. LeAnne Jones

mary.jones@myoneclay.net

Position Title

Title 1 Teacher

Job Duties and Responsibilities

Title I ELA, Title I compliance

Leadership Team Member #4

Employee's Name

Alice VanVactor

alice.vanvactor@myoneclay.net

Position Title

Title 1 Teacher, ITF

Job Duties and Responsibilities

Title 1 Teacher, ITF

Leadership Team Member #5

Employee's Name

Sara Amidon

sara.amidon@myoneclay.net

Position Title

Title 1 Teacher

Job Duties and Responsibilities

K-2 coach, interventionist

Leadership Team Member #6**Employee's Name**

Brian Massey

brian.massey@myoneclay.net

Position Title

Title 1 Teacher

Job Duties and Responsibilities

Title 1 math and science

Leadership Team Member #7**Employee's Name**

Lisa Schiller

lisa.schiller@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Kindergarten Team Leader

Leadership Team Member #8**Employee's Name**

Shirley Legette

shirley.legette@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

First Grade Team Leader

Leadership Team Member #9**Employee's Name**

Danielle Schlofman

danielle.schlofman@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Third Grade Team Leader

Leadership Team Member #10

Employee's Name

Megan Ruoss

megan.ruoss@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Fourth Grade Team Leader

Leadership Team Member #11

Employee's Name

Bethany Gomez

bethany.gomez@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Fifth Grade Team Leader

Leadership Team Member #12

Employee's Name

Jordan Rundio

jordan.rundio@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Sixth Grade Team Leader

Leadership Team Member #13

Employee's Name

Arnold Anloague

arnold.anloague@myoneclay.net

Position Title

School Counselor

Job Duties and Responsibilities

guidance and assessment

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.

The School Advisory Council including administrators, teachers and school staff, parents and community members, meets regularly throughout the year to evaluate the needs of the school and its stakeholders. During the first meeting of the year, SAC members will review the data and evaluate the goals and action steps proposed in the draft of the SIP. They may suggest changes as they see fit.

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)).

SIP monitoring will occur at least quarterly. Data from all sources (FAST/STAR, Lexia, classroom performance, etc.) will be reviewed regularly by teachers and administrators in data meetings and PLC. The School Based Leadership Team comprised of teachers and school and district level administrators and specialists, will meet monthly to review the progress of ELA instruction and interventions. The ITF and school psychologist will meet monthly with teachers of

scholars in MTSS to review their progress. If the data indicate that the plan requires revision, this will be done through our School Advisory Council.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) 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>	2025-26: A 2024-25: B 2023-24: B 2022-23: B 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	83	104	87	91	103	78	97			643
Absent 10% or more school days	21	28	18	13	13	24	18			135
One or more suspensions	1	3	4	1	8	5	6			28
Course failure in English Language Arts (ELA)	3	2	2	2	1	0	0			10
Course failure in Math	3	1	1	5	1	0	0			11
Level 1 on statewide ELA assessment	9	26	16	23	18	8	11			111
Level 1 on statewide Math assessment	9	11	19	12	14	11	8			84
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	9	5	12						29
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	4	7	5	12	14					42

Current Year 2026-27

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	9	12	18	11	14	13	10			87

Current Year 2026-27

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	3	2	0	12	0	0	0			17
Students retained two or more times	0	0	0	0	2	0	0			2

Prior Year (2025-26) 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	
School Enrollment	104	85	94	105	91	89	96			664
Absent 10% or more school days	24	15	20	16	19	16	25			135
One or more suspensions				2	1	2	2			7
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment	12	20	21	20	24	24	11			132
Level 1 on statewide Math assessment	8	5	21	10	30	26	8			108
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				6						6
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				2						2

Prior Year (2025-26) 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	13	6	9	28	36	22	15			129

Prior Year (2025-26) 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			15						17
Students retained two or more times				2			1			3

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	59	66	62	51	63	59	53	62	57
Grade 3 ELA Achievement	51	66	61	54	66	59	57	65	58
ELA Learning Gains	69	63	63	54	62	60	56	62	60
ELA Lowest 25th Percentile	67	60	58	53	60	56	61	60	57
Math Achievement*	65	69	66	56	67	64	58	67	62
Math Learning Gains	79	69	64	58	65	63	58	68	62
Math Lowest 25th Percentile	69	58	50	60	57	51	53	59	52
Science Achievement	61	67	62	53	62	58	59	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				72		63		55	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	520
Total Components for the FPPI	8
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
65%	55%	57%	54%	59%	52%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	54%	No		
English Language Learners	50%	No		
Hispanic Students	63%	No		
Multiracial Students	76%	No		
White Students	66%	No		
Economically Disadvantaged Students	63%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	59%	51%	69%	67%	65%	79%	69%	61%					
Students With Disabilities	37%	50%	64%	65%	43%	78%	75%	21%					
English Language Learners	36%				64%								
Hispanic Students	55%	38%	63%	70%	73%	81%							
Multiracial Students	69%		67%		85%	83%							
White Students	59%	53%	70%	67%	63%	79%	74%	63%					
Economically Disadvantaged Students	57%	49%	66%	64%	63%	78%	69%	61%					

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.
All Students	51%	54%	54%	53%	56%	58%	60%	53%		
Students With Disabilities	23%	33%	40%	46%	32%	48%	52%	33%		
Hispanic Students	44%	40%	50%		49%	55%		70%		
Multiracial Students	53%				73%					
White Students	52%	56%	53%	53%	56%	58%	59%	50%		
Economically Disadvantaged Students	49%	55%	53%	51%	54%	56%	59%	51%		

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.
All Students	53%	57%	56%	61%	58%	58%	53%	59%		
Students With Disabilities	31%	35%	47%	50%	34%	48%	47%	32%		
Hispanic Students	58%		75%		50%	50%				
Multiracial Students	60%				40%					
White Students	52%	58%	53%	61%	59%	58%	49%	59%		
Economically Disadvantaged Students	52%	57%	54%	54%	57%	57%	52%	56%		

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	49%	65%	-16%	60%	-11%
ELA	4	59%	64%	-5%	60%	-1%
ELA	5	53%	60%	-7%	61%	-8%
ELA	6	69%	72%	-3%	62%	7%
Math	3	54%	69%	-15%	66%	-12%
Math	4	68%	65%	3%	65%	3%
Math	5	57%	61%	-4%	62%	-5%
Math	6	74%	70%	4%	60%	14%
Science	5	60%	66%	-6%	60%	0%

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?

We had an 8% increase in proficiency in ELA for grades K-6. (Our greatest increase was 14% for 4th grade) We focused on benchmark aligned instruction, tier 1, problem solving to target scholars of greatest need, increased scholar engagement and motivation.

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 ELA showed the lowest performance at 51% proficiency. This is a 3% drop from last year and a 2% drop for that cohort of scholars. This grade level didn't implement leveled small groups and we had a new teacher that began in January teaching ELA. This was also a new curriculum and didn't include regular collaborative planning.

Greatest Decline

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

3rd grade Math had an 8% decline from 62% to 54%. (This cohort of scholars was at 65% proficiency in 2nd grade) This year we had a 2nd year teacher teaching a large number of scholars who during her first year taught ELA.

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.

3rd grade Math had the greatest gap of -12% compared to the state.

EWS Areas of Concern

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

Attendance

Increase in behavior

Highest Priorities

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

3rd Grade ELA/Math

4th/5th Grade Math - Continued

Teacher development

SWD

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

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.

Description - Strong tier 1/benchmark aligned instruction is high-quality, rigorous core instruction that happens daily in the general education classroom and is designed to meet the academic and behavioral needs of at least 80–90% of all students.

Impact on Scholar Learning - Strong tier 1/benchmark aligned instruction ensures every student is consistently challenged with grade-level rigor and proactively supported to succeed, boosting both their academic achievement and their confidence as learners.

Rationale - Strong tier 1/benchmark aligned instruction is the foundation for ensuring that all scholars are set up for success. We focused on Tier 1 in 25-26 and our scholars had great growth, so we know that this is an area we should continue.

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.

With intentional benchmark aligned rigorous tier 1 instruction, we will increase our overall proficiency in ELA from 62% to 63%.

Using the strategies and action steps described below, we will increase our proficiency in each grade level as follows:

Kindergarten will increase from 74% to 75%

Grade 1 will increase from 61% to 65%

Grade 2 will increase from 52% to 60%**

With intentional benchmark aligned rigorous tier 1 instruction, we will increase our overall proficiency in ELA from 58% to 60%.

Using the strategies and action steps described below, we will increase our proficiency in each grade level as follows:

Grade 3 will increase from 51% to 60%

Grade 4 will increase from 59% to 60%

Grade 5 will increase from 53% to 55%

Monitoring

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

We will use district and local assessments to monitor progress of data. We will also use admin walkthroughs. We will monitor progress weekly through walkthroughs and at montly problem solving meetings.

Person responsible for monitoring outcome

Hayward

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

Strengthen Tier 1 Instruction

Person Monitoring:

Hayward

By When/Frequency:

Weekly

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

Teachers will implement strong Tier 1 instruction by delivering standards-aligned, explicit lessons that include clear learning targets, checks for understanding, purposeful student engagement, and differentiated support to meet the needs of all learners.

Action Step #2

Professional Learning

Person Monitoring:

Hayward

By When/Frequency:

Monthly

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

Professional Learning will be provided monthly through Wildcat U, PLCs, and Collaborative Learning with teams. We will focus on student engagement, rigor, and formative assessment.

Action Step #3

Data Review

Person Monitoring:

Admin

By When/Frequency:

Monthly

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

The School Based Leadership Team will meet monthly to review implementation of strong Tier 1 instructional practices and analyze student achievement data to identify trends, celebrate growth, and determine instructional adjustments and supports needed to improve student outcomes.

Area of Focus #2

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

Instructional Practice specifically relating to Student Engagement**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.

Description - Student engagement is the visible, active participation of students interacting with the curriculum/lesson/task.

Impact on Student Learning - Students will interact more and get deeper mastery and there will be a reduction in learning gaps.

Rationale - Active participation is one of the single greatest catalysts for academic achievement. This was a focus last year and we believe it contributes to our growth.

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.

During the 25-26 school year, our walkthrough data showed 50% student engagement in 4 domains and 39.2% in active participation. For the 26-27 school year, we will increase each of those areas to

75%

Monitoring

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

Admin will conduct "time on task" type of data collections during walkthroughs

Look for the type of engagement - these will be identified in walkthrough log.

Person responsible for monitoring outcome

Hayward

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

Engagement Look fors

Person Monitoring:

Hayward

By When/Frequency:

Monthly

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

Teachers will implement high-impact engagement strategies by designing lessons that promote active participation, collaborative learning, academic discourse, and frequent opportunities for students to think critically and demonstrate their understanding.

Action Step #2

Wildcat U

Person Monitoring:

Hayward

By When/Frequency:

Monthly

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

Wildcat U will be held monthly with all teachers. Topics will include student engagement strategies, rigorous tasks, checking for understanding/formative assessment, questioning strategies. Facilitators

will vary from admin to district specialists.

Action Step #3

Data Review

Person Monitoring:

Hayward

By When/Frequency:

Monthly

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

School Based Leadership Team meetings will be held monthly to reflect on how student engagement strategies are impacting student achievement by analyzing formative assessment data, reviewing student work, monitoring classroom walkthrough trends, and identifying instructional adjustments needed to improve outcomes.

Area of Focus #3

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

Instructional Practice specifically relating to Collaborative Planning

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.

Description - Working together to design lessons, align instruction, and share teaching strategies to support scholar needs.

Impact on Scholar Learning - Creates consistent, engaging, and effective instruction which will increase scholar achievement, confidence, and overall growth.

Rationale - Data indicates inconsistencies in proficiency between grade level teachers and this will create consistency and high quality instruction. Strengthening collaboration builds collective expertise and efficacy and continues our culture of learning.

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.

During the 25-26 school year, we had 60% of our teachers collaboratively planning. By the end of the 26-27 school year, 100% of grade level teams will participate in collaborative planning meetings and use scholar data to create and implement targeted instruction, resulting in measurable growth on district and state assessments.

Monitoring

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

Google Form - Teams will complete a form after planning sessions. It will include the standard, starting data points, instructional strategy/strategies they will use. We will be able to do walkthroughs looking for these strategies.

Scholar Impact - Highly effective teachers sharing and planning with others will create a ripple effect of high impact instruction increasing proficiency in all.

Person responsible for monitoring outcome

Admin Team

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

Collaborative Learning Schedule/Implementation

Person Monitoring:

Admin

By When/Frequency:

July

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

The learning teams will meet on the 3rd Wednesday of the month. They will use a google form to submit their plan once it is created. Admin will review the information and implement look fors during walkthroughs.

Action Step #2

Wildcat U "Training"

Person Monitoring:

Hoffmann

By When/Frequency:

August

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

We will conduct a professional learning session in Wildcat U with learning on what the Collaborative Learning for teams will look like.

Action Step #3

Monthly Data Review

Person Monitoring:

Hoffmann

By When/Frequency:

Monthly

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

Data will be collected and reviewed from walkthroughs and the google form with monthly chosen strategies at our monthly Problem Solving meetings.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

We are a model PBIS school and want to continue our success with scholar behavior supports. We noticed an increase in referrals, BIFs, and ISS visits during the 25-26 school year.

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.

ISS visits - 201

Wildcat 200 Club - 371 (down 20 from 24-25)

52 Referrals - (33 '24-'25)

During the 26-27 school year, we will decrease the number of referrals to 30 or less and increase Wildcat 200 club members to 400. Our target months for review will be November, January, April, and May.

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.

Admin will track monthly using the Wildcat 200 tracking sheet. We will use Focus District Reports to review monthly discipline incidents. This data will be reviewed by the admin team and the PBIS team each month.

Person responsible for monitoring outcome

Hoffmann

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

PBIS

Person Monitoring:

Admin

By When/Frequency:

Weekly

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

Teachers will implement the school's PBIS framework by explicitly teaching, modeling, reinforcing, and consistently recognizing expected Wildcat behaviors while using classroom management strategies to create a positive learning environment.

Action Step #2

Professional Learning - PBIS

Person Monitoring:

Admin

By When/Frequency:

Monthly

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

Professional learning will be provided at the beginning of the year in the format at Wildcat U and preplanning by Hoffmann and will focus on expectations and a book study called "Flooded."

Action Step #3

Monthly Data Review - PBIS

Person Monitoring:

Hoffmann

By When/Frequency:

Monthly

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

We will review monthly behavior data at our PBIS team meetings and share outcomes at the monthly Problem Solving Team Meetings. The team will monitor and analyze behavior data monthly to identify trends, evaluate the effectiveness of interventions, and make data-driven decisions to improve scholar behavior outcomes and reduce discipline referrals.

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.

<https://wes.myoneclay.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)).

<https://wes.myoneclay.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)).

We will continue rigorous, benchmark aligned instruction. Teachers will participate in PLCs, Wildcat U, and Monthly collaborative learning. We will continue to work in the MTSS Problem Solving process.

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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

KEYSTONE HEIGHTS ELEMENTARY



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

Keystone Heights Elementary School exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

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

Elizabeth Turbeville

elizabeth.turbeville@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

1. Ensure compliance with established rules, and laws in the daily operation of the school.
2. Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing and communications with parents, students, and teachers.

3. Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement Standards as established by the Florida Department of Education.
4. Coordinate school advisory council activities and implement a school improvement plan.
5. Coordinate efficient utilization of school facilities and ensure proper security, maintenance and cleanliness of the campus.
6. Be responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database.
7. Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data.
8. Be responsible for effective business management operations, the development of a school budget and efficient cost accounting.
9. Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County District Schools Code of Student Conduct.
10. Be responsible for faithfully and effectively implementing school/district personnel procedures including: interviewing, hiring, evaluating school staff and coordinating teacher induction programs, and administering master contracts.
11. Coordinate supervision of extra-curricular activities and duty assignments.
12. Provide a safe learning environment through preparation and implementation of emergency evacuation plans, fire drills, etc.
13. Be responsible for implementing programs designed to meet the needs of special student populations (Ex. ESE, Title I, 504s, Drop Out Prevention, etc.).
14. Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards.
15. Be responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory.
16. Provide for the purchase of appropriate textbooks, equipment and other instructional materials necessary to meet the needs of the students.
17. Serve on district wide committees when requested.
18. Be responsible for the development and implementation of a school technology plan.
19. Be responsible for the performance of all personnel employed by the School Board and assigned to the school site.
20. Provide leadership for the implementation of the Principles of Professional Conduct for the Education Profession.
21. Provide leadership in the implementation of the district and state assessments and other tests designed and adopted to measure student achievement.

22. Communicate effectively, both orally and in writing, with parents, staff, students and community.
23. Maintain visibility and accessibility on the school campus.
24. Serve as coach/mentor to Assistant Principals, new Principals or others who are preparing for School Principal certification.
25. Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum.
26. Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position.

Required Qualifications:

1. Eligible to receive, or holds (a) Valid Florida Certification as School Principal or (b) Educational Leadership, accompanied with verification of completion of district/state Principal Preparation Program.
2. Masters Degree.
3. Completed Clay County Candidate Preparation Phase Screening and Training requirements as required by current Clay County Human Resources Management Development (HRMD) Plan or have completed a program with similar requirements.
4. Three years of successful teaching experience.
5. A minimum of two years successful school-based administrative experience.
6. Eligible to receive, or holds a valid certificate in Educational Leadership, has at least two (2) years of school-based administrative experience and is recommended by the Superintendent for a Principalship position at a school requiring unique leadership skills.

Leadership Team Member #2

Employee's Name

Cory Stone

cory.stone@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant/vice principal is directly responsible to the school principal. He/she serves in a staff relationship with other assistant administrators in the school.

Responsibilities and duties of this position include:

1. Assume all administrative duties in absence of the principal.
2. Assist in fulfilling any duties outlined on the principal's job description and delegated by the principal.

Leadership Team Member #3

Employee's Name

Kayleigh Williams

kayleigh.williams@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant/vice principal is directly responsible to the school principal. He/she serves in a staff relationship with other assistant administrators in the school.

Responsibilities and duties of this position include:

1. Assume all administrative duties in absence of the principal.
2. Assist in fulfilling any duties outlined on the principal's job description and delegated by the principal.

Leadership Team Member #4

Employee's Name

Siobhan Miller

marie.miller@myoneclay.net

Position Title

Title 1 Lead

Job Duties and Responsibilities

1. Assists students one-on-one or in small groups to guide and assist students in reading, math, science and enrichment.
2. Provides assistance to students who are working in small groups or independently on assignments.
3. Prepares and/or assists in the preparation and set-up of materials, supplies, visual enhancements, and activities for daily lessons, unit work and the classroom in general. Maintains an inventory of supplies and recommends the amount needed to be ordered.
4. Maintains student folders or portfolios that document student progress toward learning goals.
5. Monitors children's behavior during mealtimes, arrival and departure from school, and/or field trips to ensure the safety of students and school rules.
6. Assembles and prepares bulletin board displays of student work or educational themes and materials to enhance student learning.

Leadership Team Member #5

Employee's Name

Shannon Bishop

shannon.bishop@myoneclay.net

Position Title

Principal's Secretary/Bookkeeper

Job Duties and Responsibilities

1. Performs posting and reconciliation activities relating to maintaining the school's funds including posting receipts and checks to receipts, expense journals and to depository ledger; writing checks and official receipts for cash received; reconciling bank statements; maintaining and balancing ledgers; and, preparing financial reports.
2. Performs miscellaneous secretarial and clerical duties, such as, calling for substitute teachers, ordering supplies, editing newspaper, emptying money from vending machines, arranging for maintenance of office equipment, registering students, making copies, distributing/collecting insurance forms, distributing yearbooks, answering phones, greeting public, processing field trip and bus applications; arranging for printing of forms/reports, and typing.
3. Enters data on computer for information relating to property records, warehouses and purchase orders, print center requests, sick leave, budget information, etc.
4. May verify purchase orders to ensure information is complete and maintains files of purchase orders and requisitions; receives and distributes supplies and materials.
5. May perform accounts payable duties including verifying purchase requisitions against invoices, writing checks and submitting to the District office for payment.
6. May balance the school budget and make internal budget transfers, prepares budget amendments for the District to line the budget as needed.
7. May maintain and submit school payroll records, including collecting leave forms, ensuring leave forms are complete and signed by the administrator, and distributing forms to the District office.
8. Maintains ledger for sales tax due; prepares sales tax return and writes check for tax.
9. May operate the school store including selling, ordering items, pricing, stocking, inventory and maintaining records and accounts.
10. May prepare internal accounts information for annual audit to ensure records and reports are complete.
11. May coordinate school activities, i.e., student pictures, fundraising events, etc. Collaborates with outside vendors to gather information and respond to issues or concerns.
12. Determines amount of school funds to be invested, sends investment monies to investment agencies and posts interest.

13. Performs other duties of a similar nature or level.
14. Types memos, correspondences, reports, schedules, etc. Makes copies and files appropriately.

Leadership Team Member #6

Employee's Name

Brandi Kirkland

brandi.kirkland@myoneclay.net

Position Title

KHE Math/Science Coach

Job Duties and Responsibilities

1. Assist the classroom teacher in establishing a classroom environment conducive to learning.
2. Demonstrate knowledge of curriculum, assessments, research-based instructional practices, supplemental services and intervention strategies and programs.
3. Demonstrate knowledge of the implementation of a Multi-tiered System of Supports, including policies, procedures and practices.
4. Attend coaching institutes and other training and professional learning opportunities.
5. Model effective instruction at each grade level.
6. Collaborate with regular classroom, Title I and ESE teachers to implement the core and supplemental programs.
7. Align core curriculum instruction with appropriate materials, technology resources and assessments.
8. Assist teachers in implementing the appropriate time blocks for elementary and/or secondary instruction.
9. Assist teachers in assessing, analyzing data, grouping, and making informed instructional decisions about intervention strategies.
10. Provide demonstration lessons, coaching and inservice training.
11. Assist in identifying professional development needs.
12. Monitor student progress and collaborate with teachers to provide differentiated instruction.

Leadership Team Member #7

Employee's Name

Mindy Brosnan

mindy.brosnan@myoneclay.net

Position Title

ITF/KHE Reading Coach

Job Duties and Responsibilities

1. Assist the classroom teacher in establishing a classroom environment conducive to learning.
2. Demonstrate knowledge of curriculum, assessments, research-based instructional practices, supplemental services and intervention strategies and programs.
3. Demonstrate knowledge of the implementation of a Multi-tiered System of Supports, including policies, procedures and practices.
4. Attend coaching institutes and other training and professional learning opportunities.
5. Model effective instruction at each grade level.
6. Collaborate with regular classroom, Title I and ESE teachers to implement the core and supplemental programs.
7. Align core curriculum instruction with appropriate materials, technology resources and assessments.
8. Assist teachers in implementing the appropriate time blocks for elementary and/or secondary instruction.
9. Assist teachers in assessing, analyzing data, grouping, and making informed instructional decisions about intervention strategies.
10. Provide demonstration lessons, coaching and inservice training.
11. Assist in identifying professional development needs.
12. Monitor student progress and collaborate with teachers to provide differentiated instruction.

Leadership Team Member #8

Employee's Name

Stephanie Gunter

stephanie.gunter@myoneclay.net

Position Title

Kindergarten Team Leader

Job Duties and Responsibilities

- Lead Weekly Grade Level PLC's
- Represent Team at Monthly SBLT
- Collaborate with School Improvement Team to set goals

Leadership Team Member #9

Employee's Name

Polly Reschke

polly.reschke@myoneclay.net

Position Title

1st Grade Team Leader

Job Duties and Responsibilities

- Lead Weekly Grade Level PLC's
- Represent Team at Monthly SBLT
- Collaborate with School Improvement Team to set goals

Leadership Team Member #10**Employee's Name**

Jennifer Fender

jennifer.fender@myoneclay.net

Position Title

2nd Grade Team Leader

Job Duties and Responsibilities

- Lead Weekly Grade Level PLC's
- Represent Team at Monthly SBLT
- Collaborate with School Improvement Team to set goals

Leadership Team Member #11**Employee's Name**

Lindsey Dallas

lindsey.dallas@myoneclay.net

Position Title

3rd Grade Team Leader

Job Duties and Responsibilities

- Lead Weekly Grade Level PLC's
- Represent Team at Monthly SBLT
- Collaborate with School Improvement Team to set goals

Leadership Team Member #12**Employee's Name**

Kristin Slayton

kristin.slayton@myoneclay.net

Position Title

4th Grade Team Leader

Job Duties and Responsibilities

- Lead Weekly Grade Level PLC's
- Represent Team at Monthly SBLT
- Collaborate with School Improvement Team to set goals

Leadership Team Member #13

Employee's Name

Hollianne Page

hollianne.page@myoneclay.net

Position Title

5th Grade Team Leader

Job Duties and Responsibilities

- Lead Weekly Grade Level PLC's
- Represent Team at Monthly SBLT
- Collaborate with School Improvement Team to set goals

Leadership Team Member #14

Employee's Name

Meaghan Jankowski

meaghan.jankowski@myoneclay.net

Position Title

3rd Grade Team Leader

Job Duties and Responsibilities

- Lead Weekly Grade Level PLC's
- Represent Team at Monthly SBLT
- Collaborate with School Improvement Team to set goals

Leadership Team Member #15

Employee's Name

Allison Sanders

allison.sanders@myoneclay.net

Position Title

6th Grade Team Leader

Job Duties and Responsibilities

- Lead Weekly Grade Level PLC's
- Represent Team at Monthly SBLT
- Collaborate with School Improvement Team to set goals

Leadership Team Member #16

Employee's Name

Jennifer Cumbus

jennifer.cumbus@myoneclay.net

Position Title

ESE Team Leader

Job Duties and Responsibilities

- Lead Weekly Grade Level PLC's
- Represent Team at Monthly SBLT
- Collaborate with School Improvement Team to set goals

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.

We began our SIP process for the 26-27 school year at the end of May 2026 by discussing our end of the year data from the 25-26 school year at our SAC meeting with parents, teachers, staff and

community members. We also discussed this data with teachers during end of the year data meetings. Collectively, we set goals for the 26-27 school year. With our leadership team and grade level team leaders during the One Clay Leadership Academy, we set action steps towards our goals and discussed our school processes to set us on a path of success for the upcoming school year.

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)).

We will regularly monitor our focus area goals and measurable objectives throughout the school year during monthly SBLT meetings, which will continuously measure the health of our Tier 1 instruction. Through consistent communication between our SBLT meetings and weekly monitoring of grade level PLC's, an intentional professional learning calendar targeting our SIP goals, and quarterly data meetings, a consistent system of monitoring will hold the implementation of instruction accountable by all.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	98.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) 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>	2025-26: C 2024-25: B 2023-24: B 2022-23: B 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	122	100	112	106	116	118	102			776
Absent 10% or more school days	30	18	20	20	23	32	24			167
One or more suspensions	7	9	6	5	7	22	19			75
Course failure in English Language Arts (ELA)	5	2	8	4	0	2	1			22
Course failure in Math	2	1	1	5	0	0	1			10
Level 1 on statewide ELA assessment	7	24	25	21	19	34	12			142
Level 1 on statewide Math assessment	5	5	25	13	21	40	10			119
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	6	15	21	21	0	0	0			63
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	6	13	21	17	21	0	0			78

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	16	12	22	18	19	31	10			128

Current Year 2026-27

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	2	2	2	15	0	0	1			22
Students retained two or more times	0	0	0	3	0	0	0			3

Prior Year (2025-26) 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	
School Enrollment	107	102	114	115	111	97	114			760
Absent 10% or more school days	32	19	21	22	18	18	24			154
One or more suspensions	6	13	7	14	24	16	20			100
Course failure in English Language Arts (ELA)							1			1
Course failure in Math							1			1
Level 1 on statewide ELA assessment	16	30	28	17	36	12	16			155
Level 1 on statewide Math assessment	14	19	21	9	23	19	10			115
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	1	2	7						13
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) 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	3	2	1	1	3	4	5			19

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	3	4	2						14
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

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	57	66	62	58	63	59	53	62	57
Grade 3 ELA Achievement	53	66	61	64	66	59	56	65	58
ELA Learning Gains	62	63	63	51	62	60	57	62	60
ELA Lowest 25th Percentile	49	60	58	58	60	56	56	60	57
Math Achievement*	59	69	66	65	67	64	66	67	62
Math Learning Gains	54	69	64	62	65	63	65	68	62
Math Lowest 25th Percentile	37	58	50	50	57	51	52	59	52
Science Achievement	53	67	62	56	62	58	58	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				72		63		55	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	53%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	424
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
53%	58%	58%	56%	58%	68%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	48%	No		
Black/African American Students	55%	No		
Hispanic Students	55%	No		
Multiracial Students	51%	No		
White Students	54%	No		
Economically Disadvantaged Students	48%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	57%	53%	62%	49%	59%	54%	37%	53%					
Students With Disabilities	48%	55%	55%	53%	41%	55%	43%	30%					
Black/African American Students	67%				42%								
Hispanic Students	50%	33%	65%		61%	65%							
Multiracial Students	50%		75%		45%	33%							
White Students	57%	58%	60%	49%	60%	54%	38%	53%					
Economically Disadvantaged Students	49%	42%	58%	48%	53%	50%	36%	49%					

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	58%	64%	51%	58%	65%	62%	50%	56%					
Students With Disabilities	40%	52%	53%	48%	50%	51%	50%	39%					
Black/African American Students	40%				50%								
Hispanic Students	59%		65%		48%	55%	50%	30%					
Multiracial Students	60%				60%								
White Students	59%	62%	51%	56%	67%	64%	52%	61%					
Economically Disadvantaged Students	54%	56%	48%	58%	62%	58%	48%	47%					

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	53%	56%	57%	56%	66%	65%	52%	58%					
Students With Disabilities	32%	42%	56%	64%	51%	56%	57%	39%					
Hispanic Students	61%		68%		65%	63%							
Multiracial Students	60%				80%								
White Students	53%	55%	57%	55%	67%	64%	49%	59%					
Economically Disadvantaged Students	47%	53%	55%	52%	63%	61%	52%	46%					

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	53%	65%	-12%	60%	-7%
ELA	4	58%	64%	-6%	60%	-2%
ELA	5	41%	60%	-19%	61%	-20%
ELA	6	72%	72%	0%	62%	10%
Math	3	69%	69%	0%	66%	3%
Math	4	54%	65%	-11%	65%	-11%
Math	5	42%	61%	-19%	62%	-20%
Math	6	66%	70%	-4%	60%	6%
Science	5	50%	66%	-16%	60%	-10%

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 data component that showed the most improvement is ELA learning gains. We moved from 51% to 59%. The new actions our school took during 25/26 was instituting a structured hour block of differentiated Tribe Time built into our master schedule and the accountability aligned with it.

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 data component that showed our lowest performance is our math lowest quartile learning gains. The contributing factors are follow through with math acadience, deficit mindset, teacher attendance, ownership of data, lack of communication internally and externally, and classroom management.

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 from the prior year was once again math lowest quartile learning gains- 50%.

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.

5th grade ELA and 5th grade Math- both 20% The main factor was teacher deficit mindset.

EWS Areas of Concern

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

1. Student attendance
- 2, Level 1s for ELA

Highest Priorities

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

Benchmark aligned instruction- ELA, Math, Science

Differentiation (Even within Tier 1)

Student Engagement

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

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.

Benchmark aligned instruction using district aligned resources through our school based professional learning focus to maximize strong classroom instruction for all learners.

Impact on Student Learning by ensuring tasks align with the rigor of grade-level benchmarks, students are more likely to develop proficiency in grade-level content. This builds the critical thinking stamina necessary for students to meet or exceed proficiency targets on the FAST assessment.

Rationale: Data indicates that while instructional structures (like small groups) are in place, student proficiency has plateaued (ELA) or declined (Math & Science) due to a lack of benchmark alignment. Ensuring grade level benchmarks are being taught, this will empower teachers to utilize tools to bridge the gap between daily tasks and state expectations.

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.

Walkthrough data will show a 30% increase in indicators in Indicators C.1. (Benchmark-Aligned Learning Targets and Success Criteria) and C.2. (Rigorous Tasks) in all classrooms, and show a 25% increase in literacy and a 25% increase in math classrooms by the end of the school year. By May 2027, the percentage of students scoring at or above a Level 3 on the Florida Assessment of Student Thinking (FAST) in ELA will increase from 55% to 58% and for Math from 58% to 63%

Monitoring

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

Progression toward the desired outcomes will be monitored through:

Weekly classroom walkthroughs

Weekly administration calibration meetings

Quarterly individual teacher accountability data meetings

Person responsible for monitoring outcome

Beth Turbeville, Principal

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:

We will implement district curriculum- Eureka Math Squared for Math, Benchmark Advanced for ELA, Foundations for Primary Literacy in K-2, HMH for Science and HMH for Social Studies- at Tier 1. We will use various resources on the math and ELA decision trees for Tier 2 and Tier 3 interventions.

Rationale:

Our administrative team will engage in daily walkthroughs that will look for benchmark alignment in ELA, math and science [primarily and based on our data]. Our team will meet for weekly administrative meetings to calibrate our noticings and provide feedback for teachers to engage in a cycle of ongoing support in an effort to close gaps.

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

Teachers will use prior year data and ongoing formative assessments to identify specific foundational skill gaps and group students with similar needs. Instruction within these small groups will be precisely tailored to address those gaps through focused activities, varied pacing, and differentiated materials. This allows for more intensive support for the lowest quartile and targeted reinforcement for all students.

Person Monitoring:

Classroom Teachers

By When/Frequency:

Data analysis will occur bi-monthly during content

PLC team meetings. Implementation of small group instruction focused on data informed needs will occur 4-5 times a week

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

The school based leadership team will track progress through focused classroom walkthroughs observing the implementation of data-driven small groups and differentiated instruction. Additionally, FAST data analysis will be reviewed at PM2, specifically examining growth of the lowest quartile and overall proficiency. Within PLC learning teams that meet twice a month, teacher collected formative assessment data will provide ongoing insights into student learning within these targeted groups, informing necessary adjustments to instruction and groupings.

Action Step #2

Professional learning will be provided quarterly by school based and district based math coaches and will focus on strategies for small group instruction, high student engagement (Building Thinking Classrooms, for example), and including effective use of manipulatives and representations.

Person Monitoring:

Beth Turbeville, Principal

By When/Frequency:

Quarterly

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

The leadership team will analyze data from formative assessments (quick checks, exit tickets) and summative assessments (unit tests, progress monitoring assessments) to see if student understanding and performance improve in areas where these strategies are emphasized. The team will look for trends in student achievement over time. Administrators or instructional coaches can conduct walkthroughs or formal observations, specifically looking for the use of small group instruction, manipulatives and representations.

Action Step #3

The school based leadership team meetings will be held monthly to reflect on how benchmark-aligned instruction is impacting student achievement by correlating walkthrough indicators C.1 and C. 2 with common formative assessment results to identify and address instructional gaps.

Person Monitoring:

Principal, AP's, School Based Leadership Team Members

By When/Frequency:

Monthly

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

Administrators will observe classrooms to see if the adjustments discussed are visible in instructional practices. The school-based problem-solving team will regularly analyze the schoolwide data, grade-level data, and the progress of students in the lowest quartile across the months.

We will monitor impact by:

Data correlation during SBLT meetings, leadership will cross-reference walkthrough data with common formative assessment results

gap identification- The team will analyze whether high scores on walkthrough indicators are resulting in corresponding student mastery on assessments

Area of Focus #2

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

Instructional Practice specifically relating to Differentiation

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.

Differentiation using district aligned resources through our school based professional learning focus to maximize strong classroom instruction for all learners during Tier 1 instruction.

Impact on Student Learning by ensuring tasks are varied to meet individual learning needs during Tier 1 instruction. This includes scaffolded instruction for students who need support and allowing students independence as they demonstrate proficiency.

Rationale: Data indicates that while instructional structures (like small groups) are in place, student proficiency has plateaued (ELA) or declined (Math & Science) due to a lack of differentiation in Tier 1 instruction. Ensuring student academic needs are being met will empower students and teachers to close gaps.

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.

Walkthrough data will show a 30% increase in indicators in Indicators S.2. (Students engage in differentiated learning tasks based on needs) by the end of the school year. By May 2027, the percentage of students scoring at or above a Level 3 on the Florida Assessment of Student Thinking (FAST) in ELA will increase from 55% to 58% and for Math from 58% to 63%.

Monitoring

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

Administrators, coaches and teachers will use prior year data and ongoing formative assessments to identify students with similar needs. These students will be grouped for differentiated groups during Tribe Time. During Tier 1 instruction, monitoring for differentiation will take place through

walkthroughs, professional learning and weekly PLC discussions.

Person responsible for monitoring outcome

KHE Administrative Team

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:

We will implement district math curriculum- Eureka Squared for Tier 1 instruction. We will use practice and practice partner, GreatMinds Catalyst, FLmath4all.org, B1G-M Strategies to support differentiation during the Tier 1 "practice" after direct, explicit instruction. We will implement district ELA curriculum- Benchmark Advanced, along with various tier 1 resources in the decision tree to support differentiation during Tier 1 Tribe Time.

Rationale:

Declines in data shows a need for differentiation during Tier 1. Teachers will group students based on academic need and provide targeted support during Tribe Time for Tier 1 ELA and during the math block after explicit instruction has been delivered.

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

Teachers will implement differentiation by utilizing weekly PLC's to analyze and monitor student data to provide tasks during Tier 1 instruction to support and build each student's capacity.

Person Monitoring:

Teacher Leaders

By When/Frequency:

Weekly

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

We will monitor impact by:

Differentiation data notated on PLC agendas

differentiation discussions in PLC's

professional learning share-outs

implementation tracking during weekly walkthroughs

Impact: The systematic monitoring ensures that professional learning results in measurable changes in teacher practice. By verifying that teachers can design and execute differentiation strategies during Tier 1, the school ensures students are consistently empowered to grow and move closer towards the

depth required for FAST assessment proficiency.

Action Step #2

Professional learning will be provided monthly in the format of a whole group session by content provided by administration or district coaches and/or teacher leaders focusing on differentiation in Tier 1.

Person Monitoring:

Beth Turbeville, Principal

By When/Frequency:

Monthly

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

We will monitor impact by:

data correlation during weekly administrative meetings, the team will correlate the frequency of “true” ratings on the indicator S.2- Students engage in differentiated learning tasks based on needs (during Tier 1 instruction)

gap identification- the SBLT team will look for trends from 25/26 school year to 26/27 school year to look for a reduction in an achievement gap

Action Step #3

The school based leadership team meetings will be held monthly to reflect on how differentiation is impacting student achievement by correlating walkthrough indicator S.2. with common formative assessment results to identify and address instructional gaps.

Person Monitoring:

Principal, AP's, School Based Leadership Team Members

By When/Frequency:

Monthly School Based Leadership Team Meetings

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

We will monitor impact by:

Data correlation during SBLT meetings, leadership will cross-reference walkthrough data with common formative assessment results

gap identification- The team will analyze whether high scores on walkthrough indicators are resulting in corresponding student mastery on assessments

Area of Focus #3

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

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

Area of Focus Description and Rationale

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.

Description: ELA required by RAISE on analyzing and interpreting data to improve specific learning gaps identified in prior year data.

Impact on Student Learning: Aims to improve overall ELA proficiency through differentiated support.

Rationale: Prior year data shows a significant need for overall ELA proficiency in grade 5 compared to district and state. Given the previous focus on reading intervention and small groups in ELA, differentiated tier 1 instruction is crucial to address this 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.

Weekly walkthrough progress walks will show a 5% increase in ELA proficiency on the PM3 FAST Assessment in the 6th grade student cohort from the PM3 FAST Assessment in 2025-2026.

Monitoring

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

Progress towards the desired outcome will be measured through:

- weekly classroom walkthroughs (observing tier 1 differentiation)
- walkthrough indicator aligned with our SIP plan
- progress monitoring data analyzed and discussed at SBLT monthly meetings

Person responsible for monitoring outcome

Beth Turbeville-Principal

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:

We will use Lexia Power Up and Corrective Decoding/Reading as Tier 1 supplemental resources for differentiation to support student need as determined through 2025-2026 PM3 data.

Rationale:

Our administrative team and teachers will engage in the SBLT process in alignment with SIP goals - weekly PLC's, Professional Learning, Leadership Team Daily Walkthroughs, Weekly Administrative Meetings, and monthly SBLT meetings to ensure progress monitoring takes place, along with a pivot as needed to stay on track.

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

Teachers will use prior year data and ongoing formative assessments to progress monitor students. Teachers will utilize supplemental resources provided through SAVVAS and other ELA resources provided through the district to meet the needs of each student during Tier 1 instruction.

Person Monitoring:
Classroom Teachers

By When/Frequency:
Monthly

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

Teachers will analyze data from formative assessments to see if student understanding and performance improve in areas where these strategies are emphasized. The team will look for trends in student achievement over time. Administrators and instructional coaches can conduct walkthroughs or formal observations, specifically looking for the use differentiation during Tier 1 ELA instruction.

Action Step #2

Teachers will engage in professional learning that is provided by administration, district specialists, and fellow colleagues that are aligned with our SIP goal specific to differentiation during Tier 1 instruction.

Person Monitoring:
Beth Turbeville-Principal

By When/Frequency:
Monthly

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

Professional learning is intentionally planned and will be delivered by the KHE administrative team in alignment with our SIP goal specific to differentiation during Tier 1 ELA instruction. Each month, team leaders will bring Tier 1 progress monitoring data to the SBLT and the team will evaluate the progress to determine next steps.

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.

Description: Targeted focus on chronic absenteeism, addressing the number of students who miss 10% or more of school days throughout the school year.

Impact on Student Learning: Aims to maximize instructional time for learning.

Rationale: Due to a consistent number of chronically absent students throughout previous years, we will provide an attendance framework for building relationships, mentorship, and to educate families on the importance of school 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.

Based on Focus attendance data, our area of focus is **chronic absenteeism**. By using the strategies and the action plan as described in our School Improvement Plan, we will *reduce* **chronic absenteeism** from 19% to **15%** by the end of the 2026-2027 school year.

Monitoring

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

Progress towards the desired outcome will be measured through:

- weekly attendance meetings with the school based attendance team
- daily attendance tracking
- SST meetings with families to prevent chronic absenteeism
- Climate student survey data in 2027 (an increase in desire to come to school)

Person responsible for monitoring outcome

Attendance Team

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:

KHE will implement our PBIS initiatives through the OneClay Culture lessons in the portal and through our school-based PBIS expectations and incentives.

Rationale:

Through the PBIS lessons on our campus, our hope is that students will find the intrinsic value in coming to school. Through extrinsic prizes or rewards, our PBIS initiative can also encourage students to come to school, as well. Our attendance team will continue to plan fresh and new ideas to reduce our chronic absenteeism to encourage students to consistently come to school to increase academic proficiency.

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

Teachers will begin the school year by establishing a positive relationship with parents and will track student attendance daily. Teachers will make phone calls home to parents after 3 missed days to check on the well-being of students and will log this information into a spreadsheet created by the attendance team and into the Focus contact log.

Person Monitoring:

Teachers

By When/Frequency:

Daily/ weekly

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

The attendance secretary monitors daily student attendance along with teacher and school contact with parents and families through a school wide spreadsheet where information and tracking of student attendance is logged after parent contact is made regarding 3 missed school days in a row. The attendance team will meet every Tuesday at 9:00 AM to discuss and analyze ongoing attendance data utilizing the spreadsheet that teachers have completed and align with attendance reports run through Focus. The attendance team will work to follow the attendance decision tree sending postcards, letters and schedule SST meetings according to the number of absences a student may have. The attendance team will notify the principal of chronic attendance concerns. The attendance team will intervene with families of students who begin to have some attendance concerns to have a proactive approach to keep students in school consistently.

Action Step #2

Professional learning will be provided quarterly by school based PBIS team, Attendance team, and district based Climate and Culture and will focus on strategies to actively engage student interest and student engagement.

Person Monitoring:

Attendance Team/ PBIS Team

By When/Frequency:

Monthly

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

The PBIS team will analyze behavioral data from classroom PBIS lessons, discipline referrals, and classroom behavior to see if student understanding of school and district PBIS expectations are meeting the needs of KHE. The team will look for trends in student discipline and participation over time. The PBIS and Attendance teams will meet with the leadership team to collaborate on PBIS and Attendance team initiatives to ensure high interest incentives for behavior and attendance are increasing student attendance and positively impacting student discipline across common areas. In collaboration, PBIS and Attendance teams will determine the need for relevant quarterly professional learning to align the strategy and student engagement based on what is occurring campus wide.

Action Step #3

School-Based Leadership Team Meetings will be held monthly to correlate student attendance with the impact on academic achievement for specific students.

Person Monitoring:

SBLT

By When/Frequency:

Monthly

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

The SBLT will conduct monthly data triangulations, comparing student academic data, discipline data and attendance data. By analyzing the correlation between a positive climate and academic

performance, the school can identify if behavioral improvements are successfully leading to higher student achievement and address any remaining instructional gaps.

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.

<https://www.oneclay.net/o/khe/>

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)).

At KHE, we strive to build positive bonds with the Keystone Heights community. Our community school is filled with teachers and staff who live within walking distance and are generational learners. We are thrilled to offer multiple family engagement nights including an art show, chorus concerts, and a STEAM night. We also send home our monthly "Tribe Talk!" newsletter showcasing all of the activities and events taking place on our campus. Parents enjoy eating lunch with their children in our cafeteria and know most of our staff on a first name basis! We simply love our Keystone community!

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)).

Our school is always looking ahead for ways in which to strengthen the academic program for our

students. Our economically disadvantaged rating is 100% in our surrounding demographic and we have the challenge of meeting the basic needs of our students before academic needs. Over the last two years we attempted to have an accelerated ELA and math 4th, 5th and 6th class, the data did not support it's success. This year we are focusing on differentiation at Tler 1 in all subject areas and aligned benchmark instruction in all subject areas to strengthen our academic program as a whole.

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)).

We utilize our Title 1 funding to fund people- our math/science coach, to lead grade level PLC's and serve as mentor,- our MTSS coordinator and reading coach, to help assist with our student intervention team and mentor teachers in ELA, and to fund 6 Title 1 assistants to assist teachers with providing small group instruction to students. All of these people are used to support our SIP goals in an effort to meet our measurable outcomes for student success.

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)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

KEYSTONE HEIGHTS JR-SR HIGH



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all students. We will increase student achievement by providing students with learning opportunities that are rigorous and relevant, which transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

KHHS exists to prepare lifelong learners for success in a global and competitive workplace and to help them acquire applicable life skills.

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

Melanie Rodriguez

melanie.rodriguez@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Community Liaison

Master Schedule
School HR
Workers' Comp
Enrollment Projections
Communications
Pre-Planning
Professional Development
Public Relations
School Advisory Council
School Board Liaison
School Budget
Administrative Assistants
Summer School
Academic & Athletic Supplements
Suspension Reviews
Instructional Resources
CPS
Boys & Girl's Club
Volunteers
School Improvement Plan
PD Facilitator

Leadership Team Member #2

Employee's Name

Barry Underwood

barry.underwood@myoneclay.net

Position Title

Vice Principal

Job Duties and Responsibilities

11th & 12th Grade Activities

Clubs/Activities/Field Trips

Duty Assignments

Parking

Maintenance/W.O.

FSSAT/CSTAG

Teacher Certification/OOF

FTE

KEYS

MSDS Records

Lunch Schedules for Staff

Master Schedule

Exam Schedules (end of semester)

Course Catalog

Title IX Coordinator

Grades (Posting & Changes)

Electives/CTE Teachers

Substitutes

Custodians

Facilities/FISH

Curriculum Council

PD Facilitator

Leadership Team Member #3

Employee's Name

Spencer Johnson

spencer.johnson@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

9th & 10th Grade Activities

Testing

PBS

SST/Attendance

FIC Cards

Furn./Property

EWS-Attendance

Chromebooks

Bus Duty (morning/afternoon)

Bus Evacuations

Fire/Tornado Drills

TOY/SREY

Summer School (LEAD)

SS/Science Teachers

New Teachers

PD Facilitator**Leadership Team Member #4****Employee's Name**

Jillian Lee

jillian.lee@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

7th & 8th Grade Activities

ESE/ESOL

Professional Development

MTSS/504

Title I

Master Schedule ESE Support

CPS Wellness/OPS Team

OneClay Cultural Lessons

School Advisory Council

ELA/Reading Teachers

Literacy Team

Web Crew/Indian Welcome

PBIS

MTSS/504

CPS

School Improvement Plan

PD Facilitator

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.

The process of developing the 2026-2027 School Improvement Plan involved collaboration among the school leadership team, our Title I Coordinator, our District Title I Curriculum Specialist, and our School Advisory Council, which comprises teachers, students, and business partners. Their input was used to help build our area of focus based on our student data.

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 progress monitoring of our SIP will be based on student PM1, PM2, and PM3 FAST data, student attendance, and student achievement based on subgroups. Our SAC team will meet quarterly to discuss our progress in meeting our goals and develop new strategies if needed.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 7-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	93.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) 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>	2025-26: B 2024-25: B 2023-24: B 2022-23: A 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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								206	248	454
Absent 10% or more school days								6	6	12
One or more suspensions								51	46	97
Course failure in English Language Arts (ELA)								15	14	29
Course failure in Math								14	21	35
Level 1 on statewide ELA assessment								40	47	87
Level 1 on statewide Math assessment								30	19	49
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)								60	80	140
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)								30	19	49

Current Year 2026-27

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								30	24	54

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								5	16	21
Students retained two or more times										0

Prior Year (2025-26) 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		
School Enrollment								114	89	203	
Absent 10% or more school days								54	52	106	
One or more suspensions								41	34	75	
Course failure in English Language Arts (ELA)								21	27	48	
Course failure in Math								31	35	66	
Level 1 on statewide ELA assessment								48	32	80	
Level 1 on statewide Math assessment								43	19	62	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0	
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0	

Prior Year (2025-26) 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								63	52	115

Prior Year (2025-26) 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								3	4	7
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 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
	9	10	11	12	
School Enrollment	181	194	185	195	755
Absent 10% or more school days	43	53	51	56	203
One or more suspensions	22	29	22	10	83
Course failure in English Language Arts (ELA)	12	1	4	7	24
Course failure in Math	7	0	16	16	39
Level 1 on statewide ELA assessment	18	20	0	0	38
Level 1 on statewide Algebra assessment	10	17	11	0	38

Current Year (2026-27)

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
	9	10	11	12	
Students with two or more indicators	17	17	21	17	72

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	18	12	18	14	62

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	0	0
Students retained two or more times	0	0	0	0	0

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	54	69	62	57	66	59	55	64	55
Grade 3 ELA Achievement									
ELA Learning Gains	50	62	59	53	60	58	52	62	57
ELA Lowest 25th Percentile	48	59	55	50	59	56	44	62	55
Math Achievement*	64	61	52	61	59	49	61	61	45
Math Learning Gains	53	44	45	51	48	47	57	60	47
Math Lowest 25th Percentile	43	41	44	33	42	49	41	61	49
Science Achievement	59	82	74	58	82	72	53	80	68
Social Studies Achievement*	79	85	76	77	84	75	71	83	71
Graduation Rate	91	97	94	93	95	92	91	94	90
Middle School Acceleration	58			61			64		
College and Career Acceleration	74	67	74	70	63	69	72	60	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					69	52		51	49

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	674
Total Components for the FPPI	11
Percent Tested	98%
Graduation Rate	91%

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
61%	60%	60%	67%	54%	51%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	45%	No		
Black/African American Students	54%	No		
Hispanic Students	53%	No		
Multiracial Students	65%	No		
White Students	62%	No		
Economically Disadvantaged Students	59%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	54%		50%	48%	65%	53%	43%	59%	79%	58%	91%	74%	
Students With Disabilities	28%		45%	46%	39%	46%	45%	26%	56%	31%	92%	46%	
Black/African American Students	55%		37%		53%	47%		80%					
Hispanic Students	35%		48%	33%	31%	36%	50%	42%	71%		91%	90%	
Multiracial Students	53%		69%		56%	62%		62%	86%				
White Students	55%		49%	49%	67%	55%	42%	60%	80%	58%	91%	74%	
Economically Disadvantaged Students	49%		50%	52%	59%	50%	41%	54%	77%	47%	92%	76%	

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	57%		53%	50%	61%	51%	33%	58%	77%	61%	93%	70%	
Students With Disabilities	31%		43%	45%	35%	39%	30%	29%	58%	25%	98%	41%	
Black/African American Students	59%		75%		56%	31%							
Hispanic Students	38%		46%	33%	42%	45%	33%	19%	80%				
Multiracial Students	62%		53%		50%	29%							
White Students	58%		54%	52%	62%	53%	34%	60%	77%	62%	94%	73%	
Economically Disadvantaged Students	49%		49%	46%	55%	49%	35%	49%	70%	52%	82%	36%	

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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	55%		52%	44%	61%	57%	41%	53%	71%	64%	91%	72%	
Students With Disabilities	25%		38%	39%	35%	45%	35%	31%	53%	31%	97%	41%	
Black/African American Students	31%		31%		54%	70%							
Hispanic Students	46%		42%		42%	63%	60%	53%	80%		91%	50%	
Multiracial Students	56%		56%		64%	62%					92%	73%	
White Students	56%		53%	43%	62%	57%	39%	54%	70%	68%	90%	73%	
Economically Disadvantaged Students	47%		49%	43%	52%	56%	41%	45%	68%	56%	89%	56%	

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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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	7	56%	62%	-6%	62%	-6%
ELA	8	44%	61%	-17%	60%	-16%
ELA	9	63%	66%	-3%	60%	3%
ELA	10	51%	69%	-18%	61%	-10%
Math	7	44%	50%	-6%	53%	-9%
Math	8	73%	71%	2%	61%	12%
Science	8	48%	61%	-13%	52%	-4%
Civics	7	90%	95%	-5%	77%	13%
Civics	8	83%	82%	1%	75%	8%
Biology	9	86%	95%	-9%	87%	-1%
Biology	10	54%	67%	-13%	60%	-6%
Algebra	8	98%	93%	5%	84%	14%
Algebra	9	51%	63%	-12%	41%	10%
Algebra	10	17%	39%	-22%	31%	-14%
Geometry	9	96%	87%	9%	75%	21%
Geometry	10	47%	53%	-6%	40%	7%
Geometry	11	12%	26%	-14%	26%	-14%
History	11	68%	83%	-15%	75%	-7%
History	12	75%	67%	8%	56%	19%
Biology	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

9th grade ELA increased by 14 points.

Geometry increased by 14 points.

9th grade ELA worked collaboratively with District Coach.

Geometry scores increased due to having a more experienced Geometry teacher.

Lowest Performance

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

8th Grade ELA

8th Grade Science

7th Grade Math

8th and 10th-grade (2028 and 2030 cohorts) have historically had our lowest proficient scores.

We lost an experienced veteran teacher in our 7th-grade math.

Greatest Decline

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

10th ELA -13 pts

8th ELA -12pts

7th Math -9

8th and 10th-grade (2028 and 2030 cohorts) have historically had our lowest proficient scores.

We lost an experienced veteran teacher in our 7th-grade 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.

8th grade ELA showed the greatest gap vs state average w/ 16% difference.

8th grade ELA cohort (2030) have historically had our lowest proficient scores.

EWS Areas of Concern

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

JH Behavior - 97

HS Attendance - 203

Highest Priorities

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

ELA 9th and 10th

8th Math Proficiency

JH Acceleration

ESE - SDI

PBIS - Behavior JH/Attendance SH

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

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.

Description: Improving proficiency in 9th-grade ELA and 8th-grade Math through rigorous, differentiated instruction. We are targeting foundational gaps to ensure all students are prepared for high school milestones like Algebra 1 and 10th-grade ELA.

Rationale: 2025–26 data shows both cohorts at only 44% proficiency. Specifically, 9th-grade ELA students are 17% below the district average, and 8th-grade Math students are 6% below the district. These specific gaps represent a critical need that must be addressed to ensure future graduation success.

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.

Overall walkthrough data will show a 30% increase in Indicators C.2 (Rigorous task) and S.2 (Student engages in differentiated learning tasks), and will show a 50% increase specifically in ELA and math classrooms. By May of 2027, the percentage of students scoring at or above Level 3 on the Florida Assessment of Student Thinking (FAST) in 9th-grade ELA will increase from 44% to over 50%, and our 8th-grade Math will increase from 44% to over 50%.

Monitoring

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

Progress toward the desired outcomes will be monitored through:

Weekly admin meeting. Leadership will review trends from classroom walkthroughs, focusing on the indicator C.2 (Rigorous task) and S.2 (Differentiation).

Weekly content Professional Learning Communities, where teachers are analyzing student work, common assessments, and determining if/when and with whom remediation is necessary.

Monthly department head meetings will identify data trends using PM data to ensure classroom rigor is translating into student mastery, and adjust the PL calendar as needed.

Impact: This cycle provides real-time feedback, ensuring every student consistently engages with benchmark-level content. By identifying and closing “rigor gaps” immediately, we ensure all students have an opportunity to engage in rigorous lessons with high-quality instruction and a direct increase in student proficiency.

Person responsible for monitoring outcome

ELA Content Administrator, Jillian Lee, Math Content Administrator, Melanie Rodriguez

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 is implementing a High-Impact Instructional Framework that focuses on explicit and systematic instruction, corrective feedback, differentiation, and scaffolded supports. These evidence-based strategies are designed to improve outcomes for all students, especially students with disabilities, by ensuring access to rigorous, benchmark-aligned tasks. This approach is grounded in research from sources such as What Works Clearinghouse and High-Leverage Practices in Special Education.

Rationale:

This strategy (improving strong instruction) was selected to directly address learning gaps identified in student performance data, particularly among students with disabilities. Research shows that explicit instruction, corrective feedback, differentiation, and scaffolding are highly effective in supporting struggling learners. These practices promote clarity, engagement, and mastery of rigorous content, making them essential for improving academic outcomes and increasing access to grade-level standards.

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

Benchmark-aligned rigorous task

Person Monitoring:

Jillian Lee (ELA Content Administrator) and
Melanie Rodriguez (Math Content Administrator).

By When/Frequency:

Ongoing, weekly from August 2026 through May
2027.

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

Administrators will conduct weekly classroom walkthroughs to observe instruction, track trends for indicators C.2 and S.2, and review progress during weekly leadership meetings.

Action Step #2

Professional Learning

Person Monitoring:

Jillian Lee and Melanie Rodriguez.

By When/Frequency:

Monthly throughout the 2026-2027 school year.

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

Professional learning will be provided monthly in the format of collaborative coaching cycles and targeted data-driven planning sessions by the ELA and Math Content Administrators and will focus on aligning daily student tasks to the rigor of state benchmarks and executing effective small-group differentiation.

Progress will be monitored during monthly department head meetings, where leadership will cross-reference walkthrough trends with Progress Monitoring (PM) data to adjust the professional learning calendar as needed.

Action Step #3

School-based Leadership Team

Person Monitoring:

Jillian Lee and Melanie Rodriguez.

By When/Frequency:

Monthly through May 2027.

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

School-based Leadership Team meetings will be held monthly to reflect on how rigorous task implementation and differentiation are impacting student achievement by analyzing classroom walkthrough metrics, reviewing common assessment data, and ensuring that weekly PLC remediation plans are closing student "rigor gaps" immediately.

The team will review monthly school-wide data sets to verify progress toward the targeted 30% increase in rigorous/differentiated indicators and the 50% increase in literacy and math focus classrooms. The data analysis provided by these meetings will drive leadership decisions to determine the need for teacher data discussions, student data chats, and/or coaching implementation based on need.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

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.

Description: Focusing on integrating differentiation, scaffolded supports, and benchmark-aligned checks for understanding within a rigorous tasks framework to provide intentionally targeted, specially designed instruction for all learners.

Rationale: 2025–26 data reveal a significant achievement gap for the SWD subgroup compared to non-ESE peers: 27% lower in ELA, 28% lower in Math, 36% lower in Science, and 24% lower in Social Studies. This disparity highlights a critical need for systematic scaffolding to ensure equitable proficiency across all core content areas.

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.

25-26 Walkthrough data shows 32.1% of classroom walkthroughs exhibited differentiation.

Walkthrough data will show an increase of 30% in indicator S.2 (Students engaged in differentiated learning tasks based on needs) in all subject areas. By the end of May 2027, SWD subgroup will have an increase of 10% proficiency on FAST ELA assessments and FAST Math assessments.

Monitoring

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

Progress toward the desired outcomes will be monitored through:

Weekly admin meeting. Leadership will review trends from classroom walkthroughs, focusing on indicator S.2 (Students engaged in differentiated learning tasks based on needs).

Daily classroom walkthroughs and coaching cycles are specifically designed for the implementation and documentation of differentiated instruction to meet the needs of the SWD subgroup.

Weekly content, Professional Learning Communities will identify specific students and the appropriate level of support after analyzing work samples, common assessments, and PM data. PLCs will focus on what benchmarks are being taught, how they are being taught, who has/has not mastered a specific benchmark, and next steps for remediation/enrichment.

Impact: An increase in indicator S.2 (Students engaged in differentiated learning tasks based on needs) of 30%, integrated with an emphasis on rigorous tasks, via walkthrough data, will significantly impact the learning experience for the SWD subgroup by holding students to high expectations and

meeting subgroups' individual learning needs.

Person responsible for monitoring outcome

ELA Content Administrator, Jillian Lee; Math Content Administrator, Melanie Rodriguez; ESE Administrator, Jillian Lee; Science and Social Studies Content Administrator, Spencer Johnson

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:

This intervention involves the integration of intentional differentiation, specially designed accommodations, and benchmark-aligned checks for understanding within a rigorous tasks framework. It focuses on providing "specially designed instruction" tailored to the individual needs of the Students with Disabilities (SWD) subgroup. Key components include using classroom walkthroughs and coaching cycles to monitor the execution of indicator S.2 (Students engaged in differentiated learning tasks based on needs) to ensure students are held to high expectations while receiving the necessary support to succeed.

Rationale:

Prior year data from 2025–26 highlights a profound achievement gap for the SWD subgroup, who performed 27% lower in ELA, 28% lower in Math, 36% lower in Science, and 24% lower in Social Studies than their non-ESE peers. Furthermore, walkthrough data indicate that only 32.1% of classrooms currently exhibit differentiation. This intervention was identified as a crucial need because systematic scaffolding and targeted differentiation are essential to closing these significant proficiency gaps and ensuring equitable access to core content for all learners.

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

Teachers will integrate intentional differentiation, specially designed accommodations, and benchmark-aligned checks for understanding within the rigorous tasks framework to maximize engagement and comprehension for the Students with Disabilities (SWD) subgroup across all core subject areas.

Person Monitoring:

ELA Content Administrator, Jillian Lee; Math Content Administrator, Melanie Rodriguez; ESE Administrator, Jillian Lee; Science and Social

By When/Frequency:

Monthly, Weekly, Daily, ongoing from August 2026 through May 2027

Studies Content Administrator, Spencer Johnson

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

Professional learning will be provided quarterly in the format of peer observations, co-planning sessions, and ESE coaching cycles by the ESE instructional support team, which will focus on building effective scaffolding strategies and real-time checks for understanding that do not lower grade-level rigor.

IV. Positive Learning 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.

KHHS average daily attendance increased to 94% school-wide during the 25-26 school year. However, according to the 2026 climate survey, 41.6% of JH students and 40.5% of HS students surveyed expressed they liked coming to school everyday. The student learning experience is a crucial part of academic achievement. By increasing the percentage of students who enjoy being at school everyday, academic proficiency, learning gains, and overall student well-being will increase.

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.

Based on 2025-2026 climate survey data, 41.6% of JH students and 40.5% of HS students surveyed said they liked coming to school everyday. By the 2026-2027 climate survey release, an increase by 20% in both JH and HS students.

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.

Progress toward the desired outcomes will be monitored through:

It starts with student connection at KHHS. Increasing recruitment initiatives for student groups (Student Council, WEB, Athletic Leadership Council), clubs (robotics, gaming club, Boys & Girls Club), extra-curricular activities (band, athletics, ROTC) and CTE programs have shown to make a

significant, positive impact on the student learning experience.

Updating school culture wraps in hallways and cafeteria to highlight student groups, academic achievement, fine arts, CTE programs, and athletics.

Teachers will greet students at the classroom door daily, promoting a safe and welcoming learning environment. Teachers will utilize discipline flowchart to maximize student learning and decrease office discipline referrals by 10%.

Weekly recognitions for Students of the Week, CTE student of the week, and attendance recognitions to highlight student achievement and attendance. Addition of a KHHS Citizen of the Week to highlight students who exhibit our T.R.I.B.E traits (T-Tenacity, R-Respect, I-Integrity, B-Belonging, E-Excellence).

Monthly data chats with PBIS team to analyze student discipline, attendance, and problem-solve to meet the needs of students. Weekly positive phone calls home by PBIS team.

Person responsible for monitoring outcome

PBIS Administrator, Jillian Lee; Dean, Justin Hunter

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:

Faculty and staff will establish positive connections with students through engaging/active classrooms and by incorporating a Positive Behavioral Intervention System. KHHS will foster student expectations of success at the beginning of the school year in grade-level assemblies. KHHS will provide meaningful two-way communication between the school and families.

Rationale:

Using the Center of PBS guide, research shows teachers need to establish a positive connection with students, families, and other educators. When we establish these connections, students in return will feel connected to their teachers or peers. Families will feel connected by receiving information via email, in person, social media, or positive phone calls from home. Research says teachers need to engage students in relevant learning. Most students do not like to sit in a boring classroom. Students are more up to come to school if their classes are more engaging. Teaching students positive expectations at the beginning of the school year sets them up for success!

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

Weekly Discipline Review

Person Monitoring:

Jillian Lee (PBIS Administrator) and Justin Hunter (Dean).

By When/Frequency:

Daily, ongoing from August 2026 through May 2027.

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

Teachers will greet students at the classroom door daily to promote a safe, welcoming learning environment and will utilize the school's discipline flowchart to maximize student learning time and actively work to decrease office discipline referrals (ODRs) by 10%.

Administrators and the Dean will conduct daily environment checks and track weekly discipline referral rates to ensure the flowchart is being utilized consistently across all classrooms.

Action Step #2

Professional Learning

Person Monitoring:

Jillian Lee and Justin Hunter.

By When/Frequency:

Quarterly throughout the 2026-2027 school year.

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

Professional learning and orientation will be provided quarterly in the format of whole-group PBIS sessions and collaborative team planning by Jillian Lee and Justin Hunter and will focus on reinforcing our T.R.I.B.E traits (T-Tenacity, R-Respect, I-Integrity, B-Belonging, E-Excellence), executing weekly student/CTE recognitions, and coordinating the student club and extracurricular recruitment initiatives to boost connection.

Impact will be monitored by tracking student participation rates in updated extracurriculars/clubs and documenting the weekly completion of positive phone calls home and Citizen of the Week recognitions.

Action Step #3

Monthly Data Chats

Person Monitoring:

Jillian Lee and Justin Hunter.

By When/Frequency:

Monthly through May 2027.

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

Data meetings will be held monthly with the PBIS team to reflect on how school climate, attendance, and behavioral interventions are impacting student achievement by analyzing localized student discipline data, checking attendance trends, and problem-solving tailored interventions to support student well-being.

The team will cross-reference monthly behavioral and attendance datasets against the prior year's metrics to ensure the campus is on track for a 20% increase in positive student climate survey responses.

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 process by which our school will review school improvement funding allocations and ensure resources are allocated based on need is by incorporating the collaboration of our School Advisory Council, Community Partnership School, Guidance, Teachers, Parents, and Students in the decision-making process. Some resources we will utilize this year for school improvement will be funded through Title 1, as well as our Community Partnership Schools. During our first SAC meeting, we will approve our SIP and collaborate to review resources and address allocations based on student needs. Some resources that will be discussed, but not limited to, are: per-pupil expenditures, instructional time, early intervention, teacher quality, school leadership quality, facilities and rigorous content/courses, and specialized instructional support personnel. Each of these factors contributes to student success and will be discussed to determine which intervention or activity will have the greatest impact on improving our area of focus.

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)).

<https://www.oneclay.net/o/khh/>

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)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

LAKE ASBURY JUNIOR HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant, and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

The School District of Clay County exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

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

Lydia Creel

lydia.creel@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Analyzes data and works with teams to develop goals for LAJH based on historical academic, behavioral, and social emotional learning progress to improve learning outcomes for all students.

Leadership Team Member #2

Employee's Name

Daniel Davis

daniel.davis@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Analyzes data and works with teams to develop goals for LAJH based on historical academic, behavioral, and social emotional learning progress to improve learning outcomes for all students.

Leadership Team Member #3

Employee's Name

Robert Granese

robert.granese@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Analyzes data and works with teams to develop goals for LAJH based on historical academic, behavioral, and social emotional learning progress to improve learning outcomes for all students.

Leadership Team Member #4

Employee's Name

Jennifer Umbaugh

jennifer.umbaugh@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Analyzes data and works with teams to develop goals for LAJH based on historical academic, behavioral, and social emotional learning progress to improve learning outcomes for all students.

Leadership Team Member #5

Employee's Name

Samantha Harney

Samantha.harney@myoneclay.net

Position Title

ELA Classroom Teacher

Job Duties and Responsibilities

ELA teacher and Department Chair working to assist in data analysis as we set goals for student growth and achievement.

Leadership Team Member #6

Employee's Name

Judi McHugh-Clark

Judith.mchughclark@myoneclay.net

Position Title

Math Classroom Teacher

Job Duties and Responsibilities

Mathematics teacher working to assist in data analysis as we set goals for student growth and achievement.

Leadership Team Member #7

Employee's Name

Meg Sieruta

margaret.sieruta@myoneclay.net

Position Title

Science Classroom Teacher

Job Duties and Responsibilities

Science teacher and Department Chair working to assist in data analysis as we set goals for student growth and achievement.

Leadership Team Member #8

Employee's Name

Hannah Harrell

Hannah.harrell@myoneclay.net

Position Title

Social Studies Classroom Teacher

Job Duties and Responsibilities

Social Studies teacher and Department Chair working to assist in data analysis as we set goals for student growth and achievement.

Leadership Team Member #9

Employee's Name

Michael Phillips

Michael.phillips@myoneclay.net

Position Title

ESE Teacher

Job Duties and Responsibilities

ESE Teacher working to ensure that students receive supports designed to help them meet academic and SEL goals as outlined in their IEP or 504.

Leadership Team Member #10

Employee's Name

Heather Kane

Heather.kane@myoneclay.net

Position Title

School Counselor

Job Duties and Responsibilities

As a school counselor, she designs and delivers academic and SEL counseling aimed at improving student outcomes. Leading, advocating and collaborating to promote equity and access for all students by connecting the school counseling program to the school's academic mission and school improvement plan.

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 identifying key stakeholders, including members of the school leadership team, staff, parents, students, and community leaders, their insight and feedback was gathered. This information was analyzed to identify common themes and concerns and integrated into the draft of the SIP. An opportunity to review and vet the plan was provided to further validate and refine the plan, ensuring that it is reflective of the collective vision of our school community and the expectation that all students be taught to high academic standards.

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 SIP will be regularly monitored via weekly classroom walkthroughs, student progress monitoring of academics, SEL participation, SAC meeting notes, Curriculum Council reviews, analysis of survey results, and systematic reviews of discipline data to ensure equitable outcomes. We also monitor faculty PLC participation and feedback and actively solicit staff and community input. A variety of analyzed data results will be shared and reviewed monthly with the school leadership team, SAC, and community stakeholders, with adjustments made as needed and recommended by the team.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	51.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) 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>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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							437	491	470	1,398
Absent 10% or more school days							71	105	104	280
One or more suspensions							58	70	69	197
Course failure in English Language Arts (ELA)							8	4	3	15
Course failure in Math							2	14	8	24
Level 1 on statewide ELA assessment							40	72	47	159
Level 1 on statewide Math assessment							69	64	38	171
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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							56	69	50	175

Current Year 2026-27

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

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

Prior Year (2025-26) 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		
School Enrollment											0
Absent 10% or more school days								93	134		227
One or more suspensions								48	71		119
Course failure in English Language Arts (ELA)								3	10		13
Course failure in Math								13	15		28
Level 1 on statewide ELA assessment								57	145		202
Level 1 on statewide Math assessment								46	56		102
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)											0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)											0

Prior Year (2025-26) 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								58	86	144

Prior Year (2025-26) 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	11	13
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	63	64	62	66	63	58	60	61	53
Grade 3 ELA Achievement	19			27					
ELA Learning Gains	55	58	61	59	58	59	58	57	56
ELA Lowest 25th Percentile	47	50	53	52	51	52	47	47	50
Math Achievement*	75	72	65	81	74	63	77	72	60
Math Learning Gains	66	60	62	61	60	62	63	60	62
Math Lowest 25th Percentile	58	53	57	60	58	57	61	57	60
Science Achievement	64	64	57	64	62	54	67	64	51
Social Studies Achievement*	89	86	77	85	85	73	85	83	70
Graduation Rate									
Middle School Acceleration	73	75	82	75	64	77	73	61	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				65			53		
						56			49

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	590
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
66%	67%	66%	68%	59%	60%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	47%	No		
English Language Learners	59%	No		
Asian Students	77%	No		
Black/African American Students	61%	No		
Hispanic Students	60%	No		
Multiracial Students	68%	No		
White Students	67%	No		
Economically Disadvantaged Students	60%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	63%		55%	47%	75%	66%	58%	64%	89%	73%			
Students With Disabilities	40%		39%	33%	57%	59%	51%	33%	73%	35%			
English Language Learners	49%		55%	54%	66%	63%	53%	41%	94%	57%			
Asian Students	80%		55%		90%	80%				80%			
Black/African American Students	54%		61%	57%	62%	63%	47%	57%	89%	59%			
Hispanic Students	59%		54%	48%	68%	60%	55%	46%	88%	61%			
Multiracial Students	58%		63%	55%	77%	70%	79%	61%	83%	69%			
White Students	66%		53%	42%	78%	67%	58%	69%	90%	76%			
Economically Disadvantaged Students	56%		51%	44%	69%	61%	59%	51%	87%	66%			
28/2026													

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	66%		59%	52%	81%	61%	60%	64%	85%	75%			
Students With Disabilities	42%		52%	49%	62%	64%	55%	35%	66%	45%			
English Language Learners	55%		62%	62%	70%	73%	73%						
Black/African American Students	51%		51%	53%	71%	61%	53%	50%	79%	77%			
Hispanic Students	64%		56%	58%	78%	63%	67%	60%	89%	58%			
Multiracial Students	59%		57%	56%	82%	61%		63%	97%	66%			
White Students	68%		61%	51%	82%	61%	59%	66%	83%	78%			
Economically Disadvantaged Students	60%		58%	53%	76%	60%	56%	59%	83%	65%			

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	60%		58%	47%	77%	63%	61%	67%	85%	73%			
Students With Disabilities	26%		42%	44%	47%	56%	57%	34%	52%	39%			
English Language Learners	44%		55%	45%	63%	66%	54%	53%	80%				
Black/African American Students	51%		58%	50%	61%	57%	61%	46%	67%	79%			
Hispanic Students	54%		57%	39%	74%	66%	60%	58%	84%	60%			
Multiracial Students	59%		51%	15%	82%	63%		70%	86%	69%			
White Students	63%		58%	51%	79%	64%	61%	72%	88%	74%			
Economically Disadvantaged Students	55%		54%	43%	68%	60%	60%	58%	81%	71%			

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	68%	72%	-4%	62%	6%
ELA	7	58%	62%	-4%	62%	-4%
ELA	8	64%	61%	3%	60%	4%
Math	6	72%	70%	2%	60%	12%
Math	7	42%	50%	-8%	53%	-11%
Math	8	82%	71%	11%	61%	21%
Science	8	65%	61%	4%	52%	13%
Civics	7	99%	95%	4%	77%	22%
Civics	8	87%	82%	5%	75%	12%
Algebra	7	100%	99%	1%	96%	4%
Algebra	8	90%	93%	-3%	84%	6%
Geometry	8	94%	98%	-4%	95%	-1%

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?

Civics EOC Achievement demonstrated the greatest improvement, increasing from **85% to 90% proficiency**, while **Mathematics Learning Gains** also increased from **62% to 66%**. These gains reflect the continued implementation of benchmark-aligned instruction, frequent data analysis through PLCs, targeted intervention based on formative assessment data, and consistent use of rigorous instructional practices. Teachers regularly monitored student progress, adjusted instruction, and provided timely support, resulting in improved student achievement.

Lowest Performance

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

Grade 7 Mathematics Achievement showed the lowest performance, declining to **42% proficiency**, while **ELA Learning Gains of the Lowest 25%** also decreased from **52% to 48%**. Several factors contributed to these results. The current Grade 7 cohort demonstrated lower academic performance across multiple content areas, indicating a cohort trend rather than a single subject concern. Additionally, increased learning gaps and the continued need for differentiated Tier I instruction impacted student achievement. These data reinforce the need for consistent schoolwide instructional practices, increased opportunities for reading, writing, speaking, and listening across content areas, and strengthened supports for students requiring additional intervention.

Greatest Decline

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

Grade 7 Mathematics Achievement experienced the greatest decline, decreasing from **58% proficiency in 2025 to 42% in 2026**, while **Grade 7 ELA Achievement** declined from **65% to 58%**. This cohort demonstrated lower performance across multiple content areas, indicating a consistent academic trend rather than an isolated area of concern. Contributing factors included staffing vacancies that resulted in periods of substitute instruction, as well as inconsistent implementation of Tier I instructional practices. These results highlight the need for greater consistency in benchmark-aligned instruction, rigorous grade-level tasks, and schoolwide instructional expectations to improve

achievement for all learners.

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.

Grade 7 Mathematics Achievement demonstrated the largest gap compared to the state average, with Lake Asbury Junior High scoring **42% proficiency** compared to the **Florida average of 53%**, an 11-point difference.

Analysis of student performance and instructional data indicated a need for greater consistency in Tier I instruction across classrooms. While advanced mathematics courses continued to perform at exceptionally high levels (**94% proficiency in both Algebra I and Geometry**), instructional practices in general education classrooms varied in rigor and consistency. Additionally, students would benefit from more intentional implementation of schoolwide literacy and problem-solving strategies, including text annotation, evidence-based writing (RACE), and mathematical problem solving (CUBE) to strengthen comprehension, reasoning, and application across all content areas. These findings directly informed the school's 2026–2027 improvement plan focused on consistent instructional systems, literacy across the curriculum, and increased support for students requiring additional scaffolds.

EWS Areas of Concern

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

Concentration of Students with Multiple Early Warning Indicators:

A significant number of students demonstrate two or more Early Warning Indicators, including chronic absenteeism, behavioral referrals, and course failures in ELA and/or Mathematics. These students require consistent Tier I instruction, timely intervention, and coordinated academic and behavioral supports through the school's MTSS process.

Consistency of Tier I Instruction and Student Engagement:

Walkthrough observations, discipline data, and student performance trends indicate a need for greater consistency in classroom routines, instructional expectations, and student engagement. Classrooms impacted by staffing transitions experienced increased disruptions and reduced instructional time, reinforcing the need for schoolwide instructional systems and consistent implementation of Tier I practices.

Highest Priorities

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

1. **Strengthen Consistent, High-Quality Tier I Instruction**
2. **Implement Schoolwide Literacy, Academic Vocabulary, and Student Discourse**
3. **Strengthen Professional Learning Communities to Improve Instruction and Student Achievement**

4. Strengthen Positive Learning Environments Through Consistent Routines and ROAR Expectations

5. Increase Achievement for Students with Disabilities Through Effective Co-Teaching and Differentiated Instruction

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Benchmark-aligned instruction, ELA, Professional Learning, Student Engagement

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.

Description

Strengthen Tier I instruction through explicit, benchmark-aligned instructional practices that engage students in reading, writing, speaking, and listening using grade-level content. Instruction will emphasize academic vocabulary, evidence-based writing (RACE), and structured student discourse across all content areas.

Rationale

FAST and statewide assessment data identified a need to strengthen Overall ELA Achievement (63%) and Grade 7 ELA Achievement (58%). Research demonstrates that explicit literacy instruction, academic discourse, and writing across content areas improve comprehension and achievement for all students.

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.

By Spring 2027, Overall ELA Achievement will increase from 63% to 66% as measured by statewide assessment results.

Monitoring

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

Implementation and impact will be monitored through classroom walkthroughs aligned to the OneClay Vision instructional indicators, PLC reviews of student work and assessment data, and analysis of FAST PM1, PM2, and PM3 results. Walkthrough trends, formative assessment data, and student performance outcomes will be used to provide feedback, adjust instruction, and monitor progress toward the measurable outcome.

Person responsible for monitoring outcome

Principal and Assistant Principals

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:

Implement explicit, benchmark-aligned Tier I instruction that provides all students with daily opportunities to read, write, speak, and listen using grade-level content. Instruction will emphasize academic vocabulary, evidence-based writing (RACE), structured student discourse, and frequent checks for understanding aligned to the OneClay Vision.

Rationale:

Research supports explicit instruction, benchmark-aligned learning, academic discourse, and writing across content areas as high-impact instructional practices that improve comprehension, engagement, and student achievement.

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

Implement Schoolwide Literacy Practices

Person Monitoring:

Principal and Assistant Principals

By When/Frequency:

Bi-weekly walk-throughs and PLC attendance

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

Implement consistent schoolwide expectations for academic vocabulary, RACE writing, structured student discourse, and text-based responses across all content areas. Monitor implementation through classroom walkthroughs, student work samples, and PLC discussions.

Action Step #2

Strengthen Benchmark-Aligned Instruction

Person Monitoring:

Principal and Assistant Principals

By When/Frequency:

Bi-weekly

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

Monitor and provide feedback on the implementation of benchmark-aligned learning targets, success criteria, rigorous instructional tasks, and frequent checks for understanding through bi-weekly classroom walkthroughs and PLC participation. Use walkthrough trends, student work, and formative assessment data to identify strengths and instructional next steps.

Action Step #3

Use PLCs to Improve Instruction

Person Monitoring:

Principal and Assistant Principals

By When/Frequency:

Bi-weekly classroom walkthroughs; bi-weekly PLC attendance; FAST PM1, PM2, and PM3; quarterly data reviews.

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

Facilitate collaborative PLCs to analyze student work, formative assessment results, and FAST data to identify instructional adjustments and monitor implementation of schoolwide literacy practices. Use PLC outcomes to guide instructional planning and improve student achievement.

Area of Focus #2

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

Instructional Practice specifically relating to Professional Learning, Student Engagement**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.

Area of Focus Description

Strengthen positive learning environments through consistent classroom routines, explicit behavioral expectations, and bell-to-bell instruction that promotes active student engagement. Establishing predictable instructional environments will maximize instructional time, increase student engagement, and support academic achievement across all grade levels.

Rationale

School climate, Early Warning Indicator data, attendance, discipline, and classroom walkthroughs identified a need for greater consistency in classroom routines, instructional expectations, and student engagement. Strengthening Tier I behavioral supports and instructional routines will maximize instructional time, reduce disruptions, and improve student outcomes.

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.

By Spring 2027, students with two or more Early Warning Indicators will decrease from 143 to 125.

By Spring 2027, office discipline referrals will decrease by 10% (ODRs = were at 1.064 for school year 2025-2026) and positive school climate survey responses related to student behavior and

respect will improve.

Monitoring

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

Implementation and impact will be monitored through classroom walkthroughs, discipline and attendance data, Early Warning Indicator reviews, MTSS meetings, and school climate survey results. Walkthrough trends and student data will be used to provide feedback, strengthen implementation of schoolwide expectations, and monitor progress toward the desired outcomes.

Person responsible for monitoring outcome

Principal and Assistant Principals

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:

Implement consistent Tier I behavioral and instructional practices through explicit teaching of schoolwide expectations, predictable classroom routines, bell-to-bell instruction, and positive reinforcement aligned to ROAR expectations.

Rationale:

Research supports explicit behavioral expectations, predictable routines, and positive behavioral interventions as effective practices for increasing student engagement, maximizing instructional time, and improving academic outcomes.

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

Implement Consistent Classroom Routines

Person Monitoring:

Principals, Assistant Principals, and Dean of Students

By When/Frequency:

Bi-Weekly walk throughs, daily cafeteria and hallway monitoring

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

Implement and reinforce consistent classroom routines, bell-to-bell instructional expectations, ROAR behaviors, and transition procedures across all learning environments. Monitor implementation

through classroom walkthroughs, student engagement observations, and instructional feedback.

Action Step #2

Strengthen Student Engagement

Person Monitoring:

Principal and Assistant Principals

By When/Frequency:

Bi-weekly walk-throughs

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

Monitor student engagement and active participation through classroom walkthrough observations focused on instructional transitions, collaborative learning, and student ownership. Use observation trends to provide feedback and identify opportunities for instructional support.

Action Step #3

Use Student Data to Guide Instruction and Intervention

Person Monitoring:

Principal, Assistant Principal, Dean of Students

By When/Frequency:

Monthly and quarterly data reviews

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

Review attendance, discipline, and academic performance data to identify trends, prioritize student needs, and adjust instructional and behavioral supports. Monitor the effectiveness of schoolwide practices through ongoing analysis of student outcomes and Early Warning Indicator data.

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.

Area of Focus Description

Strengthen student attendance through proactive identification, family communication, and schoolwide supports that promote consistent school attendance and student engagement. Increasing instructional time through improved attendance will support student achievement across all grade levels.

Rationale

Early Warning Indicator and attendance data identified chronic absenteeism as a barrier to student achievement. Students who miss instructional time are less likely to demonstrate proficiency and learning gains. Strengthening attendance monitoring and early intervention will increase student access to high-quality instruction and improve academic outcomes.

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.

By Spring 2027, the percentage of students identified with attendance below 90% will decrease by 10% from the 2025–2026 baseline as measured through Early Warning Indicator and school attendance data.

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.

Attendance data will be reviewed regularly to identify attendance trends, monitor students identified through the Early Warning System, and evaluate the effectiveness of attendance interventions. Student attendance data will be used to guide family outreach, student supports, and schoolwide attendance initiatives to increase instructional time and improve academic outcomes.

Person responsible for monitoring outcome

Principal and Assistant Principals

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:

Implement a comprehensive attendance monitoring and intervention process that includes early identification of attendance concerns, family communication, recognition of positive attendance, and targeted supports for students demonstrating chronic absenteeism. Attendance data will be analyzed regularly to evaluate the effectiveness of interventions and increase student access to daily instruction.

Rationale:

Research demonstrates that early identification, family engagement, positive reinforcement, and timely intervention improve student attendance and increase opportunities for academic success.

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

Monitor and Support Student Attendance

Person Monitoring:

Principal and Assistant Principals

By When/Frequency:

Monthly attendance data reviews

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

Review attendance data monthly to identify attendance trends and students requiring additional support. Implement timely family communication and appropriate attendance interventions for students identified through the Early Warning System. Monitor attendance data to evaluate the effectiveness of interventions and improve student access to daily instruction.

Action Step #2

Promote a Positive Culture of Attendance

Person Monitoring:

Principal and Assistant Principals

By When/Frequency:

Monthly and Quarterly

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

Promote the importance of daily attendance through schoolwide announcements, positive messaging, the grade-level attendance challenge, ROAR recognition, and quarterly attendance celebrations for students and staff. Monitor schoolwide attendance trends to evaluate the effectiveness of attendance initiatives and celebrate improvements in attendance.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

LAKE SIDE ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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

Lakeside's mission is to work collaboratively with all stakeholders to provide a public education that is motivating, challenging, and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant, and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

Lakeside Elementary exists to prepare lifelong learners for success in a global and competitive workplace by acquiring applicable life skills.

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

Dawn Wolfe

dawn.wolfe@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

The principal's duties include working collaboratively with stakeholders to ensure students are receiving high levels of instruction. Responsibilities also include overseeing the school's leadership team, serving as the instructional leader of the school, and providing professional development to

staff based on data and needs. Other duties include communicating with stakeholders, maintaining the budget, and performing other operational functions of the school.

Leadership Team Member #2

Employee's Name

Beth Warner

amanda.warner@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Providing instructional leadership, providing PD to teachers based on data and needs, and working collaboratively with stakeholders to ensure high levels of instruction.

Leadership Team Member #3

Employee's Name

Sandy Damron

sandy.damron@myoneclay.net

Position Title

Intervention Team Facilitator

Job Duties and Responsibilities

Provides input and guidance to promote student achievement by collaborating with teachers and parents regarding student intervention and progress monitoring data.

Leadership Team Member #4

Employee's Name

Amanda Ivins

amanda.ivins@myoneclay.net

Position Title

Kindergarten Team Lead

Job Duties and Responsibilities

As a grade-level team leader, the focus will be on improving student achievement by modeling and supporting effective instructional practices, data analysis practices, parent communication, and overseeing best practices among team members through professional learning communities.

Leadership Team Member #5

Employee's Name

Corrine Johnson

corrine.johnson@myoneclay.net

Position Title

Kindergarten Team Leader

Job Duties and Responsibilities

As a grade-level team leader, the focus will be on improving student achievement by modeling and supporting effective instructional practices, data analysis practices, parent communication, and overseeing best practices among team members through professional learning communities.

Leadership Team Member #6

Employee's Name

Mariah Kern

kateri.kern@myoneclay.net

Position Title

1st Grade Team Leader

Job Duties and Responsibilities

As a grade-level team leader, the focus will be on improving student achievement by modeling and supporting effective instructional practices, data analysis practices, parent communication, and overseeing best practices among team members through professional learning communities.

Leadership Team Member #7

Employee's Name

Katherine Hunt

katherine.hunt@myoneclay.net

Position Title

2nd grade Team Leader

Job Duties and Responsibilities

As a grade-level team leader, the focus will be on improving student achievement by modeling and supporting effective instructional practices, data analysis practices, parent communication, and overseeing best practices among team members through professional learning communities.

Leadership Team Member #8

Employee's Name

Kristal Thomas

kristal.thomas@myoneclay.net

Position Title

3rd Grade Team Leader

Job Duties and Responsibilities

As a grade-level team leader, the focus will be on improving student achievement by modeling and supporting effective instructional practices, data analysis practices, parent communication, and overseeing best practices among team members through professional learning communities.

Leadership Team Member #9

Employee's Name

Jenny Lee

jenny.lee@myoneclay.net

Position Title

4th Grade Team Lead/SAC Co Chair/Title 1 Lead

Job Duties and Responsibilities

Facilitates the development of the SIP and SAC meetings. Provides input and guidance to promote student achievement by collaborating with teachers and parents regarding student intervention and progress monitoring data.

Leadership Team Member #10

Employee's Name

Bryan Corless

bryan.corless@myoneclay.net

Position Title

5th Grade Team Leader

Job Duties and Responsibilities

As a grade-level team leader, the focus will be on improving student achievement by modeling and

supporting effective instructional practices, data analysis practices, parent communication, and overseeing best practices among team members through professional learning communities.

Leadership Team Member #11

Employee's Name

Amanda Davis

amanda.davis@myoneclay.net

Position Title

6th Grade Team Leader

Job Duties and Responsibilities

As a grade-level team leader, the focus will be on improving student achievement by modeling and supporting effective instructional practices, data analysis practices, parent communication, and overseeing best practices among team members through professional learning communities.

Leadership Team Member #12

Employee's Name

Christy Loveland

christine.loveland@myoneclay.net

Position Title

ESE Team Leader

Job Duties and Responsibilities

As a grade-level team leader, the focus will be on improving student achievement by modeling and supporting effective instructional practices, data analysis practices, parent communication, and overseeing best practices among team members through professional learning communities.

Leadership Team Member #13

Employee's Name

Chad Perry

chad.perry@myoneclay.net

Position Title

Resource Team Leader

Job Duties and Responsibilities

As a grade-level team leader, the focus will be on improving student achievement by modeling and supporting effective instructional practices, data analysis practices, parent communication, and

overseeing best practices among team members through professional learning communities.

Leadership Team Member #14

Employee's Name

Lidia DeAngelo

lidia.deangelo@myoneclay.net

Position Title

Intervention Team Facilitator

Job Duties and Responsibilities

Provides input and guidance to promote student achievement by collaborating with teachers and parents regarding student intervention and progress monitoring data.

Leadership Team Member #15

Employee's Name

Tara Bunn

tara.bunn@myoneclay.net

Position Title

Title 1 Lead/SAC Co Chair

Job Duties and Responsibilities

Facilitates the development of the SIP and SAC meetings. Provides input and guidance to promote student achievement by collaborating with teachers and parents regarding student intervention and progress monitoring data.

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.

The stakeholders are comprised of the administration, teachers, parents, and the SAC team. The stakeholders collaborate to create the School Improvement Plan. School-wide data is shared and discussed. The needs and areas of improvement guide the development of the plan. The SAC team

meets quarterly to analyze and share data. The first quarter meeting is to review the current data from Progress Monitoring 1, if available at that time, review the current year's School Improvement Plan, review the Title 1 plan, and discuss any other pertinent information. Quarter 2 and 3 meetings are held to discuss current data, progress toward school improvement goals, Title 1 goals, and any other important information. The last meeting of the year is held in May. During this meeting, goals are established for the next school year that will be included in this plan based on PM 3 data.

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 school improvement plan will be monitored by several school groups throughout the year. The admin team will monitor the goals of the SIP every quarter using school progress monitoring data. Progress towards these goals will also be monitored through classroom walkthroughs. The school-based leadership team will also be responsible for monitoring progress toward established goals using assessment data every quarter. As the plan is being monitored, if necessary, changes need to take place; the admin team, the school-based leadership team, and the SAC team will work collaboratively to make those changes.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	94.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: B 2023-24: B 2022-23: B 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	77	94	79	104	103	107	105			669
Absent 10% or more school days	20	21	18	19	16	20	12			126
One or more suspensions	6	1	8	4	7	15	10			51
Course failure in English Language Arts (ELA)						1				1
Course failure in Math						1	2			3
Level 1 on statewide ELA assessment	7	24	16	11	24	25	9			116
Level 1 on statewide Math assessment	1	12	14	10	17	19	2			75
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	1	5	8	17	24	9			67
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		6	4	6	8	5	1			30

Current Year 2026-27

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	6	9	14	11	15	15	4			74

Current Year 2026-27

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	1	0	6	1	0	0			12
Students retained two or more times										0

Prior Year (2025-26) 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	
School Enrollment	91	81	97	113	101	106	114			703
Absent 10% or more school days	24	21	19	20	18	17	29			148
One or more suspensions	2	6	6	5	12	16	10			57
Course failure in English Language Arts (ELA)				3	1					4
Course failure in Math							3			3
Level 1 on statewide ELA assessment	8	21	18	17	23	36	14			137
Level 1 on statewide Math assessment	4	21	18	17	23	36	14			133
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	37	36	23	23					123
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)			1	1						2

Prior Year (2025-26) 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	18	12	11	29	26	34	9			139

Prior Year (2025-26) 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	1	2	1	4						8
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

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	63	66	62	53	63	59	56	62	57
Grade 3 ELA Achievement	62	66	61	51	66	59	60	65	58
ELA Learning Gains	61	63	63	59	62	60	56	62	60
ELA Lowest 25th Percentile	59	60	58	52	60	56	59	60	57
Math Achievement*	73	69	66	64	67	64	59	67	62
Math Learning Gains	77	69	64	67	65	63	67	68	62
Math Lowest 25th Percentile	67	58	50	58	57	51	63	59	52
Science Achievement	62	67	62	47	62	58	46	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					72	63		55	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	524
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
66%	58%	56%	60%	58%	63%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	46%	No		
English Language Learners	55%	No		
Black/African American Students	62%	No		
Hispanic Students	59%	No		
Multiracial Students	77%	No		
White Students	66%	No		
Economically Disadvantaged Students	62%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	63%	62%	61%	59%	73%	77%	67%	62%					
Students With Disabilities	32%	47%	58%	48%	34%	61%	71%	18%					
English Language Learners	46%		54%	40%	68%	67%							
Black/African American Students	48%		58%	62%	63%	73%	67%	60%					
Hispanic Students	56%	35%	53%	56%	71%	81%	75%	47%					
Multiracial Students	72%		73%		79%	82%							
White Students	67%	73%	63%	54%	75%	74%	58%	67%					
Economically Disadvantaged Students	58%	60%	57%	54%	68%	74%	68%	53%					

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	53%	51%	59%	52%	64%	67%	58%	47%					75%
Students With Disabilities	32%	33%	43%	37%	43%	63%	48%	24%					
English Language Learners	34%		62%	60%	66%	77%	83%						75%
Black/African American Students	46%	36%	56%	38%	48%	58%	67%	25%					
Hispanic Students	49%	48%	58%	64%	64%	75%	60%	42%					78%
Multiracial Students	68%	80%	63%		63%	70%		55%					
White Students	54%	51%	58%	51%	69%	66%	50%	55%					
Economically Disadvantaged Students	50%	45%	58%	50%	57%	63%	58%	42%					76%

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	56%	60%	56%	59%	59%	67%	63%	46%					38%
Students With Disabilities	28%	47%	44%	55%	37%	52%	57%	24%					
English Language Learners	26%	30%	53%	50%	48%	53%							38%
Black/African American Students	41%	47%	49%		37%	46%	60%	36%					
Hispanic Students	51%	50%	63%	62%	59%	72%	76%	39%					41%
Multiracial Students	74%		57%		70%	69%		55%					
White Students	59%	65%	56%	58%	63%	71%	59%	50%					
Economically Disadvantaged Students	53%	55%	56%	58%	53%	66%	62%	45%					32%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	59%	65%	-6%	60%	-1%
ELA	4	57%	64%	-7%	60%	-3%
ELA	5	51%	60%	-9%	61%	-10%
ELA	6	75%	72%	3%	62%	13%
Math	3	66%	69%	-3%	66%	0%
Math	4	63%	65%	-2%	65%	-2%
Math	5	64%	61%	3%	62%	2%
Math	6	91%	70%	21%	60%	31%
Science	5	58%	66%	-8%	60%	-2%

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 data shows growth across multiple subject areas this year, but our single largest increase was in Science, which achieved an outstanding 14-point jump.

Close behind, we also saw double-digit growth in Grade 3 ELA Proficiency and Math Lower Quartile Gains, both improved by 11 points, while Math Learning Gains rose by 10 points. Our overall achievement also reflected this upward trajectory, with Overall ELA Proficiency Gains and Math Overall Achievement both climbing by 9 points.

These significant improvements were reached by focusing on strong Tier 1 Instruction, data-driven grade-level collaboration, and for students who required extra support, rigorous monthly progress monitoring.

Lowest Performance

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

While we are encouraged that none of our data points suffered a decline this year, our areas of lowest growth were centered on school-wide literacy. Specifically, Overall ELA Gains showed the lowest performance with only 2 points of growth, followed closely by our ELA Lower Quartile, which saw only 3 points of growth.

When analyzing these trends alongside our successes—such as the 11-point leap in 3rd-grade ELA proficiency—a clear trend emerges: our primary literacy interventions successfully impacted our youngest testers, but that momentum did not scale evenly across all grade levels or deeply enough into our lowest-performing 25% of students. While our Tier 1 instructional focus lifted baseline proficiency, our school-wide intensive reading interventions were stretched thin across upper-grade levels due to scheduling and personnel issues. This limited the targeted, small-group time necessary to move the needle for students who were already significantly behind.

Greatest Decline

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

Our primary area of concern from the prior year is centered on our Second Grade performance, which experienced notable drops in both core subjects.

The greatest single decline was in Second Grade ELA Proficiency, which dropped 16 points (falling from 63% to 47% proficient). We also experienced a significant setback in Second Grade Math, which declined by 9 points (dropping from 65% to 56% proficient).

Better behavior plans were needed in classrooms. There was not enough time planned for the practice and instruction in phonics. The data was not analyzed effectively and promptly. Gaps were not caught earlier, and interventions should have started sooner. PLC time could have been used more effectively to guide small group instruction in order to close gaps.

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.

When compared to state performance scores, our largest variance was in Fifth Grade ELA, which showed a -10% difference from the state average. The 10% gap indicates a clear trend: while our students may master basic reading skills in earlier grades, they faced a hurdle when transitioning to the high-level critical thinking and stamina required by fifth-grade state standards. A new ELA Curriculum was in place for this school year, and teachers are still learning how to use the curriculum to best meet the needs of the students.

Additionally, we identified a notable gap in our primary math data, with Second Grade Math reflecting an -8% difference from the state average. Tier 1 instruction did not mirror the rigorous depth of knowledge that was required for students to be successful on the state assessment.

EWS Areas of Concern

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

Reflecting on the EWS data, the following are areas of concern:

Number of Level 1 students in 4th and 5th grade - ELA

Number of students with potential Reading Deficiency in 4th and 5th grade

The climate survey shows that only 41% of 4th-6th graders agree that they like coming to school every day.

The climate survey shows that only 46.1% of 4th-6th grades agree that the behaviors in their classes are appropriate and allow their teacher to teach.

Highest Priorities

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

Overall ELA Proficiency

ELA Gains for the BQ in ELA and Math

2nd grade ELA Proficiency

Positive Learning environment - improving the percentage of students who like coming to school every day

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

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.

This area of focus will be strengthening Tier 1 instruction in ELA across grades 3-6. Tier 1 represents the core, standards-aligned reading curriculum that every student receives daily. By focusing on this area, we aim to ensure that daily core lessons are highly rigorous, explicitly taught, and aligned with state standards. Also, by strengthening Tier 1 instruction, it ensures that fewer students require intensive interventions later on. It also creates an equitable learning environment where all students can access a high-level curriculum.

While our most recent data shows an increase in overall ELA proficiency, a look at our three-year ELA proficiency reveals a historical lack of consistency. A 62% proficiency rate still leaves nearly 40% of our students in 3-6 grade reading below grade level. To prevent future dips and ensure that our recent gains become a permanent upward trend, we need to focus on Tier 1 instructional practices.

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.

By the end of the 26-27 school year, Overall ELA Proficiency as demonstrated on the FAST PM 3 Assessment will increase from 62% to 65%. More specifically, the following outcomes will be achieved:

Grade 3 - 59% to 65%

Grade 4 - 57% to 62%

Grade 5 - 51% to 56%

Grade 6 - 75% to 80%

Monitoring

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

the desired outcome.

Progress towards the desired outcome will be measured through:

- Monthly School-Based Leadership Team to review Tier 1 and Progress Monitoring Data
- Weekly Classroom walkthroughs to ensure benchmark-aligned, rigorous instruction is taking place
- Quarterly Grade Level Data Chats
- Weekly PLCs to inform ongoing instruction and maximize achievement

Person responsible for monitoring outcome

Dawn Wolfe - Principal

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:

Explicit and Systematic instruction is provided to students to increase academic progress and address learning gaps.

Rationale:

Direct and explicit teaching involves a teacher modeling and providing explanations of the specific strategies students are learning, giving guided practice and feedback on the use of the strategies, and promoting independent practice to apply the strategies.

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

Implement Weekly Data-Driven PLCs

Person Monitoring:

Dawn Wolfe/Beth Warner

By When/Frequency:

Weekly (throughout school year)

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

Grade-level teams will meet weekly to analyze student work, review formative data, identify trends, plan small-group instruction, and review progress-monitoring data for students at risk. Teachers will collaborate to intentionally plan for Tier 1 lessons. Administration will review PLC agendas, minutes, and planning documents.

Action Step #2

Professional Learning**Person Monitoring:**

Dawn Wolfe/Beth Warner

By When/Frequency:

Monthly

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

School-based professional learning will be facilitated monthly in the format of whole-group sessions. Professional learning will be centered around student engagement strategies and the Science of Learning. To ensure this professional learning translates into action, Admin will monitor through targeted walk-throughs using a school-specific walkthrough indicator that is directly tied to this learning.

Action Step #3

Monthly School-Based Leadership Team Meetings

Person Monitoring:

Dawn Wolfe/School Based Leadership Team

By When/Frequency:

Monthly

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

The SBLT will meet monthly to review the walkthrough data to look for implementation of the monthly professional learning. The team will also review school-level data to determine trends and make instructional adjustments to meet student needs.

Area of Focus #2

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

Instructional Practice specifically relating to Intervention**Area of Focus Description and Rationale**

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.

Targeted ELA and Math Tier 1 interventions will be implemented for students in grades 3-6th based on individual needs. The focus will be on students in the Bottom Quartile. Inconsistent academic growth of students in the bottom quartile has occurred over the last several years. Without consistent growth, these students fall progressively further behind their peers each year, making future grade-level content increasingly inaccessible.

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.

Prior data indicates inconsistent growth in the learning gains of Bottom Quartile students in Math and Reading. Learning gains of the Bottom Quartile in ELA dropped from 59% to 52% in the 24-25 school year. They increased slightly in the 25-26 school year to 55%. In Math, there was a significant drop from 63% to 58% in the 24-25 school year. It increased to 69% in the 25 -26 school year. We will

focus on increasing Bottom Quartile Learning gains in Math and Reading during the 26-27 school year. The goal will be to increase ELA Bottom Quartile Learning gains from 55% to 60%, and in Math, 69% to 72%.

Monitoring

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

Progress towards the desired outcomes will be monitored through a variety of ways. Bottom Quartile students in Reading and Math will be identified at the beginning of the year, and their academic progress will be monitored by the grade level and the School-Based Leadership Team. PLC teams will monitor and analyze data from multiple sources. The data will be used by the grade-level PLC teams to inform ongoing instructional adjustments and targeted support throughout the school year to maximize student academic growth.

Person responsible for monitoring outcome

Administration

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:

Explicit and Systematic instruction is provided to students to increase academic progress and address learning gaps.

Rationale:

Direct and explicit teaching involves a teacher modeling and providing explanations of the specific strategies students are learning, giving guided practice and feedback on the use of the strategies, and promoting independent practice to apply the strategies.

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

Identification of our Bottom Quartile students in Reading and Math in grades 3rd-6th

Person Monitoring:

Administration

By When/Frequency:

September

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

At the beginning of the year, teachers in 3rd -6th grade will be provided with a list of their Bottom Quartile students. These students will be identified so that teachers can begin to develop intentional instructional plans to support their specific areas of need. The names of these students will be housed on one spreadsheet so that their data can be tracked and monitored. During grade-level PLCs, these students will be discussed. The progress of these students will also be discussed monthly during the School-Based Leadership Team Meetings.

Action Step #2

Small group and/or individual instruction

Person Monitoring:

Administration

By When/Frequency:

Weekly

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

Targeted ELA and Math Tier 1 interventions will be implemented for students in grades 3rd-6th. Teachers will utilize the Tier 1 intervention materials from the county-adopted ELA Curriculum. Math Interventions will be aligned to grade-level benchmarks. High leverage practices and intentional planning to meet the needs of these students will also be utilized to increase student achievement. Progress monitoring data of this group of students will be tracked through a spreadsheet. This data will be analyzed during grade-level PLCs and monthly school-based leadership meetings to assess progress.

Action Step #3

Data Meetings/Monitoring

Person Monitoring:

Administration/Grade level teachers

By When/Frequency:

weekly/Monthly

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

Data from these students, including grades, progress monitoring, FAST, and classroom work, will be analyzed weekly and monthly to ensure that this group of students is making academic progress. Data will be monitored weekly through grade-level PLCs and monthly during School-Based Leadership meetings.

Action Step #4

Professional Learning

Person Monitoring:

Administration

By When/Frequency:

Monthly

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

School-based professional learning will be facilitated monthly in the format of whole-group sessions. Professional learning will be centered around student engagement strategies and the Science of Learning. To ensure this professional learning translates into action, Admin will monitor through targeted walk-throughs using a school-specific walkthrough indicator that is directly tied to this learning.

Area of Focus #3

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

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

Area of Focus Description and Rationale

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.

Lakeside has been identified as an RAISE school regarding 2nd-grade ELA proficiency scores. State Assessment data shows that only 47% of 2nd-grade students scored a Level 3 or above. Students need to have the necessary skills in place to become proficient readers and to comprehend instructional material. Students also need to be able to use critical thinking skills to comprehend the material that is being used in the content areas.

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.

Data from the 25-26 school year shows that only 47% of 2nd-grade students scored at a Level 3 or above. The goal will be to increase that percentage for the 26-27 school year to 55% proficient.

Monitoring

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

Students will be screened at the beginning of the year using Acadience, and that data will be used as a baseline to determine growth. This screener will also be given two other times during the school year to monitor progress. Progress monitoring through the STAR ELA assessment will also be used to track the data for this grade level. Students who score well below and below the benchmark on either assessment will be targeted for additional support.

Person responsible for monitoring outcome

Administration/2nd grade teachers/Intervention Team Facilitator

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:

Students who require additional support will receive differentiated small group instruction in conjunction with whole group instruction. Tier 1 Intervention materials from the Benchmark Advance Reading series will be used to provide additional support to identified students.

Rationale:

With increased academic support, identified students should make academic growth.

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

Targeted Small group instruction during the ELA Block

Person Monitoring:

Administration

By When/Frequency:

Weekly

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

Teachers in 2nd grade will develop small groups based on assessment and screening data. The groups will address the specific reading needs of each student. It will involve the identification of specific reading deficiencies so that the instruction can be tailored to those needs. Explicit systematic instruction with a variety of instructional strategies will be used to close learning gaps. Progress will be monitored through Acadience, STAR, and classroom performance data.

Action Step #2

Professional Learning

Person Monitoring:

Administration

By When/Frequency:

Monthly

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

School-based professional learning will be facilitated monthly in the format of whole-group sessions. Professional learning will be centered around student engagement strategies and the Science of Learning. Professional learning will also be centered on how to effectively use the Tier 1 Benchmark Advance ELA Intervention materials so that student deficiencies in the area of reading are addressed. To ensure this professional learning translates into action, Admin will monitor through targeted walk-throughs using a school-specific walkthrough indicator that is directly tied to this learning.

Action Step #3

Data Meetings/Monitoring

Person Monitoring:

Administration

By When/Frequency:

Monthly

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

Data from 2nd-grade students, including grades, progress monitoring, FAST, and classroom work, will be analyzed weekly and monthly to ensure that this group of students is making academic progress. Data will be monitored weekly through grade-level PLCs and monthly during School-Based Leadership meetings.

IV. Positive Learning 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.

The school climate survey given to fourth through sixth graders reported that only 46% of those students liked coming to school. This means that more than half of the students in those grade levels feel disconnected or unmotivated by the school environment. 38% of students feel that classroom behaviors are appropriate and allow teachers to teach. When 62% of students perceive their learning environment as disrupted, it indicates that instructional time is being heavily compromised by behavioral issues. Both of these data points directly impact academic achievement and student well-being.

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.

By May of 2027, the percentage of students responding favorably to “ I like coming to school” will increase from 46% to 55%. Positive responses to

“ Behaviors in my classes are appropriate and allow teachers to teach” will increase from 38% to 50% by May 2027.

Our school walk through indicator will monitor student engagement in lessons. Since this is a new tool, we do not have previous data to support it, but our goal is to have an outcome of 60% active student engagement by May 2027. This data will also report a decrease in ODRs and an increase in students wanting to come to school.

ODRs will decrease from 118 to 100 by the end of the school year.

Monitoring

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

During weekly Admin meetings, leadership will monitor walkthrough data and the school-specific walkthrough indicator to see what percentage of student engagement is happening.

PBIS team, SBLT, and Admin will monitor ODRs to examine trends and look for areas of concern. Conduct Quarterly Pulse Checks: Use brief, anonymous 3-question digital surveys every quarter to

monitor student perceptions of safety, behavior, and belonging. Students in grades 4th-6th will respond to the Pulse checks.

Person responsible for monitoring outcome

Administration

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:

Lakeside staff will design a safe and engaging environment, establish positive connections, and build student/teacher relationships so that students want to attend Lakeside Elementary and feel connected to their school.

Rationale:

Children who feel safe, welcome and connected to their school will want to attend. Fostering high expectations of success has an effect size of 1.44(Hattie)

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

Increase of student engagement during classroom instruction

Person Monitoring:

Administration

By When/Frequency:

Weekly

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

Teachers will implement the instructional priority by providing lessons that foster student engagement, provide opportunities for student ownership, allow for student collaboration, and student application of learning to tasks that require critical thinking.

Administration will monitor this by the use of the walkthrough tool.

Action Step #2

Professional Development

Person Monitoring:

Administration

By When/Frequency:

Monthly

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

step:

Monthly whole-group professional development will be provided on engagement strategies and the science of learning. Impact will be monitored through data gathered through the walkthrough tool.

Action Step #3

Data Reviews

Person Monitoring:

Administration/SBLT/PBIS Team

By When/Frequency:

Monthly

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

Meetings will be held monthly to review the school-specific walkthrough indicator, along with quarterly pulse checks to determine the impact of professional development on engagement. Data will also be used to examine positive behavior systems in place and school-wide expectations. Gaps in the data will indicate if supports need changing, adjusting, and/or the addition of other supports.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

LAKE SIDE JUNIOR HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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

Lakeside Junior High School exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

Provide the school's vision statement

Lakeside Junior High School is dedicated to providing a safe physical environment so that each student can obtain the tools necessary to be successful in the twenty-first century. This is accomplished by establishing high positive expectations, mutual self-respect among students and staff, and community involvement to enable students to become confident, self-directed, life-long learners.

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

Laura Mayberry

laura.mayberry@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Assists the principal as a leader of all instructional, operational, and cultural components of Lakeside Junior High. Manages all aspects of the academic and behavioral success of students in 7th grade.

Leadership Team Member #2

Employee's Name

Dustin James

dustin.james@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Leader of all instructional, operational, and cultural components of Lakeside Junior High. Manages all budgetary items and well as all personnel.

Leadership Team Member #3

Employee's Name

Justin Jones

justin.jones@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Assists the principal as a leader of all instructional, operational, and cultural components of Lakeside Junior High. Manages all aspects of academic and behavioral success of students in 8th grade.

Leadership Team Member #4

Employee's Name

Sherry Bumpers

sherry.bumpers@myoneclay.net

Position Title

Teacher, ELA Department Head

Job Duties and Responsibilities

Teacher will lead their department's Content PLCs, gather data, and participate in the monthly school-based leadership teams meetings.

Leadership Team Member #5

Employee's Name

Jennifer Williams

jennifer.williams@myoneclay.net

Position Title

Teacher, Math Department Head

Job Duties and Responsibilities

Teacher will lead their department's Content PLCs, gather data, and participate in the monthly school-based leadership teams meetings.

Leadership Team Member #6

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #7

Employee's Name

Jonathan Jones

jonathan.jones@myoneclay.net

Position Title

Teacher, Science Department Head

Job Duties and Responsibilities

Teacher will lead their department's Content PLCs, gather data, and participate in the monthly school-based leadership teams meetings.

Leadership Team Member #8

Employee's Name

Andrew Thomasson

andrew.thomasson@myoneclay.net

Position Title

Teacher, Social Studies Department Head

Job Duties and Responsibilities

Teacher will lead their department's Content PLCs, gather data, and participate in the monthly school-based leadership teams meetings.

Leadership Team Member #9

Employee's Name

Jaime Salem

jamison.salem@myoneclay.net

Position Title

Teacher/Support Facilitator, ESE Department Head

Job Duties and Responsibilities

Teacher will collect and monitor data on ESE students, meet with departments as needed during Content PLCs, and participate in monthly school-based leadership team meetings.

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.

We will use the School Advisory Council, including teachers, support staff, parents, and community members to gain input from all stakeholders.

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)).

Data will be collected throughout the year, and we will discuss updates at our monthly school-based leadership meetings and our weekly administrative team meetings. At any time, if the SIP needs to be revised, we will make those changes to ensure continuous improvement.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	56.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) 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>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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								392	392	784
Absent 10% or more school days								76	87	163
One or more suspensions								79	54	133
Course failure in English Language Arts (ELA)								19	2	21
Course failure in Math								9	8	17
Level 1 on statewide ELA assessment								54	46	100
Level 1 on statewide Math assessment								47	38	85
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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								48	38	86

Current Year 2026-27

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

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

Prior Year (2025-26) 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	
School Enrollment								410	451	861
Absent 10% or more school days								74	98	172
One or more suspensions								62	74	136
Course failure in English Language Arts (ELA)								6	3	9
Course failure in Math								10	2	12
Level 1 on statewide ELA assessment								53	54	107
Level 1 on statewide Math assessment								37	21	58
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								27	28	55

Prior Year (2025-26) 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									1	1
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

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	67	64	62	65	63	58	64	61	53
Grade 3 ELA Achievement	19			27					
ELA Learning Gains	59	58	61	61	58	59	56	57	56
ELA Lowest 25th Percentile	52	50	53	54	51	52	54	47	50
Math Achievement*	80	72	65	79	74	63	76	72	60
Math Learning Gains	55	60	62	61	60	62	56	60	62
Math Lowest 25th Percentile	62	53	57	69	58	57	61	57	60
Science Achievement	69	64	57	67	62	54	74	64	51
Social Studies Achievement*	85	86	77	87	85	73	90	83	70
Graduation Rate									
Middle School Acceleration	71	75	82	66	64	77	66	61	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				65			53		
						56			49

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	67%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	600
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
67%	69%	66%	73%	69%	67%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	49%	No		
English Language Learners	41%	No		
Asian Students	72%	No		
Black/African American Students	53%	No		
Hispanic Students	61%	No		
Multiracial Students	68%	No		
White Students	70%	No		
Economically Disadvantaged Students	62%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	67%		59%	52%	80%	55%	62%	69%	85%	71%			
Students With Disabilities	41%		47%	45%	56%	51%	56%	39%	71%	35%			
English Language Learners	27%		51%	53%	57%	51%	55%	13%	38%	27%			
Asian Students	69%		75%		94%	50%							
Black/African American Students	52%		51%	45%	63%	53%	52%	45%	72%	46%			
Hispanic Students	60%		58%	57%	73%	57%	56%	61%	74%	55%			
Multiracial Students	74%		65%	58%	81%	49%	45%	76%	96%	71%			
White Students	71%		60%	49%	85%	57%	69%	75%	91%	77%			
Economically Disadvantaged Students	58%		57%	56%	74%	53%	56%	61%	82%	58%			
28/2026													

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	65%		61%	54%	79%	61%	69%	67%	87%	66%			85%
Students With Disabilities	37%		48%	43%	50%	61%	66%	35%	61%	27%			
English Language Learners	45%		63%	68%	65%	49%	63%	77%	71%	58%			85%
Asian Students	75%		53%		100%	67%			92%	83%			
Black/African American Students	48%		56%	51%	61%	56%	68%	50%	80%	47%			
Hispanic Students	62%		59%	51%	81%	59%	74%	68%	85%	69%			83%
Multiracial Students	62%		66%	63%	78%	58%	63%	63%	88%	67%			
White Students	70%		62%	54%	82%	63%	69%	69%	89%	68%			
Economically Disadvantaged Students	56%		58%	55%	72%	60%	66%	57%	83%	56%			82%

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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	64%		56%	54%	76%	56%	61%	74%	90%	66%			67%
Students With Disabilities	26%		43%	54%	45%	48%	52%	38%	70%	30%			
English Language Learners	36%		42%	40%	70%	44%		70%	80%				67%
Asian Students	88%		81%		94%	81%							
Black/African American Students	51%		55%	56%	58%	47%	52%	55%	79%	59%			
Hispanic Students	64%		58%	56%	77%	52%	71%	78%	91%	63%			57%
Multiracial Students	61%		55%	53%	80%	59%	50%	69%	88%	68%			
White Students	66%		55%	51%	78%	57%	62%	77%	92%	68%			
Economically Disadvantaged Students	54%		52%	54%	66%	51%	55%	64%	86%	52%			67%

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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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	7	64%	62%	2%	62%	2%
ELA	8	66%	61%	5%	60%	6%
Math	7	59%	50%	9%	53%	6%
Math	8	75%	71%	4%	61%	14%
Science	8	68%	61%	7%	52%	16%
Civics	7	95%	95%	0%	77%	18%
Civics	8	82%	82%	0%	75%	7%
Algebra	7	100%	99%	1%	96%	4%
Algebra	8	93%	93%	0%	84%	9%
Geometry	8	100%	98%	2%	95%	5%

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?

We saw a 4-point increase in Middle School Acceleration. This was achieved through more strategic scheduling.

Lowest Performance

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

ELA Lower Quartile Learning Gains

Of our students who scored a Level 1 in the previous year, 58% made a learning gain. However, out of those who scored a Level 2 the previous year, only 47% made a gain. An increased focus on our students who scored a Level 1 may have led to missed opportunities in moving our students who scored a Level 2.

Greatest Decline

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

Math Lower Quartile Learning Gains

Our ELL students lagged behind their peers in terms of learning gains. Our SWD students made gains at the same rate as their non-SWD peers. We had one teacher whose students performed significantly better than those of other teachers, underscoring the need for more collaboration in our Content PLCs.

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.

We were above the state average in all proficiency components. The largest positive gap (not counting Algebra & Geo) was 8th Grade Science. We were 16 points above the state average.

We were 14 points above the state average in 8th Grade Math.

EWS Areas of Concern

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

In 2024-2025, we had 55 students with 2 or more early warning indicators. In 2025-2026, that number increased to 86.

The number of students who scored a Level 1 on their math assessment increased from 58 to 85.

We also saw a small increase in the number of students who failed their Math course (12 to 17) or ELA course (9 to 21).

Highest Priorities

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

- Engaging the invisible student
- Student Accountability
- Engagement with the standards in mind
- Using all 50 minutes effectively

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

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.

Learning Gains in Reading

This was selected because Reading is a crucial aspect of every content area. The data support that Learning Gains in Reading declined by 2% in the 2025-2026 school year. LQ Learning gains also dropped by 2%.

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.

2025-2026 Reading Learning Gains dropped from 61% to 59%.

Walkthrough data will show a 20% increase in indicators C.2 (Rigorous tasks allow students to demonstrate the success criteria and achieve the learning target) and T.1 (Frequent checks for understanding take place throughout the lesson with corrective feedback when necessary) in all core content classrooms. By May 2027, the % of students making a learning gain will increase from 59% to 62%.

Monitoring

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

PM1/2/3 Data - Data will be monitored in 2026-2027 to gauge the effectiveness of strategies implemented to increase Reading Learning Gains. Data will be shared with teachers so that continual pivots can be made to make for the most effective teaching practices.

Person responsible for monitoring outcome

Dustin James

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

Teacher Actions

Person Monitoring:

Dustin James

By When/Frequency:

Monthly

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

Teachers will meet twice a month during their Content PLCs to discuss data from common assessments.

Teachers will participate in professional development around Total Participation Techniques and implement them in their classrooms to increase student participation. We have chosen to use the Cognitive Engagement Model as our site-specific indicator for 2026-2027, so teachers will receive feedback after every classroom walkthrough regarding student participation in the assigned task, as well as the cognitive level of the task. Increased participation will give teachers more information about the gaps in students' knowledge.

Action Step #2

Professional Development

Person Monitoring:

Laura Mayberry

By When/Frequency:

Monthly

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

Professional learning will be provided once a month via Whole Group PLCs. The focus will be on model teachers sharing their best practices using Total Participation Techniques.

Action Step #3

Leadership Team Actions

Person Monitoring:

Dustin James

By When/Frequency:

Monthly

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

School-based Leadership Team meetings will be held monthly to reflect on data provided by each department head, along with PM1 and PM2 data.

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**

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.

Lower Quartile Learning Gains

This was selected because our biggest drop from 2024-2025 to 2025-2026 was in lower quartile learning gains.

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.

ELA dropped from 54% in 2024-2025 to 52% in 2025-2026. Math dropped from 69% in 2024-2025 to 62% in 2025-2026.

Walkthrough data will show a 20% increase in indicators C.2 (Rigorous tasks allow students to demonstrate the success criteria and achieve the learning target) and T.1 (Frequent checks for understanding take place throughout the lesson with corrective feedback when necessary) in all core content classrooms. By May 2027, the % of lower quartile students making a learning gain will increase from 52% to 55% in ELA and increase from 62% to 67% in math.

Monitoring

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

PM1/2/3 Data - Data will be monitored in 2026-2027 to gauge the effectiveness of strategies implemented to increase Lower Quartile Learning Gains. Data will be shared with teachers so that continual pivots can be made to make for the most effective teaching practices.

Person responsible for monitoring outcome

Laura Mayberry

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

Teacher Actions

Person Monitoring:

Laura Mayberry

By When/Frequency:

Monthly

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

Teachers will meet twice a month during their Content PLCs to discuss data from common assessments.

Teachers will participate in professional development around Total Participation Techniques and implement them in their classrooms to increase student participation. We have chosen to use the Cognitive Engagement Model as our site-specific indicator for 2026-2027, so teachers will receive feedback after every classroom walkthrough regarding student participation in the assigned task, as well as the cognitive level of the task. Increased participation will give teachers more information about the gaps in students' knowledge.

Action Step #2

Professional Development

Person Monitoring:

Laura Mayberry

By When/Frequency:

Monthly

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

Professional learning will be provided once a month via Whole Group PLCs. The focus will be on model teachers sharing their best practices using Total Participation Techniques.

Action Step #3

Leadership Team Actions

Person Monitoring:

Dustin James

By When/Frequency:

Monthly

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

School-based Leadership Team meetings will be held monthly to reflect on data provided by each department head, along with PM1 and PM2 data.

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.

163 out of 784 students were absent for 10% or more of the school year in 2025-2026. This missed instructional time resulted in learning gaps that were significant for our lower quartile math and ELA 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.

In 2025-2026, 76 of our 7th graders were absent for 10% or more of the year. Our goal is to reduce their absences in 2026-2027 through interventions including phone calls home, and individual meetings with counselors, case managers (for SWDs), and/or our administrative team.

Monitoring

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

We will track these students and discuss them at our monthly school -based leadership team meetings.

Person responsible for monitoring outcome

Justin Jones

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

Teacher Actions

Person Monitoring:

Justin Jones

By When/Frequency:

Weekly

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

Teachers will make phone calls home when students have had excessive unexcused absences. Teachers will increase their implementation of Total Participation Techniques to create a more engaging classroom where students feel connected to the teacher, their peers, and the school.

Action Step #2

Data Team Meetings

Person Monitoring:

Justin Jones

By When/Frequency:

Monthly

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

Data meetings will be held monthly to reflect on how the phone calls home and intervention meetings are impacting attendance.

Action Step #3

Professional Learning

Person Monitoring:

Justin Jones

By When/Frequency:

Monthly

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

Professional learning will be provided once a month via Whole Group PLCs. As part of these meetings, teachers will share strategies that they have used to improve student attendance.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

MCRAE ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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

Our mission is to foster a supportive and inclusive community that engages every student in a journey of lifelong learning. By cultivating a growth mindset, we empower our students to become resilient problem solvers and critical thinkers. Together, we strive to develop the skills and character necessary for our students to make a greater impact on the world.

Provide the school's vision statement

Our vision is to empower a community of lifelong learners who are equipped to reach their full potential in a constantly changing world.

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

Tammy Winkler

Tamera.winkler@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Tammy Winkler is the instructional leader of the school. In her role, she communicates goals and strategies for attaining school goals and provides a support system for improving the knowledge and skill set of every teacher and assistant at the school.

Leadership Team Member #2

Employee's Name

Ashley Kibler

ashley.kibler@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Ashley Kibler is an instructional leader of the school. In her role, she communicates goals and strategies for attaining school goals and provides a support system for improving the knowledge and skill set of every teacher and assistant at the school.

Leadership Team Member #3

Employee's Name

Alexandra Scamahorn

Alexandra.scamahorn@myoneclay.net

Position Title

Reading Coach/Title 1 Lead

Job Duties and Responsibilities

Alex Scamahorn is the instructional leader for our school. She serves as a liaison between teachers and administration to improve instructional practices and provides resources to help teachers support students to reach proficiency. She provides coaching opportunities to teachers to provide strong instruction and ensure mastery grade level standards.

Leadership Team Member #4

Employee's Name

Tara Lybarger

tara.lybarger@myoneclay.net

Position Title

Math Coach

Job Duties and Responsibilities

Tara Lybarger is the instructional leader for our school. She serves as a liaison between teachers and administration to improve instructional practices and provides resources to help teachers support students to reach proficiency. She provides coaching opportunities to teachers to provide strong

instruction and ensure mastery grade level standards.

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.

The School Advisory Council was involved in the SIP development process, as well as community leaders. SAC evaluates our school goals, our parent engagement plan, and our budget. Business/Community leaders are involved in our parent engagement events. SAC and business leaders provide feedback on our school goals and events. They make suggestions on how we can improve these aspects of our school including what we can add to make our school more effective when it comes to meeting the needs of students.

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 SIP will be monitored for effective implementation by analyzing our data on a regular basis. Every quarter, the school leadership team and teachers will evaluate data to determine whether students, particularly students with the greatest achievement gap, are making adequate progress in reading and math. Data used will include FAST progress monitoring, Acadience assessments, and common assessments/exit tickets. SAC will also monitor the implementation by examining data at meetings. This data will include academic, behavior, and attendance reports.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	72	83	80	89	86	82	74			566
Absent 10% or more school days	19	16	10	17	17	13	12			104
One or more suspensions	6	10	11	3	8	15	16			69
Course failure in English Language Arts (ELA)	5	0	2	5	0	0	2			14
Course failure in Math	3	0	0	0	0	0	0			3
Level 1 on statewide ELA assessment	4	22	6	16	11	10	8			77
Level 1 on statewide Math assessment	17	20	22	24	31	19	6			139
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	11	4	7	6	8	2			38
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	11	4	7	6	8	2			38

Current Year 2026-27

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	11	12	10	17	13	10	6			79

Current Year 2026-27

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	6	3	7	0	0	0			20
Students retained two or more times										0

Prior Year (2025-26) 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	
School Enrollment	70	74	77	83	73	66	63			506
Absent 10% or more school days	17	15	15	17	11	15	8			98
One or more suspensions	5	5	42	10	9	5	17			93
Course failure in English Language Arts (ELA)	2	3								5
Course failure in Math	3	2					1			6
Level 1 on statewide ELA assessment	1	8	22	13	6	8	6			64
Level 1 on statewide Math assessment	11	9	15	9	11	6	3			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						13
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) 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	10	9	19	17	14	6	7			82

Prior Year (2025-26) 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	1			2						3
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	59	66	62	68	63	59	63	62	57
Grade 3 ELA Achievement	56	66	61	65	66	59	66	65	58
ELA Learning Gains	53	63	63	65	62	60	64	62	60
ELA Lowest 25th Percentile	50	60	58	65	60	56	61	60	57
Math Achievement*	77	69	66	75	67	64	69	67	62
Math Learning Gains	71	69	64	73	65	63	69	68	62
Math Lowest 25th Percentile	65	58	50	53	57	51	60	59	52
Science Achievement	68	67	62	75	62	58	74	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				72		63		55	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	499
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
62%	67%	66%	66%	61%	60%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	47%	No		
Hispanic Students	58%	No		
White Students	64%	No		
Economically Disadvantaged Students	57%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	59%	56%	53%	50%	77%	71%	65%	68%					
Students With Disabilities	41%	32%	42%	33%	57%	63%	61%	47%					
Hispanic Students	42%		53%		63%	73%							
White Students	61%	58%	54%	51%	79%	71%	67%	67%					
Economically Disadvantaged Students	52%	49%	50%	47%	72%	66%	58%	60%					

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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	63%	66%	64%	61%	69%	69%	60%	74%					
Students With Disabilities	31%	36%	59%	67%	46%	60%	52%	54%					
Hispanic Students	50%		60%		40%	60%							
White Students	64%	69%	64%	56%	71%	69%	57%	76%					
Economically Disadvantaged Students	55%	59%	63%	65%	63%	66%	59%	66%					

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	57%	65%	-8%	60%	-3%
ELA	4	61%	64%	-3%	60%	1%
ELA	5	60%	60%	0%	61%	-1%
ELA	6	62%	72%	-10%	62%	0%
Math	3	75%	69%	6%	66%	9%
Math	4	82%	65%	17%	65%	17%
Math	5	61%	61%	0%	62%	-1%
Math	6	89%	70%	19%	60%	29%
Science	5	68%	66%	2%	60%	8%

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?

This year, our greatest area of improvement was math proficiency. Fourth Grade Math, especially, showed significant growth with 82% proficiency. Which increased 13 points from 69% in the 24-25 school year. Fourth Grade Math also improved significantly in Learning Gains, up to 75% compared to 55% in the 24-25 school year. Lowest Quartile Learning Gains increased to 68% compared to 42% in the 24-25 school year. Due to the lower proficiency and Learning Gains in the 24-25 school year, Fourth Grade Math was a focus for our school and the Math Coach. The Fourth Grade math teachers received training on using Math Catalyst as well as Building Thinking Classrooms. The Math Coach and Support Facilitators worked in weekly PLC teams to build in UDL and collaboration in the math classes. Small groups were data driven, students were intentionally grouped, and students in the Lowest Quartile were targeted by the Math Coach focusing on prerequisite skills and FAST style questioning.

Another area of improvement was in Second Grade Math Proficiency. This year they scored 72% proficient compared to 61% in the 24-25 school year: an increase of 11 points. This improvement is due to a strong instructional team which included 2 new teachers that collaborated well with the team. Another change this year was that all four classrooms were self-contained, which was a new structure for this grade level. Additionally, the cohort is strong in math.

In ELA, the component that showed the most improvement was Second Grade, which increased from 46% to 69%. This is a 23 point increase. Second Grade was an area of focus because of the low proficiency in 24-25, and our school was in the RAISE program as a result. This school year, three of the teachers were new to the grade level and collaborated on their ELA lessons. They shared data at PLCs and targeted fluency and comprehension in whole group instruction. The teachers implemented the Benchmark Curriculum and utilized its many resources. Additional support was added in the form of small groups, including Title I push-in assistance for phonics and comprehension groups, as well as providing reading interventions for students below benchmark. These interventions included PRIDE, UFLI, and Foundations. These interventions were provided by the classroom teachers, ESE teachers, and Title I assistants. Student progress was monitored through the MTSS process. Two of the 2nd Grade classroom teachers are former Title I assistants and have extensive experience

delivering small group instruction and are highly knowledgeable of the intervention programs and how to implement them effectively.

Another area of improvement was the Second Grade cohort mentioned above that moved to Third Grade. This group was a high area of focus. This cohort's proficiency increased from 46% in Second Grade to 57% in Third Grade. This 11 point increase is measured by a significant increase in the rigor of assessments from Renaissance to FAST. The Title I department devoted a great deal of resources to this cohort in the form of personnel. The reading coach conducted comprehension small groups targeting the lowest quartile students who scored a level 2 on FAST PM1. Title I Assistants also conducted comprehension small groups and provided extensive intervention groups using PRIDE, UFLI, and Corrective Decoding. Multiple students went through the MTSS process.

Lowest Performance

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

Our lowest performing component was Fifth Grade Math. Overall proficiency in this grade level was 59%, down from 78% in the 24-25 school year. Also, overall learning gains were 49%, down from 71% in the 24-25 school year. Lowest quartile learning gains were 42%, down from 58% in the 24-25 school year. That cohort showed low proficiency and learning gains in Fourth Grade the previous year. In Fifth Grade schedule had a 3 way split schedule which resulted in larger class sizes and difficulty with behaviors due to not being able to spread out the behavior concerns.

Another low performing area was First Grade Math which showed 56% proficiency, down from 68% in the 24-25 school year. In this grade level, there were 2 brand new teachers. Also, in one classroom the teacher left in October and that classroom had a long term substitute until January when a brand new teacher was hired.

In ELA, the area of lowest performance was Fifth Grade learning gains and Fourth and Fifth Grade lowest quartile learning gains. This area dropped significantly from the 24-25 school year. Several factors contributed to this decline. During the 24-25 school year, the school's area of focus was lowest quartile learning gains. Many resources were devoted to this goal including targeted small groups conducted by the reading coach in Fourth and Fifth Grade. Another factor was inconsistencies in instruction. One of the Fourth Grade ELA teachers moved from Kindergarten and had never taught upper grades. The other Fourth Grade ELA teacher experienced health issues in April and had to take leave for the remainder of the school year. Additionally, in Fifth Grade, the cohort moved from a 2-way switch (with 4 teachers in Fourth Grade) to a 3-way switch in Fifth Grade (with 3 teachers). This resulted in larger classrooms where behavior concerns could not be easily separated.

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 Fifth Grade math. Overall proficiency in this grade level was 59%, down from 78% in the 24-25 school year, a decline of 19 points. Also, overall learning gains were 49%, down from 71% in the 24-25 school year, a decline of 22 points. . Lowest quartile learning gains were 42%, down from 58% in the 24-25 school year, a decline of 16 points.

The greatest decline in ELA was the lowest quartile learning gains for the cohort moving into Fifth Grade. In Fourth Grade, this cohort had a 72% in lowest quartile learning gains, which decreased by 34 percent in Fifth Grade. As mentioned above, the cohort moved from a 2-way switch to a 3-way switch. The Fifth Grade teachers reported concerns with attendance and behavior throughout the school year. Because of the significant need in Third Grade, the Reading Coach was unable to devote as much time to targeted small groups. There was a decline in Fourth Grade lowest quartile learning gains as well for reasons detailed above.

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 is in First Grade math proficiency. Overall proficiency was 59% compared to the state average of 66%: a 7 point gap. In this grade level, there were 2 brand new teachers. Also, in one classroom the teacher left in October and that classroom had a long term substitute until January when a brand new teacher was hired.

The greatest gap in ELA is First Grade. First Grade proficiency is 51%. The state's proficiency is 61%. This is a decline of 19 points from last year. The instructional team changed from 24-25 to 25-26. We started the year with three of the four teachers being new to teaching ELA, and two of these teachers were new to the profession. One of the teachers resigned in October, leaving that classroom without a teacher until January.

EWS Areas of Concern

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

According to our EWS data, 104 students had an attendance rating below 90%. This is an area of concern that we will focus on next year for one of our SIP/Title I Goals. This year, administration held meetings with parents of students who had excessive absences. They sent home letters on a regular basis to inform parents of excessive absenteeism. Students were rewarded for good attendance at times of the year when frequent absences occur.

Highest Priorities

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

- 5th grade math proficiency, learning gains, and lowest quartile learning gains (Tier 1 instruction).
- 6th grade math (the cohort that scored 59% proficiency in the 25-26 school year).
- 1st grade math proficiency (Tier 1 instruction).
- ELA lowest quartile learning gains in 4th and 5th grade
- ELA proficiency in 2nd, 4th, and 6th grade

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 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.

Area of Focus Description and Rationale: McRae's math proficiency for grades 3-6 in the 25-26 school year is 76%. This is an increase from 70% in the 24-25 school year. Overall proficiency in 5th grade math is 59%. Lowest Quartile learning gains for 4-6 math averaged to 66% in the 25-26 school year. The lowest quartile learning gains in 5th grade for this school year is 42%. For that reason, our focus is to increase proficiency in math in 5th grade as well as lowest quartile learning gains. 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.

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.

42% of 5th grade Bottom Quartile students made a Learning Gain on the final FAST assessment. This year, A minimum of 50% of 5th and 6th Grade Bottom Quartile students will demonstrate a Learning Gain in Math on the PM3 FAST.

Monitoring

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

Our focus this year will be on improving Tier 1 instruction using research-backed models to reach all learners and increase collaboration in math classrooms. We will also monitor this work by creating a small group schedule for our school. We will review data and form small groups of students to target areas in need of support with researched-based programs, specially designed instruction, and high leverage practices. Small groups will be monitored by administration with observation and walkthroughs and feedback will be provided during debriefs. Instructional coaches will provide model

lessons, complete observations and give actionable feedback.

Person responsible for monitoring outcome

Tara Lybarger

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:

We will strengthen classroom instruction by using Universal Design for Learning (UDL) and Specially Designed Instruction (SDI). UDL provides multiple ways for students to access information - such as visuals, hands-on activities, and technology - so every child can understand the lesson in a way that works best for them. SDI gives extra support and strategies tailored to students who need additional help, ensuring their unique learning needs are met. Along with these approaches, students will have more chances to collaborate with their peers, which builds confidence, allows directed math discord, and helps them practice new skills together. This will be monitored through PLC documentation, observations, walk throughs, and student data.

Rationale:

By using UDL and SDI, we ensure that all students, regardless of their learning needs, have equal opportunities to succeed. These strategies give every child access to the content in ways that fit their strengths while providing extra support when needed. Peer collaboration further strengthens learning by allowing students to share ideas, practice skills, and build confidence in a supportive and structured environment.

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

Strengthen Tier 1 Instruction

Person Monitoring:

Tara Lybarger

By When/Frequency:

Weekly

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

Our focus this year will be on improving Tier 1 instruction using research-backed models to reach all

learners and increase collaboration in math classrooms. We will also monitor this work by creating a small group schedule for our school. We will review data and form small groups of students to target areas in need of support with researched-based programs, specially designed instruction, and high leverage practices. Small groups will be monitored by administration with observation and walkthroughs and feedback will be provided during debriefs. Instructional coaches will provide model lessons, complete observations and give actionable feedback.

Action Step #2

Data chats/Problem Solving Sessions

Person Monitoring:

Tammy Winkler, Ashley Kibler, Tara Lybarger

By When/Frequency:

Weekly

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

At PLCs and at formal data chats, coaches will conduct problem solving sessions. With teachers, the coaches will analyze student data and make actionable plans on ways to strengthen Tier 1 instruction, build in structured, productive student collaboration, and build targeted small groups.

Action Step #3

Review current data from formative assessments. Mid-module and end-of-module assessments, exit tickets, FAST progress monitoring. Admin will participate in these data chats and review PLC binders for data, small group formations, and learning targets.

Person Monitoring:

Tammy Winkler and Ashley Kibler

By When/Frequency:

Weekly

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

Review current data from formative assessments. Mid-module and end-of-module assessments, exit tickets, FAST progress monitoring. Admin will participate in these data chats and review PLC binders for data, small group formations, and learning targets.

Action Step #4

Professional Learning- Lesson Planning, small groups, student collaboration

Person Monitoring:

Tammy Winkler, Ashley Kibler, and Tara Lybarger

By When/Frequency:

Weekly

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

Thorough lesson planning will be completed during PLCs. The leader will question and the team will discuss to clarify expectations for lessons. They will review data to target students in need of remediation, practice, and enrichment. Teams will agree on activities that students will complete to master these skills. Lessons will be monitored through PLC meetings/binders and walk throughs. Teachers will be given specific/actionable feedback for improvement. Collaborative Techniques will be demonstrated throughout the year during Whole Group PLC and Team meetings.

Action Step #5

Professional Development

Person Monitoring:

Tammy Winkler and Ashley Kibler

By When/Frequency:

Monthly

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

Teachers will participate in monthly whole group Professional Development. Teachers will participate

in coaching cycles and peer observations. Administrators will meet monthly to decide if Professional Development schedule is effective or if any changes need to be made based upon student academic achievement.

Area of Focus #2

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

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.

Overall ELA proficiency is 60%. This is a decrease from 67% last year. Our goal is to increase proficiency to 61% for the 26-27 school year. By targeting lowest quartile learning gains in 4th and 5th grade (and cohorts moving to 5th and 6th) in both whole group and small group instruction, and by targeting proficiency in 4th and 6th grade with Tier 1 instruction, we will be able to increase our overall proficiency.

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.

Increase overall ELA proficiency (3rd-6th grade) from 60% to 61%.

- 3rd grade: 57% to 58%
- 4th grade: 63% to 64%
- 5th grade: 59% to 60%
- 6th grade: 61% to 62%

Monitoring

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

We will monitor student progress using FAST PM1, PM2, and PM3. We will also use Acadience Reading to assess three times a year and progress monitor. Our teachers will meet regularly with the reading coach to analyze data and respond to the data. Mrs. Winkler and Mrs. Kibler will monitor the implementation of teaching strategies and student collaboration through walk-throughs and formal observations.

Person responsible for monitoring outcome

Tammy Winkler, Ashley Kibler, and Alex Scamahorn

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:

We will strengthen Tier 1 instruction by targeting the lowest quartile by using Universal Design for Learning (UDL) in order to design lessons that include multiple means of engagement, representation, and action and expression. A second way that we will target the lowest quartile with small group instruction. The third intervention we will utilize to target the lowest quartile is increasing student collaboration.

Rationale:

We will strengthen Tier 1 instruction by targeting the lowest quartile by using Universal Design for Learning (UDL) in order to design lessons that include multiple means of engagement, representation, and action and expression. According to CAST, "the goal of UDL is learner agency that is purposeful and reflective, resourceful and authentic, strategic and action oriented." The purpose of UDL is to design the learning environment to reach all learners, rather than attribute problems to learner deficits. When learning environments are planned using UDL, barriers are reduced and "every learner can engage in rigorous, meaningful learning." We will utilize UDL when planning our learning environments during PLCs so that Tier I instruction will be effective in all classrooms. This will be monitored through PLC documentation, observations, walk thrus, and student data. A second way that we will target the lowest quartile with small group instruction. Small group instruction is effective when teachers tailor instructional strategies and supports to meet the needs of individual students. The general education teacher will use data to plan lessons with the ESE teacher to determine the individual student's area(s) of strength and need. Examples include but are not limited to graphic organizers, multi-sensory activities, chunking, visual aids, sentence starters, and pre-teaching. This will be monitored through PLC documentation, observations, walk thrus, and student data. The third intervention we will utilize to target the lowest quartile is increasing student collaboration. Collaborative learning helps develop higher-level thinking, improves communication skills, and prepares students for the future. We will increase effective student collaboration by teaching students how to define group roles, develop and abide by group norms, set clear goals, practice active listening, and hold themselves accountable for their learning. During PLC and other planning sessions, teachers will intentionally plan how student collaboration will take place. This will be monitored through PLC documentation, observations, walk thrus, and student data.

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

Targeting the lowest quartile in whole group instruction using UDL strategies

Person Monitoring:

Tammy Winkler, Ashley Kibler, and Alex Scamahorn

By When/Frequency:

Weekly

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

Teachers will specifically target students in the lowest quartile during whole group lessons by using UDL strategies, including multiple means of engagement (intentional peer groups, specific feedback, activating background knowledge, engaging hooks), representation (visuals, presentations, videos, text, audio), and expression (whiteboards, exit tickets, oral responses, creating visuals, choice boards).

Strengthening Tier 1 instruction provides all students with equitable access and opportunity to master grade level standards and skills. By implementing UDL practices, classroom instruction is structured in a way to prevent students from needing interventions. For students who do require intervention, we will provide SDI in targeted small groups. Student collaboration provides students with the opportunity to verbalize their thinking, work out challenging content and skills in a low-risk environment, and practice these skills multiple times.

Action Step #2

Targeting the lowest quartile using small group instruction

Person Monitoring:

Tammy Winkler, Ashley Kibler, and Alex Scamahorn

By When/Frequency:

Weekly

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

The reading coach will collaborate with the classroom teacher and ESE teacher to develop intentional small groups for students in the lowest quartile. This will extend to intervention groups as well. The coach will provide Title I assistants with training and plans for providing intentional scaffolded support (that reflect the support provided in the classroom) in the Tier 2 and Tier 3 intervention programs, including but not limited to PRIDE and Corrective Reading. The coach will monitor implementation by observing Title I small groups. She will also monitor student progress monitoring data.

Action Step #3

Enhance student collaboration through directed discourse

Person Monitoring:

Tammy Winkler, Ashley Kibler, and Alex Scamahorn

By When/Frequency:

Weekly

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

The instructional team will strategize on ways to increase student collaboration in small groups settings implementing student collaboration practices, including directed discourse. Students will be grouped intentionally (both heterogenous and homogenous groups as needed), taught how to interact positively with peers, and held accountable for their work. The teachers will provide frequent, specific feedback. This will be monitored by attending weekly PLCs, reviewing PLC binder documentation, evaluating student progress monitoring data, and classroom walk throughs.

Action Step #4

Professional Learning

Person Monitoring:

Tammy Winkler and Ashley Kibler

By When/Frequency:

Monthly

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

Professional Learning will be provided monthly to teachers. This PD will come in the form of Whole

Group PLC, Grade Level Specific PD as needed. Teachers will also participate in coaching cycles and peer observations. Administrators will meet monthly to decide if changes need to be made to the instruction.

Action Step #5

Monitor and reflect on the progress of implementing the instructional practices.

Person Monitoring:

Tammy Winkler, Ashley Kibler, Alex Scamahorn

By When/Frequency:

Monthly

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

Together as a team, we will monitor monthly data (Benchmark Assessments, Acadience, etc.) to monitor student progress. If sufficient progress is not made, the administration team and Reading Coach will meet directly with teacher to discuss alternative strategies to use.

IV. Positive Learning 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.

For the 25-26 school year, 293 referrals were submitted school wide. Behaviors and the resulting referrals not only disrupt learning for the specific student who exhibits the behavior, but also for the rest of the students in that particular class. Oftentimes, consequences such as ISS and/or OSS also reduce instructional time for those students. Our goal is to reduce this number in the 26-27 school year to 250 referrals or fewer. This will help optimize instructional time for all students. We plan to provide PD to school faculty and staff on using PBIS strategies and best practices for scaffolding behaviors. We also plan to change and improve our school wide PBIS strategies and incentives.

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.

For the 25-26 school year, students received 293 referrals. We set a goal to reduce this to 250 or fewer referrals for the 26-27 school year.

Monitoring

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

The number of referrals will be monitored and shared with staff regularly during the school year. The

PBIS team will review data on a monthly basis as well and adjust practices accordingly

Person responsible for monitoring outcome

Ashley Kibler

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:

Positive Behavioral Interventions and Supports (PBIS) strategies will be implemented schoolwide to promote positive behavior, improve school climate, and support students' social-emotional and behavioral needs. Staff will provide consistent expectations, reinforcement systems, and behavioral interventions throughout the school year. Student behavior data, attendance, and discipline referrals will be monitored regularly to assess effectiveness and guide continuous improvement.

Rationale:

PBIS is an evidence-based framework that supports improved student behavior, increased engagement, and a positive learning environment. Implementing PBIS helps reduce disciplinary incidents, strengthen relationships, and create consistent behavioral expectations across grade levels. Ongoing monitoring of behavior and attendance data will ensure interventions are responsive to student needs and aligned with measurable school improvement goals

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

Implement school wide PBIS expectations and behavior reinforcement systems in all classrooms and common areas throughout the school year.

Person Monitoring:

Ashley Kibler

By When/Frequency:

Bi-Weekly

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

Administrators and PBIS team members will conduct walkthroughs, review behavior referral data monthly, and monitor consistency of PBIS implementation across classrooms.

Action Step #2

Provide ongoing staff training and coaching on PBIS practices to ensure consistent implementation across grade levels.

Person Monitoring:

Ashley Kibler

By When/Frequency:

Monthly

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

Staff participation records, coaching feedback, and classroom observations will be reviewed to assess implementation fidelity and identify additional support needs.

Action Step #3

Monitor discipline referrals, attendance, and behavior data monthly to evaluate effectiveness and adjust interventions based on student needs.

Person Monitoring:

Ashley Kibler

By When/Frequency:

Weekly

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

The PBIS team will analyze data trends during monthly meetings and use findings to revise interventions, provide targeted supports, and measure progress toward school improvement goals.

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.

Our School Improvement Plan will be shared with our SAC committee. We will collaborate and share ideas for school improvement and family engagement. This plan will also be shared with our faculty and be posted on McRae Elementary's website.

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)).

McRae Elementary will continue to build positive relationships with the families that we serve and our community by keeping them informed of our accomplishments and our goals. These will be shared through our newsletter, during assemblies, and using our Facebook page. This information will also be shared with our SAC committee and members will contribute ideas for school improvement. Parents will have constant access to their student's data and grades through FOCUS. Teachers will meet with parents to discuss their child's progress. Our school will have several Title 1 events throughout the school year to promote family participation and engagement.

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)).

Teachers will review curriculum maps created by district specialists. They will meet weekly during PLC time and will focus on grade level standards and on planning effective lessons based on UDL practices. They will implement Total Participation strategies to increase student engagement and collaboration. Data will be reviewed 3 times per year and small groups will be formed to meet the needs of students. Our coaches, general education/ESE teachers, and Title 1 assistants will provide targeted support to students using researched-based programs and strategies. These small groups will be strengthened using SDI and student collaboration techniques.

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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Our counselor, social worker, behavior site coach, and nurse are available to serve students and families in need of extra support. Our Student Success Team meets with families to problem solve and to provide additional resources. We work with Vision is Priceless to provide glasses to our students. Waste Not, Want Not, the Reinhold Foundation, and other donors have supported our Weekend Feeding Program.

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)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Our PBIS committee creates expectations for the common areas of our school. These procedures and rules are clearly explained to all students by Principal Winker the first week of school. The expectations are posted, reviewed, and modeled throughout the year. Students are reminded of procedures/rules, especially when we see misbehavior and after longer breaks. Employees are posted around campus to monitor behavior and to keep students on track. Teachers collaborate with students to create class procedures and rules. They provide models of these expectations, and students are recognized for doing the right thing. When we noticed that students need more support, we create behavior plans and students participate in social skills activities.

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)).

McRae is the Hidden Gem of Clay County. We are a family. We help and support each other. Everyone has someone to go to for support. Every team has a team lead. We have two instructional coaches. A team of teachers attend OneClay Leadership and the ESE Summit every summer to be prepared to share resources and strategies. Groups of teachers meet in PLCs every week and focus on standards, assessments, data, and small group targeted support. Every PLC has a leader trained in highly effective PLC work. Teachers attend ongoing OneClay Quarterly meetings. District Coaches offer Quarterly Meetings. All teachers are encouraged to complete LETRS training focused on researched-based practices. Our Title 1 assistants complete MicroCredentials trainings. Teachers know that they can reach out at any time for additional support. We offer collaborative lesson planning, data analysis, and provide model lessons. We debrief after walk-throughs and observations to celebrate great teaching strategies and to tweak instruction.

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)).

Our Pre-K teachers and assistants teach Pre-K students how to do school. They prepare them for Kindergarten by helping them to learn how to listen to instruction and collaborate with peers. They help them to build independence by modeling effective, respectful communication and self care. They are given support as they learn basic skills and complete tasks independently. They are constantly reminded that they are moving up to Kindergarten and need to be ready. As they learn all of these skills and behaviors, their confidence grows.

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 (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.

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

Yes

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

Clay County Schools

MIDDLEBURG ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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

Our mission is to work collaboratively with ALL to provide an educational experience that is motivating, challenging and rewarding for ALL. Our teachers will increase student achievement for ALL in a working and learning environment built upon respect, responsibility and safety.

Provide the school's vision statement

Middleburg Elementary School exists to prepare lifelong learners for personal success in a global and competitive workplace and in acquiring applicable life skills necessary for connections in an ever changing world.

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

Becky Wilkerson

becky.wilkerson@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

The Principal establishes the high-level vision and communicates the fundamental purpose behind the school improvement goals to all stakeholders. They align the master schedule, budget, and school resources to ensure staff have the time and tools needed to meet these targets. Ultimately, they maintain school-wide accountability while actively protecting teachers from outside distractions and initiative fatigue.

Leadership Team Member #2

Employee's Name

Ashleigh Haug

ashleigh.haug@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal manages the day-to-day execution of the improvement plan by tracking progress data and monitoring structural benchmarks. They bridge the gap between school culture and academics by analyzing how attendance, behavior, and discipline impact overall student achievement. Through formal observations and instructional feedback, they ensure that targeted school-wide strategies are consistently utilized in every classroom.

Leadership Team Member #3

Employee's Name

Sarah Artzer

sarah.artzer@myoneclay.net

Position Title

Title I Teacher/ELA Coach

Job Duties and Responsibilities

Coaches translate high-level improvement goals into actionable, daily classroom strategies by analyzing student data directly alongside teachers. They provide non-evaluative, job-embedded professional development through co-teaching, modeling lessons, and running non-punitive feedback cycles. By meeting educators where they are, they customize their support to help every teacher build the specific skills required to hit the school's targets.

Leadership Team Member #4

Employee's Name

Mary Bicknell

mary.bicknell@myoneclay.net

Position Title

Title I Teacher/Math Coach

Job Duties and Responsibilities

Coaches translate high-level improvement goals into actionable, daily classroom strategies by analyzing student data directly alongside teachers. They provide non-evaluative, job-embedded professional development through co-teaching, modeling lessons, and running non-punitive feedback cycles. By meeting educators where they are, they customize their support to help every teacher build the specific skills required to hit the school's targets.

Leadership Team Member #5

Employee's Name

Morgan Polan

morgan.polan@myoneclay.net

Position Title

School Counselor

Job Duties and Responsibilities

The school counselor removes systemic barriers to learning by aligning social-emotional supports directly with academic achievement goals. They analyze attendance, behavior, and enrollment data to design targeted interventions for students who are falling behind. By collaborating with teachers and administrators, they ensure that the school culture remains supportive and mentally healthy so that students are emotionally ready to learn.

Leadership Team Member #6

Employee's Name

Michelle McEachin

michelle.mceachin@myoneclay.net

Position Title

ESE Site Specialist

Job Duties and Responsibilities

The Exceptional Student Education (ESE) site specialist ensures that school improvement goals are universally accessible by advocating for compliant, high-quality instruction for students with disabilities. They analyze specialized data and coordinate individualized education programs (IEPs) to guarantee that students receive the specific accommodations and modifications they need to succeed. By collaborating with general education teachers and co-teaching teams, they build staff capacity to implement differentiated strategies that close achievement gaps for exceptional learners.

Leadership Team Member #7

Employee's Name

Stacey Gay

stacey.gay@myoneclay.net

Position Title

Media Specialist

Job Duties and Responsibilities

The library media specialist advances school improvement goals by curating a diverse, high-quality collection of print and digital resources that directly align with the curriculum. They collaborate with classroom teachers to co-plan and co-teach units that embed critical research skills, information literacy, and ethical resource citation into the content areas. By maintaining an engaging, accessible library environment, they cultivate a school-wide culture of reading and independent inquiry that directly supports student vocabulary and comprehension targets.

Leadership Team Member #8**Employee's Name**

Lauren Stewart

lauren.stewart@myoneclay.net

Position Title

Kindergarten Team Leader

Job Duties and Responsibilities

Teacher leaders guide professional learning communities (PLCs) and grade-level teams in analyzing student work and planning targeted instruction. Operating with peer-to-peer influence rather than administrative authority, they build vital grassroots buy-in for new school initiatives. Finally, they serve as a crucial feedback loop by informing administration whether strategies are succeeding on the ground or if teachers need more support.

Leadership Team Member #9**Employee's Name**

Deirdre Romano

deirdre.romano@myoneclay.net

Position Title

1st Grade Team Leader

Job Duties and Responsibilities

Teacher leaders guide professional learning communities (PLCs) and grade-level teams in analyzing student work and planning targeted instruction. Operating with peer-to-peer influence rather than

administrative authority, they build vital grassroots buy-in for new school initiatives. Finally, they serve as a crucial feedback loop by informing administration whether strategies are succeeding on the ground or if teachers need more support.

Leadership Team Member #10

Employee's Name

Taylor Papaiani

taylor.papaiani@myoneclay.net

Position Title

2nd Grade Team Leader

Job Duties and Responsibilities

Teacher leaders guide professional learning communities (PLCs) and grade-level teams in analyzing student work and planning targeted instruction. Operating with peer-to-peer influence rather than administrative authority, they build vital grassroots buy-in for new school initiatives. Finally, they serve as a crucial feedback loop by informing administration whether strategies are succeeding on the ground or if teachers need more support.

Leadership Team Member #11

Employee's Name

Brittany Morris

brittany.morris@myoneclay.net

Position Title

3rd Grade Team Leader

Job Duties and Responsibilities

Teacher leaders guide professional learning communities (PLCs) and grade-level teams in analyzing student work and planning targeted instruction. Operating with peer-to-peer influence rather than administrative authority, they build vital grassroots buy-in for new school initiatives. Finally, they serve as a crucial feedback loop by informing administration whether strategies are succeeding on the ground or if teachers need more support.

Leadership Team Member #12

Employee's Name

Sara Quiett

sara.quiett@myoneclay.net

Position Title

4th Grade Team Leader

Job Duties and Responsibilities

Teacher leaders guide professional learning communities (PLCs) and grade-level teams in analyzing student work and planning targeted instruction. Operating with peer-to-peer influence rather than administrative authority, they build vital grassroots buy-in for new school initiatives. Finally, they serve as a crucial feedback loop by informing administration whether strategies are succeeding on the ground or if teachers need more support.

Leadership Team Member #13**Employee's Name**

Lauren Quillin

lauren.quillin@myoneclay.net

Position Title

5th Grade Team Leader

Job Duties and Responsibilities

Teacher leaders guide professional learning communities (PLCs) and grade-level teams in analyzing student work and planning targeted instruction. Operating with peer-to-peer influence rather than administrative authority, they build vital grassroots buy-in for new school initiatives. Finally, they serve as a crucial feedback loop by informing administration whether strategies are succeeding on the ground or if teachers need more support.

Leadership Team Member #14**Employee's Name**

Alicia Baker-Allen

alicia.bakerallen@myoneclay.net

Position Title

6th Grade Team Leader

Job Duties and Responsibilities

Teacher leaders guide professional learning communities (PLCs) and grade-level teams in analyzing student work and planning targeted instruction. Operating with peer-to-peer influence rather than administrative authority, they build vital grassroots buy-in for new school initiatives. Finally, they serve as a crucial feedback loop by informing administration whether strategies are succeeding on the ground or if teachers need more support.

Leadership Team Member #15

Employee's Name

Crystal Champine

crystal.champine@myoneclay.net

Position Title

Resource Team Leader

Job Duties and Responsibilities

Teacher leaders guide professional learning communities (PLCs) and grade-level teams in analyzing student work and planning targeted instruction. Operating with peer-to-peer influence rather than administrative authority, they build vital grassroots buy-in for new school initiatives. Finally, they serve as a crucial feedback loop by informing administration whether strategies are succeeding on the ground or if teachers need more support.

Leadership Team Member #16

Employee's Name

Victoria Martin

victoria.martin@myoneclay.net

Position Title

ESE Team Leader

Job Duties and Responsibilities

Teacher leaders guide professional learning communities (PLCs) and grade-level teams in analyzing student work and planning targeted instruction. Operating with peer-to-peer influence rather than administrative authority, they build vital grassroots buy-in for new school initiatives. Finally, they serve as a crucial feedback loop by informing administration whether strategies are succeeding on the ground or if teachers need more support.

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.

All stakeholders, including our school leadership team, teachers, staff, parents, students, businesses, and community leaders are invited to attend regularly scheduled School Advisory Council Meetings to provide input on our School Improvement Plan. All of our families are invited to attend Title I events throughout the school year where feedback and input on the Title I program and activities are collected. Families are also periodically surveyed through our social media, website, and email. Through these mediums, stakeholders evaluate the data to form our school improvement plan and provide input on prioritization of needs through data analysis, and selecting interventions to meet those needs.

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)).

Ongoing data analysis will occur throughout the year for each teacher/class and during whole-group professional learning communities. During the creation of the School Improvement Plan, checkpoints were determined to monitor the progress of each goal and measure the impact of learning in meeting the State's academic standards. These checkpoints include progress monitoring assessments through the State, as well as classroom and district assessments that will determine growth and/or mastery of the standards. Our school leadership team will continue to monitor progress through classroom walkthroughs, common planning, professional learning community minutes, and staff feedback. If adequate progress is not being made, the implemented strategies and interventions will be modified to ensure continuous improvement. Data will be monitored and shared with the leadership team monthly to support ongoing adjustments. We will also share data with our School Advisory Council, who will review and provide feedback to assist with the development and approval of all SIP updates.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) 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>	2025-26: B 2024-25: A 2023-24: C 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	88	81	87	76	94	82	76	0	0	584
Absent 10% or more school days	24	17	25	18	12	18	19	0	0	133
One or more suspensions	5	4	2	7	10	8	9	0	0	45
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	10	18	13	18	15	7	10	0	0	91
Level 1 on statewide Math assessment	9	9	15	7	12	7	13	0	0	72
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	4	1	18	0	0	0	0	0	27
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0	0	0	0

Current Year 2026-27

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	9	9	8	10	8	5	11	0	0	60

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	4	3	7	0	0	0	0	0	19
Students retained two or more times	0	0	0	1	1	0	0	0	0	2

Prior Year (2025-26) 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	
School Enrollment	83	79	79	87	80	94	68			570
Absent 10% or more school days	26	13	10	8	19	19	15			110
One or more suspensions	1	5	7	4	5	13	6			41
Course failure in English Language Arts (ELA)	6	1	4	1		1	2			15
Course failure in Math	2		2	3	2	1	1			11
Level 1 on statewide ELA assessment	9	16	18	7	6	13	5			74
Level 1 on statewide Math assessment	9	16	18	7	6	13	15			84
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	5	3	3	8	4	13	6			42
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	6	3	4	1		6	1			21

Prior Year (2025-26) As Last Reported (pre-populated)

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

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

Prior Year (2025-26) 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	6	4	2	1						13
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

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	65	66	62	68	63	59	58	62	57
Grade 3 ELA Achievement	53	66	61	72	66	59	62	65	58
ELA Learning Gains	58	63	63	66	62	60	54	62	60
ELA Lowest 25th Percentile	54	60	58	51	60	56	49	60	57
Math Achievement*	66	69	66	73	67	64	63	67	62
Math Learning Gains	63	69	64	67	65	63	51	68	62
Math Lowest 25th Percentile	47	58	50	54	57	51	38	59	52
Science Achievement	69	67	62	54	62	58	40	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				72		63		55	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	475
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
59%	63%	52%	63%	63%	54%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	48%	No		
Black/African American Students	52%	No		
Hispanic Students	64%	No		
Multiracial Students	74%	No		
White Students	58%	No		
Economically Disadvantaged Students	57%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	65%	53%	58%	54%	66%	63%	47%	69%					
Students With Disabilities	47%	47%	50%	53%	39%	53%	47%	46%					
Black/African American Students	56%		50%		50%	50%							
Hispanic Students	59%		55%		78%	65%							
Multiracial Students	72%		64%		72%	86%							
White Students	65%	49%	58%	51%	66%	62%	42%	72%					
Economically Disadvantaged Students	61%	49%	58%	55%	63%	60%	49%	60%					

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	68%	72%	66%	51%	73%	67%	54%	54%					
Students With Disabilities	52%		62%	50%	50%	51%	42%	42%					
Black/African American Students	31%				77%								
Hispanic Students	81%	80%	82%		92%	71%							
Multiracial Students	75%		62%		69%	69%							
White Students	67%	70%	65%	51%	71%	66%	51%	55%					
Economically Disadvantaged Students	65%	67%	66%	57%	70%	65%	55%	51%					

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	58%	62%	54%	49%	63%	51%	38%	40%					
Students With Disabilities	40%	52%	55%	35%	44%	38%	29%	43%					
Black/African American Students	30%				70%								
Hispanic Students	83%		87%		65%	53%							
Multiracial Students	43%				43%								
White Students	58%	65%	53%	51%	64%	50%	35%	42%					
Economically Disadvantaged Students	54%	56%	53%	45%	55%	45%	36%	36%					

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	53%	65%	-12%	60%	-7%
ELA	4	68%	64%	4%	60%	8%
ELA	5	63%	60%	3%	61%	2%
ELA	6	71%	72%	-1%	62%	9%
Math	3	61%	69%	-8%	66%	-5%
Math	4	67%	65%	2%	65%	2%
Math	5	70%	61%	9%	62%	8%
Math	6	59%	70%	-11%	60%	-1%
Science	5	71%	66%	5%	60%	11%

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?

5th grade science showed the most improvement (15% increase). Our new actions included a change in personnel and scheduling to allow for teachers to have more equitable instructional minutes. We also implemented a science field day during the instructional day for all 5th grade students to participate in benchmark aligned engaging student tasks.

Lowest Performance

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

Math lowest quartile learning gains showed the lowest performance. The contributing factors were not having consistent 6th grade math teachers (both classes had long term substitutes). We also struggled to make learning gains in 4th grade due to high proficiency in 3rd grade math.

Greatest Decline

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

3rd grade ELA proficiency showed the lowest performance. We had a brand new 3rd grade instructional team, new curriculum, and midyear changes in personnel including a long term sub.

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.

3rd Grade ELA proficiency had the greatest gap when compared to the state average. We had a brand new 3rd grade instructional team, new curriculum, and midyear changes in personnel including

a long term sub.

EWS Areas of Concern

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

3rd grade had the highest number of students with a substantial reading deficiency with 18 students. We had 10 3rd graders with 2 or more indicators.

Highest Priorities

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

1. 3rd Grade ELA proficiency
2. ELA Learning Gains
3. Math Lowest Quartile Learning Gains

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

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.

Systematic implementation of district curriculum resources through PLC cycles focused on understanding and teaching the essential B.E.S.T. standards. Educators will align classroom tasks to the depth of the state specifications to ensure instruction matches the required cognitive complexity of each benchmark. By ensuring task alignment with the rigor of grade level benchmarks students are more likely to develop proficiency in grade level content. This will build student critical thinking stamina for students to meet or exceed proficiency targets on the FAST assessment.

Our rationale for choosing benchmark aligned instruction is based on our decrease in 3rd grade ELA proficiency (19%) and a substantial gap between our school data, the county (12%) and state (7%). In 3rd grade classroom walkthroughs we have identified a need to align student tasks to the rigor of the assessed benchmarks.

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.

Walkthrough data will show a 30% increase in benchmark-aligned instruction and tasks (45% to 75%) in all classrooms.

By May of 2027 the percentage of students scoring at or above a level 3 in 3rd grade ELA will increase from 53% to 64%.

Monitoring

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

Progress toward the desired outcomes will be monitored through:

- Weekly Admin Meetings: Leadership will review trends from classroom walkthroughs focusing on the indicators benchmark aligned instruction and tasks to identify teacher support needed. Leadership will identify students with potential for deficiency in reading or math and plan for the next SBLT meeting.
- Monthly school based leadership team meetings to correlate walkthrough trends with student assessment data to ensure classroom instruction is leading to student mastery, adjusting the professional learning calendar as needed.

Combining Administrative weekly meetings with school based leadership team monthly meetings will ensure instruction and student tasks are consistently aligned and that collaboration is taking place to support teachers with developing instruction as well as student tasks to meet the rigor of the benchmark which will directly impact and increase student proficiency.

Person responsible for monitoring outcome

Becky Wilkerson

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:

This large-scale randomized study evaluates the impact of varying levels of professional support—from basic workshops to ongoing coaching—on a peer-assisted kindergarten reading program (K-PALS), which directly relates to teacher peer observations as the intervention relies on teachers acting as observers who monitor student pairs, provide feedback, and collaborate during implementation support sessions to troubleshoot classroom practices.

Rationale:

We chose this study because it provides strong, randomized evidence that combining peer-assisted classroom practices with varying tiers of professional support and observation directly enhances instructional fidelity and student learning outcomes. Study: Scaling up an Early Reading Program: Relationships among Teacher Support, Fidelity of Implementation, and Student Performance across Different Sites and Years <https://ies.ed.gov/ncee/WWC/Study/70947>

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

All teachers will engage in personalized goal setting and monitoring three times a year

Person Monitoring:

Becky Wilkerson and Ashleigh Haug

By When/Frequency:

3 times a year

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

Teachers will engage in personalized goal setting based on last years data and create individualized action plans to achieve their goals.

Action Step #2

Conduct Collaborative "Alignment Audits" During Planning

Person Monitoring:

Becky Wilkerson and Ashleigh Haug

By When/Frequency:

Weekly Planning

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

Conduct Collaborative "Alignment Audits" During Planning: Grade-level teams will unpack upcoming benchmarks to identify their exact cognitive complexity (e.g., identifying vs. analyzing). Teams will then use a "backwards planning" protocol to evaluate their upcoming independent tasks, exit tickets, and assessments against the benchmark to ensure they require the same level of rigorous thinking.

Action Step #3

Peer observations

Person Monitoring:

Becky Wilkerson and Ashleigh Haug

By When/Frequency:

At least twice yearly

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

All teachers will engage in peer observations (Kindergarten & 1st, 2nd & 3rd, 4th - 6th content areas) to monitor benchmark alignment, exchange feedback, and collaborate on instructional practices.

Action Step #4

Teachers will engage in professional learning to address necessary skills to meet our goal

Person Monitoring:

Becky Wilkerson and Ashleigh Haug

By When/Frequency:

Monthly Whole Group PLC

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

Teachers will engage in professional learning about deconstructing benchmarks, utilizing FAST resources, aligning instructional tasks to the complexity and rigor of the benchmarks, etc.

Action Step #5

School-Based Leadership Team Meetings

Person Monitoring:

Principal, AP, and School Based Leadership Team Monthly Members

By When/Frequency:**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

School-Based Leadership Team meetings will be held monthly to reflect on how benchmark aligned

instruction is impacting student achievement by correlating walkthrough data with Common Formative Assessment results to identify and address instructional gaps.

Area of Focus #2

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

Instructional Practice specifically relating to Small-group Instruction

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.

Across grades K–6, educators will systematically implement data-driven small group instruction during dedicated intervention and differentiation blocks, utilizing formative assessments and district diagnostic data to cluster students by specific skill deficits or enrichment needs.

Teachers will deliver scaffolded, explicit instruction tailored to these student profiles, focusing on foundational literacy and early numeracy in primary grades (K–2) while targeting benchmark gaps, close-reading strategies, and multi-step mathematical problem-solving in intermediate grades (3–6). By shifting to this targeted structure, students receive personalized feedback and immediate error correction that accelerates the closing of achievement gaps, allowing struggling students to access grade-level B.E.S.T. standards through scaffolded support while proficient students receive the extension necessary to reach mastery.

Our rationale for choosing small group instruction is based on our decline in both ELA (-8%) and Math (-4%) learning gains schoolwide and a substantial achievement gap for our students with disabilities. Students with disabilities were 18% less proficient in ELA, 27% less proficient in math, and ELA learning gains for students with disabilities declined 12% from the previous year, leaving a 8% achievement gap. Based on this data we have identified a need to collaboratively plan for systematic, targeted, data-driven small group instruction.

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.

Walkthrough data will show a 30% increase in targeted small group instruction from 34% to 64% in all classrooms.

By May of 2027 ELA Learning gains at 64%, Math lowest quartile learning gains at 55%

Monitoring

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

Progress toward the desired outcomes will be monitored through

- Weekly Admin Meetings: Leadership will analyze trends from walk throughs T2 and S3 and the alignment of the tasks in small groups to the students needs. This data will be utilized to plan for SBLT meetings, PD and PLC's.
- Monthly SBLT Meetings: The team will analyze ELA, Math and Science performance data for students and identify student groups in need of enrichment or remediation as well as review walk-through trends to identify focus for upcoming PD and PLC's. Additionally, the team will review small group data to ensure that the remediation or enrichment is moving students to mastery or the benchmark and beyond.

This monitoring plan ensures ALL students receive the necessary supports to master complex benchmarks and that the appropriate rigor is being maintained to allow students to increase their proficiency.

Person responsible for monitoring outcome

Becky Wilkerson

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:

This study evaluated the impact of a 12-week, 30-minute daily schema-based instruction (SBI) mathematics tutoring program on 136 third-grade students across 12 urban schools, specifically measuring its effectiveness in teaching explicit one- and two-step word problem-solving strategies to a highly diverse, high-need student population.

Rationale:

This study directly relates to our focus on data-driven, small-group instruction by demonstrating how providing targeted, explicit, and scaffolded mathematics interventions—specifically focusing on multi-step problem-solving and immediate feedback—substantially accelerates the learning gains of high-need student populations, including students with disabilities and English language learners, who face the largest achievement gaps. Impact of Small-Group Tutoring Interventions on the Mathematical Problem Solving and Achievement of Third-Grade Students with Mathematics Difficulties [Word problem intervention vs. control] <https://ies.ed.gov/ncee/WWC/Study/86422>

Tier of Evidence-based Intervention:

Tier 3 – Promising 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

Standardize the weekly PLC data protocol

Person Monitoring:

Becky Wilkerson and Ashleigh Haug

By When/Frequency:

Weekly

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

Teams will collectively analyze common formative assessment data, identify and replicate the instructional methods that yielded the highest mastery, and isolate specific student misconceptions. Using these insights, the team will sort students into groups based on need and determine the exact instructional materials and targeted strategies required to drive them to mastery.

Action Step #2

Peer Observations

Person Monitoring:

Becky Wilkerson and Ashleigh Haug

By When/Frequency:

At least twice yearly

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

All teachers will engage in peer observations (Kindergarten & 1st, 2nd & 3rd, 4th - 6th content areas) to monitor benchmark alignment, exchange feedback, and collaborate on instructional practices related to small group instruction.

Action Step #3

School-Based Leadership Team Meetings

Person Monitoring:

Principal, AP, School-Based Leadership Team Members

By When/Frequency:

Monthly

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

School-Based Leadership Team meetings will be held monthly to reflect on small group instruction is impacting student achievement by correlating walkthrough data with Common Formative Assessment results to identify and address instructional gaps.

IV. Positive Learning 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.

Facilitate development of school-wide, grade level and class behavioral goals and expectations that will allow the classroom environment to be a place where students can learn and teachers can teach. Included in the plan will be positive behavior support and consistent accountability measures allowing all students, faculty and staff to have common understanding of the expectations in all areas of the school environment.

Strengthening our Tier 1 PBIS system by establishing clear consistent expectations, positive supports and accountability measures creates a learning environment where students are able to meet the demands of benchmark aligned instruction, where students remain in the learning environment where they can learn and enjoy coming to school and teachers are able to teach without distraction.

Climate survey data showed 54% of students felt like behavior in class is appropriate and allows for teachers to teach. These results indicate that there are inconsistent behavioral expectations which impedes students' ability to remain in class learning, preventing them from being able to meet the demands of the benchmark aligned instruction and is a barrier to a learning environment where students enjoy 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.

Walkthrough data will show a 30% increase in indicator C3 in all classrooms. By May 2027 the percentage of students responding favorably to the survey question, "students in my class behave so teachers can teach" will increase from 54% to 60%.

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.

Progress toward the desired outcomes will be monitored through

- Weekly Admin Meetings: Leadership will review indicator C3 (Tier 1 behavior expectations are intentionally planned, taught, and consistently reinforced) walk through data alongside referral trends to identify classrooms needing immediate Tier 1 behavioral support.
- Monthly SBLT Meetings: The team will correlate indicator C3 with student achievement data to verify that teacher explicit teaching of behavioral expectations and benchmark aligned instruction and tasks are improving the student learning experience.

- **Data-Driven Adjustments:** If walkthrough data for Cd do not meet the 30% increase target SBLT will adjust coaching resources, PD and PLC work to focus on explicit teaching of expectations
- **Impact:** Systematic monitoring ensures teachers and students stay focused on our goals for benchmark aligned instruction and tasks and classrooms where students can learn which will increase student time in class, on tasks that will prepare them for the rigor of the standard and increase attendance as students enjoy coming to school.

Person responsible for monitoring outcome

Becky Wilkerson

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:

This study evaluates the Incredible Years Teacher Classroom Management Program across nine urban elementary schools, directly supporting the establishment of school-wide, tier-1 behavioral goals by demonstrating how structured teacher training, modeling, and proactive observation systems effectively reduce disruptive behavior to maximize instructional time for teachers and learning for students.

Rationale:

We chose our approach based on this study because it proves that structured classroom management training combined with systematic, ongoing observations successfully equips teachers with the proactive strategies and consistent accountability measures needed to reduce behavioral distractions and maximize learning time. Study: Effects of a Universal Classroom Management Teacher Training Program on Elementary Children with Aggressive Behaviors <https://ies.ed.gov/ncee/WWC/Study/89768>

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

Teacher implementation

Person Monitoring:

Becky Wilkerson and Ashleigh Haug

By When/Frequency:

Daily

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

step:

Teachers will implement this priority by collaboratively teaching explicit behavioral expectations, utilizing consistent positive rewards, and applying uniform accountability measures to ensure a predictable and focused learning environment for all students.

Action Step #2

Tier 1 PBIS Foundations & Positive Reinforcement Systems

Person Monitoring:

Becky Wilkerson and Ashleigh Haug

By When/Frequency:

End of Quarter 1

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

Staff will receive professional development on collaboratively defining, teaching, and reinforcing explicit behavioral expectations through a shared matrix, while learning to effectively utilize positive behavior supports and high ratios of positive feedback to motivate students and encourage desired behaviors.

Action Step #3

School-Based LeadershipTeam meetings will be held monthly to reflect on how the Positive Learning Environment is impacting student achievement by correlating walkthrough data for indicators S.3. and T.3. with Common Formative Assessment results to identify and address instructional gaps.

Person Monitoring:

Principal, AP, School-Based Leadership Team
Members

By When/Frequency:

Monthly

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

School-Based LeadershipTeam meetings will be held monthly to reflect on how the Positive Learning Environment is impacting student achievement by correlating walkthrough data Common Formative Assessment results to identify and address instructional gaps.

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 draft School Improvement Plan (SIP) are first presented to the School Advisory Council (SAC) for stakeholder review, input, and official approval, with periodic progress updates shared at subsequent meetings throughout the school year. To ensure broad stakeholder engagement, key goals and progress updates are communicated to families and students via Title I meetings, report card conferences, and digital platforms like school newsletters, while school staff and leadership review the plans during inservice week and use Professional Learning Communities (PLCs) to monitor ongoing student data. For permanent public access, a physical copy of these documents is maintained in the school's front office, and a digital copy is made publicly available on the school's website at <https://www.oneclay.net/o/mbe/page/family-resources>. Furthermore, in accordance with 20 U.S.C. § 6314(b)(4) and ESEA Section 1114(b)(4), all communications are provided in an understandable format and language to the extent practicable by translating key summaries into primary home languages, utilizing digital website translation tools.

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)).

To build positive relationships with parents, families, and community stakeholders in fulfillment of our school's mission, we actively engage our community through personalized, face-to-face academic

conferences with every family. During these meetings, we collaboratively review the Title I School-Parent Compact, which clearly outlines the shared commitments of the student, family, and school staff in supporting student success. We further strengthen this partnership by keeping parents continuously informed of their child's progress through regular progress reports, digital communication platforms, and inviting stakeholders to participate in decision-making opportunities like the School Advisory Council. By fostering open, two-way communication and defining clear roles for academic support, we create a unified, welcoming network that effectively meets the diverse needs of our students.

<https://www.oneclay.net/o/mbe/page/family-resources>

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)).

To strengthen the academic program and increase the amount and quality of learning time, the school will implement an enriched and accelerated curriculum anchored in our designated Area of Focus for instructional alignment and data-driven instruction (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)). We plan to maximize learning time by restructuring the daily schedule to include dedicated, uninterrupted blocks for core subjects alongside evidence-based intervention and acceleration periods tailored to individual student needs. The quality of instruction will be enhanced through regular, collaborative Professional Learning Communities (PLCs) where teachers analyze real-time performance data to adjust their pacing, differentiate lessons, and integrate high-order critical thinking skills across all tiers of instruction. By continually monitoring student progress and providing targeted professional development for our faculty, we ensure that every student receives a rigorous, comprehensive, and well-rounded academic experience that effectively eliminates learning gaps.

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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

MIDDLEBURG HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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

Middleburg High School exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

Provide the school's vision statement

To provide a safe, educational environment that fosters students' intellectual, social, emotional, and physical potential, empowering them to become productive lifelong learners.

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

Martin Aftuck

martin.aftuck@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Support SIP team when needed and track goals.

Leadership Team Member #2

Employee's Name

Jordan Hobbs

jordan.hobbs@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Lead SIP team with Teacher leaders. Collect discipline data to present at meetings. Track goals.

Leadership Team Member #3**Employee's Name**

Deborah Curry

deborah.curry@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Collect ELA data to present and track. Track goals.

Leadership Team Member #4**Employee's Name**

Carrie Mescall

carrie.mescall@myoneclay.net

Position Title

English Teacher/Department Head

Job Duties and Responsibilities

Review Grammar, collect data and track goals. Relay information to ELA department.

Leadership Team Member #5**Employee's Name**

Candace Bates

candace.bates@myoneclay.net

Position Title

Math Teacher

Job Duties and Responsibilities

Collect data and track goals. Relay information to Math Department.

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.

Stakeholders are involved in SAC meetings and invited to participate in events. Business stakeholders help provide funds for onboarding freshmen events throughout the year. Parents provide feedback and support when needed at meetings and help organize volunteers at events throughout the year. Teachers help collect data and analyze the data to track goals and see new needs throughout the school year at meetings. Students give feedback through surveys and help volunteer at events throughout the year.

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)).

Attendance will be tracked weekly. As data comes in, the SAC team will work with the PBIS team (Mindset Motivators & Attendance Success Team) to appropriately reward students and encourage attendance. Students that are not attending will be tracked and referred to the attendance success team to be addressed and come up with a plan to work with the student on improving attendance.

Discipline will be tracked bi-weekly. As data comes in, the SAC team will work with the PBIS team (Mindset Motivators & Dean) to establish how to address areas of opportunity.

English Scores will be tracked through county testing 3 times throughout the year with a final state assessment. Student data will be tracked by teachers and support facilitators to indicate student areas of opportunity. As student data comes in, teachers will adjust and readdress materials that need improvement. The head of the Literacy Council will be responsible for tracking the data and relaying that information to the faculty.

Math Scores will be tracked through county testing 2 times throughout the year with a final state assessment. Student data will be tracked by teachers and support facilitators to indicate student areas of opportunity. As student data comes in, teachers will adjust and readdress content.

Administrators will track how often small groups are being used in the classroom and meet with department heads and individual teachers as needed to address any areas of opportunity.

All of these efforts together will help close achievement gaps and increase the achievements of students in meeting the State's academic standards.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH PK, 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	58.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) 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>	2025-26: A 2024-25: B 2023-24: A 2022-23: A 2021-22: B

D. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 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
	9	10	11	12	
School Enrollment	510	519	484	444	1,957
Absent 10% or more school days	128	136	147	179	590
One or more suspensions	89	84	52	31	256
Course failure in English Language Arts (ELA)	44	37	28	4	113
Course failure in Math	25	8	30	7	70
Level 1 on statewide ELA assessment			35	7	42
Level 1 on statewide Algebra assessment		1	28	5	34

Current Year (2026-27)

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
	9	10	11	12	
Students with two or more indicators	67	54	62	34	217

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	89	76	68	22	255

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	0	0
Students retained two or more times	0	0	0	0	0

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	66	69	62	57	66	59	55	64	55
Grade 3 ELA Achievement									
ELA Learning Gains	62	62	59	55	60	58	57	62	57
ELA Lowest 25th Percentile	58	59	55	53	59	56	60	62	55
Math Achievement*	57	61	52	48	59	49	53	61	45
Math Learning Gains	47	44	45	44	48	47	56	60	47
Math Lowest 25th Percentile	44	41	44	44	42	49	55	61	49
Science Achievement	83	82	74	79	82	72	79	80	68
Social Studies Achievement*	81	85	76	80	84	75	85	83	71
Graduation Rate	96	97	94	96	95	92	93	94	90
Middle School Acceleration									
College and Career Acceleration	81	67	74	78	63	69	64	60	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					69	52		51	49

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	678
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	96%

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
68%	64%	66%	70%	58%	55%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	52%	No		
English Language Learners	47%	No		
Asian Students	67%	No		
Black/African American Students	62%	No		
Hispanic Students	67%	No		
Multiracial Students	76%	No		
White Students	68%	No		
Economically Disadvantaged Students	65%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	66%		62%	58%	60%	47%	44%	83%	81%		96%	81%	
Students With Disabilities	39%		57%	61%	32%	32%	22%	64%	57%		97%	54%	
English Language Learners	26%		60%	65%	50%	36%							
Asian Students	75%		58%										
Black/African American Students	62%		64%	73%	41%	41%	38%	73%	77%		100%	54%	
Hispanic Students	66%		61%	62%	55%	42%	42%	83%	82%		93%	79%	
Multiracial Students	67%		61%		56%	61%		96%	88%		90%	89%	
White Students	67%		62%	55%	63%	47%	45%	82%	82%		97%	84%	
Economically Disadvantaged Students	60%		61%	61%	55%	43%	42%	78%	79%		92%	79%	
28/2026													

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	57%		55%	53%	49%	44%	44%	79%	80%		96%	78%	
Students With Disabilities	28%		47%	48%	30%	40%	44%	51%	47%		92%	57%	
English Language Learners	21%		33%	20%	64%								
Black/African American Students	47%		53%	47%	38%	50%		81%	80%		97%	68%	
Hispanic Students	45%		53%	43%	39%	38%	26%	69%	77%		98%	85%	
Multiracial Students	62%		58%	60%	58%	48%		81%	72%		100%	80%	
White Students	59%		55%	57%	51%	45%	47%	80%	80%		96%	78%	
Economically Disadvantaged Students	50%		52%	52%	45%	43%	46%	76%	77%		95%	73%	

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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	55%		57%	60%	53%	56%	55%	79%	85%		93%	64%	
Students With Disabilities	24%		47%	49%	23%	47%	42%	50%	61%		89%	50%	
English Language Learners	50%		64%								100%	40%	
Black/African American Students	49%		55%	63%	44%	68%		71%	64%		93%	46%	
Hispanic Students	55%		63%	74%	46%	66%	85%	72%	86%		98%	67%	
Multiracial Students	58%		68%		48%	45%		73%	94%				
White Students	55%		56%	58%	55%	54%	49%	81%	86%		92%	66%	
Economically Disadvantaged Students	48%		55%	61%	50%	55%	61%	75%	80%		91%	61%	

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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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	67%	66%	1%	60%	7%
ELA	10	65%	69%	-4%	61%	4%
Biology	9	96%	95%	1%	87%	9%
Biology	10	71%	67%	4%	60%	11%
Biology	11	80%	59%	21%	52%	28%
Algebra	9	69%	63%	6%	41%	28%
Algebra	10	33%	39%	-6%	31%	2%
Geometry	9	90%	87%	3%	75%	15%
Geometry	10	60%	53%	7%	40%	20%
Geometry	11	27%	26%	1%	26%	1%
History	11	82%	83%	-1%	75%	7%
Biology	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	30	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

There were increases across the board for all content areas for all students. Specifically, 9th Grade ELA improved 9 points. Overall ELA achievement went up 9 points. Algebra EOC went up 8 points. Increased focus on standards based instruction with tasks that aligned with benchmarks.

Incorporated support facilitators in planning for the school year and pushing into classes on a regular basis. In math we focused on depth of knowledge questions that align with benchmarks. Over the past 3 years students were placed into Algebra 1A and the following year 1B. The students were not tested until they completed both A and B.

Lowest Performance

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

Learning Gains for Lowest Quartile in Math dropped from 44% to 41%. A contributing factor to this decline could be that we had new teachers in our lower level math courses.

Greatest Decline

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

Learning Gains for Lowest Quartile in Math dropped from 44% to 41%, and it was 56% in the 23-24 school year. A contributing factor to this decline could be that 2 of 3 teachers were new to the subject area in our lower level math courses.

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 largest gap in comparison to state averages is in Algebra. We are 5% lower in pass rate. This is in part due to many of our higher level students taking this test in 8th grade before they come to high school.

EWS Areas of Concern

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

We have 590 students that are absent 10% or more of the school year, 128 being freshmen.

We have a total of 217 students that have two or more EWS, 67 being freshmen.

Highest Priorities

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

1. Math Achievement Scores
2. ELA Achievement Scores
3. Attendance
4. Small Groups in classes
5. ELL Student Achievement with a focus on ELA

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 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.

Description: Targeted small groups through benchmark aligned conversations/tasks in Math, focusing on rigorous tasks, differentiation, and addressing specific learning gaps identified in prior year data.

Impact on Student Learning: Aims to improve the overall proficiency, accelerate learning for the lowest 25%, and close district/state achievement gaps through differentiated support.

Rationale: Prior year data shows an 8% increase in Algebra and in Geometry. When compared to district and state levels there is room for improvement. Given our previous focus on aligning instruction with benchmarks, the next step is to dedicate time and development in instructional areas such as small groups and rigor to address the needs of all students.

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.

Algebra: Last year Algebra scores increased from 44% to 52% proficiency.

Geometry: Last year Geometry proficiency increased from 51% to 59%.

Walkthrough data will demonstrate that "75% of students are engaged in small groups through benchmark aligned conversations and tasks" as displayed during 25% of classroom walkthroughs

FAST PM 3 data will show a minimum of 50% of Algebra students meeting proficiency as well as 60% of Geometry students meeting proficiency. At least 52% of students in the lower quartile will show gains in Math.

Monitoring

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

Progress towards the desired outcome will be measured through:

- Weekly classroom walkthroughs (observing small groups and engagement)
- Quarterly data chats with teachers (PLCs, PM data, Common Assessments, Exit Tickets)
- Teachers and Support Facilitators will be aware of and track the lower 33% within their classes to use data to accurately group and target student areas of weakness
- Data chats within the classroom with teachers and students
- Monthly in Admin Leadership Meeting reviewing walkthrough data
- Support facilitators will be intentionally scheduled to push into targeted classrooms to support SWD.
- Teachers and Support Facilitators will plan together

Summarized: Ongoing instructional support includes weekly classroom walkthroughs focused on small group instruction and engagement, quarterly data chats analyzing student performance (PLCs, PM data, Common Assessments, Exit tickets), and classroom-level data discussions between teachers and students. Teachers and support facilitators track and target the lowest 33% of students, using data to inform grouping and instruction. Monthly leadership meetings review walkthrough trends, and support facilitators are strategically scheduled to co-plan and push into classrooms to assist students with disabilities.

Person responsible for monitoring outcome

Martin Aftuck, Principal

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:

Teachers will incorporate data driven small group instruction a minimum of 20% of class time. Support facilitators will be placed in specific ESE math classes to support the ESE population. Teachers will use high impact strategies to collect data and use data to drive small groups. Students in the lower quartile and ELL students will be scheduled and targeted according to their need to ensure they have extra supports in the classroom. We will be following a data driven design, by analyzing student data

educators can create groups that focus on specific skill gaps or learning styles, leading to more engaged and productive learning experiences. This approach also enables teachers to personalize learning paths, providing appropriate challenges and support for each student. Teachers will use common assessments, exit tickets, formal and informal assessments to group students appropriately. PLCs will discuss small group strategies that are working, data, and how we can improve on them throughout the year.

Rationale:

If all of our teachers are on-level curriculum and data-driven small group instruction, this allows teachers to target students based on different factors like achievement levels and learning styles. High impact teaching strategies, paired with a support facilitator in the classroom, we will continue to close achievement gaps by using small groups efficiently. It is a positive engagement strategy when implemented correctly. This can be good for all students and allow teachers to work with students in small groups or individually when necessary. General education teachers, ESE teachers, and Support Facilitators are all intentionally trained throughout the school year to provide high impact teaching strategies with a focus on small groups.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Incorporating Small Group Instruction in Math.

Person Monitoring:

Martin Aftuck

By When/Frequency:

Weekly

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

Teachers will implement small group instruction weekly, through rigorous tasks. Administration will perform walkthroughs weekly. Teachers will use common assessments, exit tickets, formal and informal assessments to group students appropriately. Support Facilitators and assistants will push-in to classrooms to support ESE teachers/students. Schedules will be made for Support Facilitators and assistants to allow the maximum amount of instructional time in the classroom. Teachers will meet in PLCs to discuss strategies to assist specific students that they have in common. PLCs will discuss small group strategies that are working and how we can improve on them throughout the year. Walkthrough data will show that small group instruction is occurring 20% of the time. This data is tracked by administration through the classroom walkthrough tool. Teachers will track student data focusing on the lower 33% (common assessments, exit tickets, formal and informal assessments) to group students. Data will continue to be tracked throughout the year to demonstrate small group effectiveness.

Action Step #2

Professional Learning on Incorporating Student Talk in Small Groups

Person Monitoring:

Martin Aftuck

By When/Frequency:

Quarterly

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

Professional learning in the format of whole group PL sessions, coaching cycles, peer observations, performed by teacher leaders and administrators and will focus on how to implement small group instruction with or without a Support Facilitator or Assistant. Administration will monitor the use of small groups in the classroom using the classroom walkthrough tool. Also, administrators will provide coaching cycles with teachers to determine what implementation strategies are working best and how we can focus on areas that have areas of opportunity.

Action Step #3

School-based Leadership Team meetings for Data Reflection

Person Monitoring:

Martin Aftuck

By When/Frequency:

Monthly

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

During PLCs, Data meetings will be held monthly to reflect on how small groups are impacting student achievement by reviewing data of the lower 33% in each class. Within these data meetings, teachers and Support Facilitators will identify areas of growth and areas of opportunity for their students and plan the next steps for supporting students in the classroom. As students progress, teachers will remove scaffolds to help continue independent growth throughout the year. Teachers will track data of students throughout the year through common assessments and data trackers.

Area of Focus #2

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**

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.

Description: Targeted small group instruction in ELA, focusing on rigorous tasks, differentiation and addressing specific learning gaps identified in prior year data.

Impact on Student Learning: Aims to improve the overall proficiency, accelerate learning for the lowest 25% and ELL population, and close district/state achievement gaps through differentiated and scaffolded support and intentional scheduling.

Rationale: Prior year data shows a 7% increase in 9th grade ELA and 10th grade dropped 3%. ELL achievement dropped to 35% which labeled MHS an ATSI school. When compared to district and state levels there is room for improvement. Given our previous focus on aligning instruction with benchmarks, the next step is to dedicate time and development in instructional areas such as small groups and rigor to address the needs of all students.

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.

9th grade : Last year ELA proficiency increased from 58% to 67%.

10th grade: Last year ELA proficiency increased from 54% to 65%.

Walkthrough data will demonstrate that “75% of students are engaged in small groups through benchmark aligned conversations and tasks” as displayed during 25% of classroom walkthroughs

ELA FAST PM 3 data will show a minimum of 70% of 9th grade students meeting proficiency as well as 68% of 10th grade students meeting proficiency. At least 60% of students in the lower quartile will show gains in ELA.

Monitoring

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

Progress towards the desired outcome will be measured through:

- Weekly classroom walkthroughs (observing small groups and engagement)
- Quarterly data chats with teachers (PLCs, PM data, Common Assessments, Exit Tickets)
- Teachers and Support Facilitators will be aware of and track the lower 33% within their classes to use data to accurately group and target student areas of weakness
- Data chats within the classroom with teachers and students
- Monthly in Admin Leadership Meeting reviewing walkthrough data
- Support facilitators will be intentionally scheduled to push into targeted classrooms to support SWD.
- Teachers and Support Facilitators will plan together

Summarized: Ongoing instructional support includes weekly classroom walkthroughs focused on small group instruction and engagement, quarterly data chats analyzing student performance (PLCs, PM data, Common Assessments, Exit tickets), and classroom-level data discussions between teachers and students. Teachers and support facilitators track and target the lowest 33% of students, using data to inform grouping and instruction. Monthly leadership meetings review walkthrough trends, and support facilitators are strategically scheduled to co-plan and push into classrooms to assist students with disabilities.

Person responsible for monitoring outcome

Debbie Curry, Assistant Principal and Martin Aftuck, Principal

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:

Teachers will incorporate data driven small group instruction a minimum of 20% of class time. Support facilitators will be placed in every ELL ELA class to support the needs of our ELL population and also our ESE population. Students in the lower quartile and ELL students will be scheduled and targeted according to their need to ensure they have extra supports in the classroom. We will be following a data driven design, by analyzing student data educators can create groups that focus on specific skill gaps or learning styles, leading to more engaged and productive learning experiences. This approach also enables teachers to personalize learning paths, providing appropriate challenges and support for each student.

Rationale:

If all of our ELA teachers that support our ESE and ELL students are providing on-level curriculum and high impact teaching strategies, paired with a support facilitator in the classroom, we will continue to close achievement gaps by using small groups efficiently. We want to continue to grow in this area and provide students with the small group instruction they need to help make them more successful. General education teachers, ESE teachers, and Support Facilitators are all intentionally trained throughout the school year to provide high impact teaching strategies with a focus on small groups.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Incorporating Small Group Instruction in ELA.

Person Monitoring:

Debbie Curry

By When/Frequency:

Weekly

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

Teachers will implement small group instruction weekly, through rigorous, benchmark aligned tasks. Administration will perform walkthroughs weekly. Teachers will use common assessments, exit tickets, formal and informal assessments to group students appropriately. Support Facilitators and assistants will push-in to classrooms to support ESE teachers/students. Schedules will be made for Support Facilitators and assistants to allow the maximum amount of instructional time in the

classroom. Teachers will meet in PLCs to discuss strategies to assist specific students that they have in common. PLCs will discuss small group strategies that are working and how we can improve on them throughout the year.

Walkthrough data will show that small group instruction is occurring 20% of the time. This data is tracked by administration through the classroom walkthrough tool. Teachers will track student data focusing on the lower 33% (common assessments, exit tickets, formal and informal assessments) to group students. Data will continue to be tracked throughout the year to demonstrate small group effectiveness.

Action Step #2

Professional Learning on Incorporating Student Talk Small Groups

Person Monitoring:

Debbie Curry

By When/Frequency:

Quarterly

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

Professional learning in the format of whole group PL sessions, coaching cycles, peer observations, performed by teacher leaders and administrators and will focus on how to implement small group instruction with or without a Support Facilitator or Assistant. Administration will monitor the use of small groups in the classroom using the classroom walkthrough tool. Also, administrators will provide coaching cycles with teachers to determine what implementation strategies are working best and how we can focus on areas that have areas of opportunity.

Administration will monitor the use of small groups in the classroom using the classroom walkthrough tool. Also, administrators will provide coaching cycles with teachers to determine what implementation strategies are working best and how we can focus on areas that have areas of opportunity.

Action Step #3

School-based Leadership Team meetings for Data Reflection

Person Monitoring:

Debbie Curry

By When/Frequency:

Monthly

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

During PLCs, Data meetings will be held monthly to reflect on how small groups are impacting student achievement by reviewing data of the lower 33% in each class.

Within these data meetings, teachers and Support Facilitators will identify areas of growth and areas of opportunity for their students and plan the next steps for supporting students in the classroom. As students progress, teachers will remove scaffolds to help continue independent growth throughout the year. Teachers will track data of students throughout the year through common assessments and data trackers.

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.

We cannot teach students who are not at school. We need attendance to increase so that students can achieve at a higher level, close achievement gaps, and help more students graduate. Last year our average daily attendance was 92%. This needs to be increased to reach more 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.

We need attendance to increase so that students can achieve at a higher level, close achievement gaps, and help more students graduate. Last year our average daily attendance was 92%. This needs to be increased to reach more students. We would like to increase our attendance from 92% to 93%.

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.

This year the attendance team will be focusing on data and targeting students with low attendance by making phone calls and sending emails to absentees from teachers after 3 unexcused absences. We believe that this will help us alleviate chronic absenteeism. We will also create success plans for all students that participate in an attendance meeting. We will use attendance reports to identify students that show EWS and target these students.

Person responsible for monitoring outcome

Jordan Hobbs, Assistant Principal & Erin Mckenzie, Assistant Principal, Martin Aftuck, Principal

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:

A Student Success Team (SST) is a positive, team oriented approach to assisting students with a wide range of concerns related to their school performance, attendance, and experience. The purpose of the SST is to identify and intervene based off of early warning signs, in order to design a support system for students having difficulty in the general education classroom.

Rationale:

We are choosing Student Success Team meetings to address attendance at MHS because this will help us build relationships with students, parents, and community partners to assist our students that need a little more structure or help developing a plan.

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

Teachers will call home as soon as students have 3 unexcused absences from class. This will occur every quarter and every class. They will then report to the Student Success Team (SST) to assist with a wide range of concerns related to the student's school performance, attendance, and experience. The purpose of this team is to identify and intervene based off of early warning signs, in order to facilitate a support system for students having difficulty in the general education setting.

Person Monitoring:

Erin McKenzie, Assistant Principal

By When/Frequency:

As needed

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

The Attendance Team will pull attendance records each week to identify students that are at an attendance percentage of less than 90%. Students can be referred to the team for other reasons, but attendance will be one of the key EWS we are looking to address. Since in most cases attendance is directly related to other issues, we will meet with students to address any obstacles that prevent them from attending school to help support them.

Action Step #2

PBIS Awards

Person Monitoring:

Jordan Hobbs, Assistant Principal

By When/Frequency:

Weekly

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

Students will be rewarded in class for positive attendance by being entered into a drawing. There will be weekly drawings by Mrs. Hobbs. Students will be recognized monthly in the cafeteria for attendance over 90%.

Action Step #3

Professional Learning

Person Monitoring:

Jordan Hobbs, Assistant Principal

By When/Frequency:

Monthly

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

Teachers will be provided with training on how to incorporate the PBIS rewards in their classes, and also how to refer students to the Success Team. We will work with teachers throughout the year through PLCs to ensure teachers are using the PBIS rewards system and also provide information they need about their students that have been placed on a Student Success Team "Success Plan". Attendance will be monitored through reports that will be distributed in weekly newsletters to the faculty and staff. Individual students will be tracked by guidance and admin to 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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

MONTCLAIR ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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

Montclair Elementary aims to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

Provide the school's vision statement

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

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

Bill Miller

William.Miller@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

School leadership, Facility management, staff hiring and retention, professional learning communities and school budget.

Leadership Team Member #2

Employee's Name

Kristen Harrison

Kristen.Harrison@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

School leadership, professional development, Professional Learning Communities, data collection and review, staff coaching, classroom walkthroughs, staff evaluations, hiring and retention, curriculum management and daily support to teachers and scholars for instruction and behavior.

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.

The School Leadership Team collects input for goals and action steps from teachers during OneClay Leadership Academy. The plan is reviewed by SAC members in August. SAC members include parents, staff, business and community partners.

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)).

SIP will be monitored monthly during PLC sessions with school leadership. Data collected from PM1 and PM2 will showcase successes and additional needs guiding a Mid Year SIP update. SIP will be shared quarterly with SAC with feedback and consideration for revisions to promote continuous improvement. End of the year results will be shared with staff and SAC and used to guide the next year's SIP.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: B 2023-24: B 2022-23: B 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	30	41	54	77	64	49	66			381
Absent 10% or more school days		7	10	7	13	11	5			53
One or more suspensions		2	4	2	1	2				11
Course failure in English Language Arts (ELA)		1	1	6	1					9
Course failure in Math		1		3						4
Level 1 on statewide ELA assessment		3	6	11	8					28
Level 1 on statewide Math assessment		5	14	29	17	29	20			114
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1			2					3
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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	5	10	7	9	3			35

Current Year 2026-27

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		1						2
Students retained two or more times										0

Prior Year (2025-26) 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	
School Enrollment	12	52	71	60	45	54	57			351
Absent 10% or more school days		11	18	12	10	7	11			69
One or more suspensions		5	1		2					8
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment				17	15	16	17			65
Level 1 on statewide Math assessment			39	27	25	27	18			136
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	8	31	21						62
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	4	19	5	14					44

Prior Year (2025-26) 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	8	8	10	4	9			45

Prior Year (2025-26) 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						10
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

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	64	66	62	52	63	59	53	62	57
Grade 3 ELA Achievement	68	66	61	58	66	59	52	65	58
ELA Learning Gains	69	63	63	55	62	60	55	62	60
ELA Lowest 25th Percentile	65	60	58	58	60	56	53	60	57
Math Achievement*	53	69	66	59	67	64	52	67	62
Math Learning Gains	61	69	64	68	65	63	67	68	62
Math Lowest 25th Percentile	52	58	50	59	57	51	66	59	52
Science Achievement	60	67	62	38	62	58	48	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				72		63		55	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	492
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
62%	57%	57%	52%	56%	55%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	41%	No		
English Language Learners	58%	No		
Black/African American Students	44%	No		
Hispanic Students	62%	No		
Multiracial Students	62%	No		
White Students	67%	No		
Economically Disadvantaged Students	58%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	64%	68%	69%	65%	53%	61%	52%	60%					
Students With Disabilities	36%	53%	45%	50%	27%	45%	41%	30%					
English Language Learners	48%	45%	63%		69%	63%							
Black/African American Students	44%	40%	71%		26%	41%							
Hispanic Students	58%	53%	68%		62%	68%		64%					
Multiracial Students	62%				62%								
White Students	74%	93%	69%	67%	55%	58%	47%	70%					
Economically Disadvantaged Students	59%	63%	68%	64%	50%	59%	46%	58%					

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	52%	58%	55%	58%	59%	68%	59%	38%		63%
Students With Disabilities	36%		59%	53%	48%	67%	76%	25%		
English Language Learners	30%		47%		74%	73%				63%
Black/African American Students	48%		54%		50%	64%				
Hispanic Students	49%	38%	50%		55%	60%				62%
Multiracial Students	47%		54%		47%	77%				
White Students	56%	70%	58%	68%	63%	70%	60%	46%		
Economically Disadvantaged Students	43%	56%	50%	59%	52%	61%	55%	24%		63%

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	53%	52%	55%	53%	52%	67%	66%	48%					63%
Students With Disabilities	36%	57%	52%	67%	41%	70%	71%	33%					
English Language Learners	25%		42%	40%	42%	84%							63%
Black/African American Students	35%		56%	46%	26%	56%	83%	36%					
Hispanic Students	41%	36%	43%	36%	50%	80%	82%						62%
Multiracial Students	63%				56%								
White Students	61%	67%	58%	77%	59%	66%	50%	61%					
Economically Disadvantaged Students	44%	40%	51%	52%	47%	63%	61%	40%					59%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	67%	65%	2%	60%	7%
ELA	4	55%	64%	-9%	60%	-5%
ELA	5	54%	60%	-6%	61%	-7%
ELA	6	69%	72%	-3%	62%	7%
Math	3	48%	69%	-21%	66%	-18%
Math	4	23%	65%	-42%	65%	-42%
Math	5	50%	61%	-11%	62%	-12%
Math	6	76%	70%	6%	60%	16%
Science	5	56%	66%	-10%	60%	-4%

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?

Fifth Grade Science increased 18 points from placing a new teacher in that position with school and district support. Schoolwide ELA proficiency increased 11 points. New actions this year included a new District Reading adoption to Benchmark curriculum with training and support offered for all teachers. ELA small groups increased in grades K-4.

Lowest Performance

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

Fourth Grade math declined to 23% proficiency with Third Grade earning 48% for the second year in a row. Contributing factor to Fourth Grade is a teacher who has never taught math, teaching both math and science along with only two classrooms on the grade level and multiple behaviors to manage.

Greatest Decline

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

Fourth Grade Math at 23% proficiency was our greatest decline from the previous year. The year prior, Fourth Grade Math was at 55% proficiency dropping 32 points. Those scholars in Third Grade scored at 48% proficiency, thus a drop for that scholar grouping of 25 points. With budget cuts we decreased from three Fourth Grade teachers to two. Our teacher who taught Math and Science had not taught Math previously. Our Fourth Grade scholar group included behavior management challenges.

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.

Fourth Grade Math had the greatest gap compared to the state average at 42 points less. Fourth Grade State Math average earned 65 and ours dropped to 23. Our second lowest was Third Grade Math with a 19 point difference. For Fourth Grade it was a combination of going down to two classes

and having a teacher teach Math and Science combined and his first year teaching Math. Behaviors in this grade level were a challenge. For Third Grade, this is the second year in a row with two new to our school, teachers on the grade level and a heavier concentration was placed on ELA as a mandatory retention subject area for the grade level.

EWS Areas of Concern

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

Reflection on EWS data, shows 53 scholars who have been absent 10% or more last year. That affects their academics and ability to maintain a regulated behavior. Attendance will be a main priority. We also have a high number of scholars who scored a Level 1 on the Statewide Math assessment which directly affects scholar proficiency. Those scoring low, most likely have lower attendance and could have an issue with behavior regulation or focus.

Highest Priorities

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

Math instruction schoolwide is a priority. Focus areas will be 3rd, 4th, and 5th grade Math. Third scored 48% proficiency two years in a row, Fourth dropped to 23% and will have a new teacher this year, and Fifth grade will have the low performing Fourth grade scholars.

Science in Fifth grade continues as a priority. We grew this year and want to maintain and increase that growth with scholars who are at 57% proficient in ELA and 23% Math coming into the grade level.

ELA schoolwide K-6 as it is the second year with our Benchmark Curriculum, new 5th grade ELA teacher and a new 6th grade ELA teacher with an updated curriculum.

For PBIS, attendance and behavior regulation are our main areas with our focus on attendance to build self-regulation.

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 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.

Description: Enhance Instructional Practice with Benchmark-aligned instruction in Math in grades 3-5.

Impact on Student Learning: Supporting our scholars with structured and explicit Tier 1 instruction aligned to the Benchmark will increase scholar learning and proficiency.

Rationale: Third grade had 48% proficiency on PM3 for the second year in a row. They will be going into Fourth grade needing additional support. Fourth grade dropped to 23% proficiency on PM3 and will have a new, first year teacher teaching math. Fifth grade is receiving the scholars who scored at 23% and will need the additional instruction and support at Tier 1. K, 1 and 2 showed math gains in their proficiency and 6th grade dropped but achieved 76%.

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.

We intend to have our 3rd - 5th grade Math PM3 proficiency for 26/27 school year at 60%. Every grade level is projected to have an increase based on the data from the prior year and planned support in math instructional practice.

Grade Level	24/25	25/26	Intended 26/27
Kindergarten	61%	85%	87%
First Grade	45%	75%	87%
Second Grade	68%	73%	75%
Third Grade	48%	48%	55%
Fourth Grade	55%	23%	55%
Fifth Grade	41%	50%	55%
Sixth Grade	83%	76%	78%

Monitoring

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

This Area of Focus will be monitored by classroom walkthroughs by administration to observe Benchmark-aligned Instructional practices with high scholar engagement. Our School-wide classroom indicator will be: Teacher encourages scholars to demonstrate success criteria and achieve the learning target with; Application of knowledge and skills, Open ended tasks and questions, Strategic Thinking and Ownership of Learning. Data will be monitored with the grade level teachers during monthly T3 meetings and in PLCs. Data will be pulled from PM and FOCUS Assessments, Eureka Squared unit and Classroom assessments. Vertical alignment will be reviewed to remediate skills from the prior grade level to grow into grade level proficiency. Tier 1 District Resources will be utilized for instruction and support and monitored monthly.

Person responsible for monitoring outcome

Bill Miller - Principal and Kristen Harrison- Assistant Principal

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:

We will utilize interventions and practices with High Effect Sizes based on Hattie's research. Evidence-based intervention to be used prior to Tier 1 instruction is Intentional Planning (.76).

Rationale:

Intentional planning with the Benchmark standards will show what the scholars need to be taught in instruction and what rigorous tasks would be a reflection of their understanding and proficiency. Intentional collaboration during planning between the General Education teacher, ESE, and ELD teachers and consideration with Title 1 teacher for small group instruction will determine best scaffolds or accommodations.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

During instruction will be Teacher Clarity (.85) and Scaffolding (.86). Teacher Clarity will encompass the planned instruction is organized and understandable including the learning targets and success criteria. Scaffolding will be the planned temporary supports that are implemented and gradually removed once scholars demonstrate independence and mastery of benchmarks.

Rationale:

Teacher Clarity showcases the intentional planning for the teacher's instructional practice aligned to the benchmark and the delivery of clear and organized instruction. Scaffolds would be determined

based on data including observational data for scholars. IEPs and ELL plans will be used to determine appropriate scaffolds aligned to the scholar's strengths and plan. The collaboration between General Education teachers, ESE and ELD will support the needs of our SWDs, ELLs and all scholars.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate 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

Professional Learning Community weekly and monthly sessions led by administration and teacher leaders. PLC's are how teachers will receive professional learning and monthly data review.

Person Monitoring:

Bill Miller-Principal and Kristen Harrison-Assistant Principal

By When/Frequency:

By April 2027.

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

Professional Learning Communities are our whole group monthly sessions, grade level and content areas who meet to receive professional development, review data and plan strategies. Administration and teacher leaders will lead the first monthly session each month and administration will monitor the small group sessions for the second and fourth weeks of the month. The third week will be for planned book studies and the months with five weeks will offer a discourse session. Administration will monitor agendas and conversations to determine additional professional development and grade level next steps. T3 sessions with grade levels or vertical math content in grades 3-6 to collaborate and review data or strategies.

Action Step #2

Collaborate with district staff through quarterly district collaborative sessions with Math specialists and on campus coaching support.

Person Monitoring:

Bill Miller-Principal, Kristen Harrison-Assistant Principal, District Math Specialist

By When/Frequency:

Continuous through the year until April 2027.

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

Third, Fourth and Fifth Grade Math teachers will attend District Collaborative quarterly sessions and work with a District Math Specialist on campus to support their intentional instruction and rigorous tasks aligned to the benchmarks.

Action Step #3

Teachers will implement the use of intentional planning, teacher clarity, and scaffolding within their instructional practices. Sharing by grade level monthly how this is improving.

Person Monitoring:

Bill Miller-Principal, Kristen Harrison-Assistant Principal, District Math Specialist

By When/Frequency:

Monthly until May 2027.

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

During small group PLC monthly sessions, grade levels and math content area teachers will discuss improvements they have measured based on their implementation of intentional planning, teacher clarity and scaffolding. School Leadership will meet with each group monthly to review data, walkthroughs, and collaborate on next steps.

Area of Focus #2

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**

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.

Area of Focus: Continue to increase scholar understanding and proficiency in 5th Grade Science.

Description: Enhancing our Instructional Practice and rigorous tasks aligned to benchmarks to support 5th Grade Science, will increase scholar understanding and mastery of Science concepts and increase proficiency.

Rationale: This Area of Focus was identified as a crucial need in 2023-2024 with 5th Science scoring 48% proficiency and dropping to 36% in 2024-2025. In 2025-2026 our new Science Teacher increased grade level proficiency scores to 56%. While this is impressive, we plan to grow our 5th grade proficiency higher to ensure scholars are mastering the concepts.

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.

We intend to have our 5th grade scholars achieve a 60% Science proficiency for the 26-27 school year. ELA proficiency relates to Science proficiency and in 24-25, our 4th graders finished at 55% ELA proficiency, worked in 5th grade to achieve the 56% at end of year for Science. The upcoming 5th graders for 26-26 scored at 57% ELA proficiency in PM3 and with intentional planning for reading strategies in addition to Science concepts we plan to achieve 60% or higher in PM3 Science proficiency.

Monitoring

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

Our Science Area of Focus will be monitored by classroom walkthroughs by administration to observe intentional planning, rigorous tasks aligned to benchmark, high engagement, and scholar ownership of their learning. Data will be monitored from FOCUS Science and classroom assessments and

observations. Monthly T3 sessions with the grade level and vertical Science Content PLCs will review data for successes and areas to adjust.

Person responsible for monitoring outcome

Bill Miller-Principal and Kristen Harrison-Assistant Principal

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:

We will utilize interventions and practices with High Effect Sizes based on Hattie's research. Evidence-based intervention to be used prior to Tier 1 instruction is Intentional Planning (.76).

Rationale:

Intentional planning with the Benchmark standards will show what the scholars need to be taught in instruction and what rigorous tasks would be a reflection of their understanding and proficiency. Intentional collaboration during planning between the General Education teacher, ESE, and ELD teacher to determine the scaffolds and accommodations needed for scholar success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

During instruction will be Teacher Clarity (.85) and Scaffolding (.86). Teacher Clarity will encompass the planned instruction is organized and understandable including the learning targets and success criteria. Scaffolding will be the planned temporary supports that are implemented and gradually removed once scholars demonstrate independence and mastery of benchmarks.

Rationale:

Teacher Clarity showcases the intentional planning for the teacher's instructional practice aligned to the benchmark and the delivery of clear and organized instruction. Scaffolds would be determined based on data including observational data for scholars. IEPs and ELL plans will be used to determine appropriate scaffolds aligned to the scholar's strengths and plan. The collaboration between General Education teachers, ESE and ELD will support the needs of our SWDs, ELLs and all scholars.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

During planning and Tier 1 instruction, evidence-based interventions are Classroom Discussion (.82) and Strategies to integrate Prior Knowledge (.93). Both will build understanding of concepts and inform the teacher of areas of need.

Rationale:

Our rationale for selecting these specific strategies is they have a high effect size and they are methods that our teacher can implement with minimal additional training. Many of our scholars are not experiencing Science concepts outside of school. Since our teacher will be teaching 4th and 5th grade Science, she can use these interventions with 4th graders to build their prior knowledge preparing them for more success the following year in 5th Grade Science.

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

Fifth Grade Science Teacher will participate in Professional Learning Community sessions led by administration and teacher leaders and District Science Collaboratives.

Person Monitoring:

Bill Miller-Principal, Kristen Harrison-Assistant Principal, District Science Specialist

By When/Frequency:

Monthly ending April 2027

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

Professional Learning Communities are our whole group monthly sessions, grade level and content areas who meet to receive professional development, review data and plan strategies. Administration and teacher leaders will lead the first monthly session each month and administration will monitor the small group sessions for the second and fourth weeks of the month. The third week will be for planned book studies and the months with five weeks will offer a discourse session. Administration will monitor agendas and conversations to determine additional professional development and grade level next steps. T3 sessions with grade levels or vertical Science content in grades 4-6 to collaborate and review data or strategies.

Action Step #2

Fifth Grade Teacher will intentionally plan her lessons to include vocabulary. Her instructional delivery will include Teacher Clarity, Scaffolding, Classroom Discussions and Integration of Prior Knowledge. She will also share pertinent vocabulary during vertical planning for grades K-4 to begin teaching to build awareness prior to 5th Grade.

Person Monitoring:

Bill Miller-Principal, Kristen Harrison-Assistant Principal, Rachel Goodyear-Classroom Teacher

By When/Frequency:

Monthly ending April 2027.

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

Teacher uses Intentional Planning and Teacher Clarity in preparing her lessons. Visual supports for Learning Targets, Success Criteria and Vocabulary utilized. During her instruction she will incorporate Classroom Discussions and Integration of Prior Knowledge. She will share specific vocabulary with grade levels K-4 to build awareness of Science concepts prior to arriving to 5th Grade. She will be supported by District Curriculum Guides. Administration will support through classroom walkthroughs and feedback. Additionally reviewing the science assessment data.

Action Step #3

Teacher will implement the use of intentional planning, teacher clarity, and scaffolding within their instructional practices. Sharing monthly how instruction and scholar understanding is improving.

Person Monitoring:

Bill Miller-Principal, Kristen Harrison-Assistant
Principal, Rachel Goodyear-Teacher

By When/Frequency:

Monthly until May 2027

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

Teacher will meet monthly with School Leadership to review progress in scholar performance and instruction monitored by classroom walkthroughs. District Science Specialist will have scheduled time to review pacing and provide additional feedback.

Area of Focus #3

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**

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.

Description: K-6 ELA Tier 1 structured instruction is our Area of Focus.

Impact on student learning: Supporting all of our scholars with structured and explicit Tier 1 implementation in the second year of our new curriculum for K-5 and an updated curriculum for 6th.

Rationale: All grades except 2nd increased proficiency in 25-26. Second grade had very large classes with a variety of needs and proficiency dropped from 70% in 24-25 to 68% 25-26. Teachers are still learning the many components to the new curriculum and we will have a focus on the alignment of rigorous tasks to the benchmark. We will have a teacher new to 3rd grade and our 5th grade ELA is in her first full year, with our 6th grade ELA new to our school. Many of our scholars are supported in Tier 1 and Tier 2 small groups to learn and apply additional reading strategies.

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.

We intend to have our school at 68% proficiency for K-6 for 26-27. We made gains in proficiency in 6/7 grade levels and while 2nd grade did not show a proficiency gain, there were great learning gains within the grade level.

Grade Level	24/25 Proficiency	25/26 Proficiency	Projected 26/27 Proficiency
Kindergarten	58%	77%	79%
1st Grade	34%	67%	78%
2nd Grade	70%	68%	71%

3rd Grade	52%	68%	69%
4th Grade	55%	57%	70%
5th Grade	33%	54%	60%
6th Grade	53%	70%	71%

Monitoring

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

This Area of Focus will be monitored by classroom walkthroughs by administration to observe Benchmark-aligned Instructional practices with high scholar engagement. Our School-wide classroom indicator will be: Teacher encourages scholars to demonstrate success criteria and achieve the learning target with; Application of knowledge and skills, Open ended tasks and questions, Strategic Thinking and Ownership of Learning. Data will be monitored with the grade level teachers during monthly T3 meetings and in PLCs. Data will be pulled from PM Assessments, Unit and Classroom assessments and Acadience. Lexia will be monitored for grade level and school growth with teachers monitoring individual scholar gains. Vertical alignment will be reviewed to remediate skills from the prior grade level to grow into grade level proficiency. Tier 1 District Resources will be utilized for instruction and support and monitored monthly. Tier 2 Resources will be used in small groups by teachers and Title 1 teachers for additional support.

Person responsible for monitoring outcome

Bill Miller-Principal and Kristen Harrison-Assistant Principal

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:

We will utilize interventions and practices with High Effect Sizes based on Hattie's research. Evidence-based intervention to be used prior to Tier 1 instruction is Intentional Planning (.76).

Rationale:

Intentional planning with the Benchmark standards will show what the scholars need to be taught in instruction and what rigorous tasks would be a reflection of their understanding and proficiency. Intentional collaboration during planning between the General Education teacher, ESE, and ELD teachers and consideration with Title 1 teacher for small group instruction will determine best scaffolds or accommodations.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

During instruction will be Teacher Clarity (.85) and Scaffolding (.86). Teacher Clarity will encompass the planned instruction is organized and understandable including the learning targets and success criteria. Scaffolding will be the planned temporary supports that are implemented and gradually removed once scholars demonstrate independence and mastery of benchmarks.

Rationale:

Teacher Clarity showcases the intentional planning for the teacher's instructional practice aligned to the benchmark and the delivery of clear and organized instruction. Scaffolds would be determined based on data including observational data for scholars. IEPs and ELL plans will be used to determine appropriate scaffolds aligned to the scholar's strengths and plan. The collaboration between General Education teachers, ESE and ELD will support the needs of our SWDs, ELLs and all scholars.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

During planning and Tier 1 instruction, evidence-based interventions are Classroom Discussion (.82) and Strategies to integrate Prior Knowledge (.93). Both will build understanding of concepts and inform the teacher of areas of need.

Rationale:

Our rationale for selecting these specific strategies is they have a high effect size and they are methods that our teacher can implement with minimal additional training. Many of our scholars are not familiar with vocabulary above basic speaking words and pre-teaching vocabulary with prior knowledge will build their understanding of the text and discussion. In grades 4th - 6th we will encourage the beginning stages of using the Jigsaw Method (1.2) to learn and share their knowledge.

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

Professional Learning Community weekly and monthly sessions led by administration and teacher leaders.

Person Monitoring:

Bill Miller-Principal and Kristen Harrison-Assistant Principal

By When/Frequency:

Monthly until April 2027.

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

Professional Learning Communities are our whole group monthly sessions, grade level and content areas who meet to receive professional development, review data and plan strategies. Administration

and teacher leaders will lead the first monthly session each month and administration will monitor the small group sessions for the second and fourth weeks of the month. The third week will be for planned book studies including one on Reading Strategies (The 7 Mighty Moves). Administration will monitor agendas and conversations to determine additional professional development and grade level next steps. T3 sessions with grade levels or vertical ELA content in grades 3-6 to collaborate and review data or strategies.

Action Step #2

Collaborate with District staff through district collaborative sessions with ELA Specialists and on campus coaching support.

Person Monitoring:

Bill Miller-Principal, Kristen Harrison-Assistant Principal, and District Reading Specialist

By When/Frequency:

Quarterly until May 2027.

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

Teachers will attend District Collaborative quarterly sessions and work with a District ELA Specialist on campus to support their intentional instruction and rigorous tasks aligned to the benchmarks.

Action Step #3

Teachers will implement intentional planning, teacher clarity and scaffolding into their instructional practice. Teachers will meet with grade levels and content areas to share their improvement and scholar increase in performance.

Person Monitoring:

Bill Miller-Principal, Kristen Harrison-Assistant Principal

By When/Frequency:

Monthly until May 2027

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

During small group PLC monthly sessions, grade levels and ELA content area teachers will discuss improvements they have measured based on their implementation of intentional planning, teacher clarity and scaffolding. School Leadership will meet with each group monthly to review data, walkthroughs, and collaborate on next steps.

IV. Positive Learning 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.

Desscription: Our Area of Focus is reducing our Office Discipline Referrals for our SWDs.

Impact on Learning: When scholars are not demonstrating good behavior, they are not engaged and they hinder the learning for other scholars. Being out of the classroom for a consequence reduces their time spent in the classroom to engage in their learning opportunities. This would be reflected in

grades and content proficiency.

Rationale: Our 25-26 total ODRs increased to 95.18% from 24-25. Our SWD population was listed as a significant risk ratio of 2.6 and PBIS considers a ratio over 2.5 a significant risk. We have set School-wide behavior expectations and each classroom has classroom expectations to be met. Scholars are human and will have moments and days that could be challenging for them. Students with Disabilities have their IEP designed from data collected and plans will include a Functional Behavior Plan or a Behavior Implementation Plan. Before writing a Discipline Referral on a SWD, we need to ensure the FBA or BIP was followed and the level of severity of the incident was considered according to the Discipline Flow chart. General education scholars without an IEP should meet behavior expectations and have discipline for incidents following the Discipline Flow chart.

Measurable Outcome

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

Our goal for this Area of Focus would be to have our students with an IEP subgroup earn a ratio of 2.0 or less. From 22-23 to 23-24 our Office Discipline Rate increased 61%, we then decreased in 24-25 by 56% and this year we increased to 95.18%. Our Office Discipline Referrals per 100 is 29.81 while the state of Florida's median per 100 is 28.01. Student subgroups are monitored with a ODR Risk Ratio and our Students with an IEP earned a significant risk ratio level of 2.6 with anything higher than 2.5 earning that designation. Our In School Suspension rate also increased by 16.24% in 25-26.

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.

This will be measured by reviewing the numbers of ODRs weekly and monthly through FOCUS discipline reports. Additional tracking of scholars, grade levels, teachers, and time periods to monitor trends and identify potential solutions. Ongoing monitoring will impact scholar achievement because they will be in the classroom learning instead of out on a consequence and peers will be able to focus on learning with behavior expectations being met. Classroom walkthroughs will also monitor classroom management and scholar engagement showcasing they are meeting the expectations set. Behavior Tracking spreadsheet will also be monitored weekly from Reflection sheets completed to support scholars prior to an Office Discipline Referral being written.

Person responsible for monitoring outcome

Bill Miller-Principal and Kristen Harrison-Assistant Principal

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:

We will utilize interventions and practices with High Effect Sizes based on Hattie's research. Evidence-based intervention to be used prior to Tier 1 instruction is Intentional Planning (.76).

Rationale:

Intentional planning with the Benchmark standards will show what the scholars need to be taught in instruction and what rigorous tasks would be a reflection of their understanding and proficiency. Intentional collaboration during planning between the General Education teacher, ESE, and ELD teachers and consideration with Title 1 teacher for small group instruction will determine best scaffolds or accommodations. When the instruction is presented within the scholar's Zone of Proximal Development, they can feel success and not frustration.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

During instruction will be Teacher Clarity (.85) and Scaffolding (.86). Teacher Clarity will encompass the planned instruction is organized and understandable including the learning targets and success criteria. Scaffolding will be the planned temporary supports that are implemented and gradually removed once scholars demonstrate independence and mastery of benchmarks.

Rationale:

Teacher Clarity showcases the intentional planning for the teacher's instructional practice aligned to the benchmark and the delivery of clear and organized instruction. Scaffolds would be determined based on data including observational data for scholars. IEPs and ELL plans will be used to determine appropriate scaffolds aligned to the scholar's strengths and plan. The collaboration between General Education teachers, ESE and ELD will support the needs of our SWDs, ELLs and all scholars.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Build self efficacy (.92) in scholars K-6. For K-2 scholars use "I Can" statements and for 3-6 scholars set micro-goals for a single class period. Use structured choice or embed choice into the Success Criteria to give scholars agency which will feed into self efficacy.

Rationale:

Self efficacy is built on mastery experiences when scholars set a goal and reach it. When scholars reach their "I Can" statement or micro-goal/ success criteria they build confidence. Many discipline referrals happen during independent work when scholars feel overwhelmed. Small micro-goals break that overwhelming idea into smaller tasks reducing frustration that could trigger disruptive or disrespectful behaviors. A choice or menu approach to Success Criteria has a couple options of the path to mastery of the standard. While self efficacy is (.92), ADHD is (-.90).

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

Professional Learning Community weekly and monthly sessions led by administration and teacher leaders.

Person Monitoring:

Bill Miller-Principal and Kristen Harrison-Assistant Principal

By When/Frequency:

Monthly all year ending May 2027.

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

Professional Learning Communities are our whole group monthly sessions, grade level and content areas who meet to receive professional development, review data and plan strategies. Administration and teacher leaders will lead the first monthly session each month and administration will monitor the small group sessions for the second and fourth weeks of the month. The third week will be for planned book studies and the months with five weeks will offer a discourse session. T3 sessions with grade levels or vertical content in grades 3-6 to collaborate and review data or strategies. PBIS data will be shared with staff monthly and grade level data will be shared during T3 sessions.

Action Step #2

PBIS Rewards will be offered to scholars by teachers and staff through the PBIS Rewards App. Teachers will utilize Intentional Planning, Teacher Clarity, Scaffolding and Classroom Discussion their instructional practice to meet the needs of all scholars. Teachers will create "I Can" statements and micro-goals along with choice menus as options to demonstrate mastery.

Person Monitoring:

Bill Miller-Principal, Kristen Harrison-Assistant Principal, PBIS-Climate & Culture Team

By When/Frequency:

Monthly until May 2027.

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

Teachers will award PBIS points as an award for scholars success in meeting the success criteria, reaching a goal or using a planned strategy. Points can be awarded by staff for a scholar's attitude demonstrating self efficacy. Scholars will shop in the PBIS store quarterly to purchase items or celebrations with their points.

Action Step #3

Teachers will implement the use of intentional planning, teacher clarity, and scaffolding within their instructional practices. Sharing by grade level monthly how instruction and behaviors of SWDs has improved. PBIS Reward totals will be monitored monthly.

Person Monitoring:

Bill Miller-Principal, Kristen Harrison-Assistant Principal

By When/Frequency:

Monthly until May 2027

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

step:

During small group PLC monthly sessions, grade levels will discuss improvements they have measured based on their implementation of intentional planning, teacher clarity and scaffolding along with Success Criteria of "I Can" statements or micro-goals. Teachers will review behavior data and PBIS Rewards totals. School Leadership will meet with each group monthly to review ODR data, PBIS Rewards points and collaborate on next steps.

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 SIP was written by school leadership and reviewed by District leadership. This SIP will be presented to school staff in pre-planning before the school year begins. The plan will be introduced in the first SAC meeting to share with parents, stakeholders and staff. It will be available in a print copy in the front office for parents and stakeholders to review. This plan will serve as a guide, thus referred to often in continuous planning it will also be fully reviewed mid year for progress monitoring and determination of any additional needs. Our school's webpage: <https://www.oneclay.net/o/mce>.

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)).

Montclair plans to continue and build new positive relationships with parents, families and community stakeholders through the year. We have our Parent and Family Engagement events scheduled. August 27 is "Planting Seeds of Learning with Parents" will go to the apartment complex where many of our scholars live to share seeds to plant and information. September 17 will be our Annual Title 1 Meeting with a Family Game Night and Parent / Teacher conferences. October begins our quarterly Flag Pole events inviting families and stakeholders with collaboration from our zoned high school scholars giving high-fives. November 19 is our STREAM night for families and stakeholders. Our

Literacy/Reading night with a spaghetti dinner is January 21. Our school's webpage: <https://www.oneclay.net/o/mce>. Parents will be informed of their child's progress through conferences, interim grade postings, report cards, conversations and Tuesday folder notes home.

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)).

Montclair had a 24 point academic gain in state testing for the 25-26 school year. ELA gains were up 11 points and Science was up 18 points. For the 26-27 school year, we have defined our Professional Learning plan for monthly sessions and book studies. Our Area of Focus is Instructional Practice for ELA, Science and Math with a PBIS goal for reduction of Office Discipline Referrals for students with disabilities. Our application was submitted for recognition as a PBIS Model School at the Bronze Level. Our school-wide STREAM concept will increase Science concepts to all grade levels. Our quality of learning time is extended with Boys and Girls Club on campus afterschool and multiple clubs relating to enrichment and arts.

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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

OAKLEAF HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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 Oakleaf High School is to provide a safe, appropriate, and effective learning environment that will meet the needs of the students and assist the students in accomplishing educational goals that are significant for the world of work and for higher learning pursuits.

Provide the school's vision statement

By providing the best education possible, we are giving our students the “armor” to succeed in their lifelong endeavors.

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

Justin Fluent

justin.fluent@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Evaluator for: Career Technical Education (CTE), NJROTC, Athletic Director, Deans, and Assistant Principals.

Oversees the following areas: Budget, Hiring, Curriculum Council, SAC, School Improvement Plan, Teacher and Room Assignments, Field Trips, Contracts, and Workers Comp. Rep.

Leadership Team Member #2

Employee's Name

Toyia Mills

toyia.mills@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Evaluator for: Science, ESE, and Credit Recovery Labs

Grade Level- 12th Grade

Oversees the following areas: Graduation Rate, Grad Tracker, ESE compliance, Biology Proficiency, Principal Reviews, PBIS, Summer School Coordinator, Teacher of the Year, School Related Employee of the Year, Teacher Support/Appreciation, and Enrollment Issues, Out-of-Field Teachers, and ESOL Out-of Field letters, New Teacher Orientation, New Teacher Mentorship, Parent academy coordinator.

Leadership Team Member #3

Employee's Name

Lance Linscomb

lance.linscomb@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Evaluator for: Math, Foreign Language and Custodians

Grade Level - 10th

Oversees the following areas: Algebra 1 and Geometry Proficiency, Learning Gains and Lower Quartile,

Facilities, Work Orders, Custodians, Keys, Duty roster

Drills - Bus/Fire/Lockdown/Weather, Emergency Manual, Threat Assessments Leader, Student Success Leader, School Safety Leader.

Leadership Team Member #4

Employee's Name

Brittany Mckenzie

brittany.mckenzie@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Evaluator for: English, Intensive Reading, Guidance and Media Center

Grade Level - 11th

Oversees the following areas: ELA Proficiency, Learning Gains, Lower Quartile, FAST and EOC Testing, Literacy Leader, Social Media, Webmaster, Chromebooks, Planner , FIC, Guidance & 504 plan compliance, Master scheduling, FTE, Grade Changes, Title IX Leader, Grade changes

Leadership Team Member #5

Employee's Name

Brett Rountree

brett.rountree@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Evaluator for: Social Studies, Fine Arts and PE

Grade Level - 9th

Oversees the following areas: US History Proficiency, learning gains, lower quartile, Principal Reviews, Roster verifications, professional development, property

Leadership Team Member #6

Employee's Name

Michelle Forbis

michelle.forbis@myoneclay.net

Position Title

School Advisory Council (SAC) Chair, Support Facilitator/ESE Department Head

Job Duties and Responsibilities

Facilitate SAC meetings, Assist with IEP compliance reviews, manifestation meetings, articulations and participating as part of the school based leadership team.

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.

At Oakleaf High School, our School Advisory Council seeks input from our stakeholders, which include the school leadership team, teachers, staff, parents, students, and the community. At the end of the year, the SAC leader meets with the school leadership team to discuss potential focus areas. After that initial meeting, the school based leadership team meets and the School Improvement Plan is drafted and presented to the leadership team. Once the leadership team approves the plan, it is introduced to the stakeholders at our last SAC meeting. Stakeholders are given an opportunity to voice their comments and concerns before the plan is approved and developed for submission during the summer.

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 School Advisory Council at Oakleaf High School meets quarterly with stakeholders (school leadership team, teachers, staff, parents, and students) to discuss and monitor the implementation and impact of our Improvement Plan and make revisions as necessary. In addition, the administrative team will review FOCUS data (incident referrals, Local assessment and PM data) in addition to walkthrough data to determine the effectiveness.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH PK, 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	53.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) 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>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: B

D. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 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
	9	10	11	12	
School Enrollment	487	523	562	561	2,133
Absent 10% or more school days	123	152	184	247	706
One or more suspensions	88	78	64	59	289
Course failure in English Language Arts (ELA)	9	30	3	5	47
Course failure in Math	19	10	18	18	65
Level 1 on statewide ELA assessment	0	2	21	2	25
Level 1 on statewide Algebra assessment	1	7	22	5	35

Current Year (2026-27)

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
	9	10	11	12	
Students with two or more indicators	34	53	47	58	192

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	71	69	62	69	66	59	66	64	55
Grade 3 ELA Achievement									
ELA Learning Gains	62	62	59	62	60	58	65	62	57
ELA Lowest 25th Percentile	60	59	55	61	59	56	65	62	55
Math Achievement*	68	61	52	74	59	49	70	61	45
Math Learning Gains	50	44	45	57	48	47	68	60	47
Math Lowest 25th Percentile	48	41	44	62	42	49	72	61	49
Science Achievement	82	82	74	85	82	72	81	80	68
Social Studies Achievement*	89	85	76	92	84	75	86	83	71
Graduation Rate	99	97	94	98	95	92	97	94	90
Middle School Acceleration									
College and Career Acceleration	59	67	74	60	63	69	60	60	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					69	52		51	49

*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 (FPI) 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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	69%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	691
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	99%

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
69%	72%	73%	71%	60%	58%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	55%	No		
English Language Learners	69%	No		
Asian Students	83%	No		
Black/African American Students	65%	No		
Hispanic Students	71%	No		
Multiracial Students	71%	No		
White Students	73%	No		
Economically Disadvantaged Students	66%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

	2025-26 Accountability Components by Subgroups													L
	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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS	
All Students	71%		62%	60%	71%	50%	48%	82%	89%		99%	59%		
Students With Disabilities	45%		54%	58%	48%	44%	48%	60%	69%		98%	27%		
English Language Learners	46%		61%	63%	63%	55%		75%	95%		100%	67%		
Asian Students	78%		60%		89%	68%		92%	100%		97%	79%		
Black/African American Students	66%		61%	60%	62%	47%	45%	77%	85%		100%	48%		
Hispanic Students	72%		63%	65%	73%	50%	55%	79%	87%		100%	61%		
Multiracial Students	74%		62%	50%	71%	51%		88%	86%		100%	58%		
White Students	77%		61%	61%	80%	52%	50%	88%	94%		99%	72%		
Economically Disadvantaged Students	65%		61%	58%	67%	47%	53%	76%	84%		99%	45%		
28/2026														

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	69%		62%	61%	74%	57%	62%	85%	92%		98%	60%	67%
Students With Disabilities	35%		52%	53%	59%	55%	63%	52%	84%		97%	30%	
English Language Learners	42%		48%	59%	83%	65%		86%	90%		88%	61%	67%
Asian Students	87%		74%		93%	74%		100%	93%		97%	77%	
Black/African American Students	63%		60%	61%	69%	55%	63%	80%	92%		98%	50%	
Hispanic Students	70%		63%	65%	77%	57%	70%	89%	91%		94%	68%	72%
Multiracial Students	71%		58%	64%	75%	49%	64%	81%	88%		96%	70%	
White Students	74%		63%	58%	77%	60%	50%	88%	94%		99%	63%	
Economically Disadvantaged Students	64%		60%	60%	76%	62%	69%	82%	91%		96%	55%	63%

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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	66%		65%	65%	70%	68%	72%	81%	86%		97%	60%	68%
Students With Disabilities	30%		47%	48%	41%	58%	67%	56%	77%		98%	23%	
English Language Learners	56%		63%	70%	82%	70%		75%	80%		92%	48%	68%
Asian Students	92%		82%		81%	61%		95%	92%		100%	64%	
Black/African American Students	58%		65%	62%	62%	70%	72%	74%	80%		99%	49%	67%
Hispanic Students	66%		65%	75%	75%	67%	74%	83%	90%		92%	63%	73%
Multiracial Students	67%		58%	45%	71%	70%	82%	79%	91%		100%	62%	
White Students	71%		64%	67%	77%	67%	72%	89%	92%		96%	70%	
Economically Disadvantaged Students	59%		64%	65%	66%	65%	72%	76%	80%		94%	55%	74%

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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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	69%	66%	3%	60%	9%
ELA	10	73%	69%	4%	61%	12%
Biology	9	95%	95%	0%	87%	8%
Biology	10	72%	67%	5%	60%	12%
Biology	11	71%	59%	12%	52%	19%
Algebra	9	87%	63%	24%	41%	46%
Algebra	10	54%	39%	15%	31%	23%
Geometry	9	84%	87%	-3%	75%	9%
Geometry	10	72%	53%	19%	40%	32%
Geometry	11	41%	26%	15%	26%	15%
History	11	88%	83%	5%	75%	13%
Biology	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

ELA 10 Learning gains & Proficiency

- Administrative support for planning days
- Department head revamped PLC structure
- Planning Days with District Specialist
 - Created benchmark-aligned task
 - Common Assessment
 - Development of curriculum guide
 - District collaboratives
 - Planning and data day with district specialist.
- ELL embedded into our ELA standard
- Strategic teacher placement

Lowest Performance

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

Math: Algebra

- Dropped from 74% to 68%
- Getting the right "fit" for teacher/push-in support was a struggle
- 1B Proficiency was 50%

Greatest Decline

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

Social Studies (USH) SWD Proficiency

- We could have been more intentional with SWD scheduling
- Teacher focus was a challenge with multiple preps

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.

Biggest gap compared to the state average- Social Studies (USH)- 14 points

- Advanced teacher team with proven blueprint for success.
- The team's data collection and PLC process are highly developed.
- Intentional additional support for students identified by the teacher.

EWS Areas of Concern

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

Student attendance across all grade levels.

Highest Priorities

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

1. Acceleration Points- CTE, AICE, AP, and DE.
2. Mathematics Learning Gains
3. ELA Learning Gains with our ELL students and the lower 25%.
4. Science Proficiency
5. US History Proficiency

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Benchmark-aligned instruction, Differentiation, Small-group Instruction, Student Engagement

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 Area of Focus for this year will prioritize improving the delivery of explicit, benchmark-aligned instruction across all grade levels, with a focus on ensuring rigorous, high-quality, equivalent experiences for students. Equivalent experiences references a reflection of student work that allows them to apply their knowledge in preparation for the end-of-course exams. Based on prior-year data, we identified a need to improve how effectively benchmark-aligned content is taught and to ensure that students are consistently challenged with rigorous tasks to meet proficiency targets. Walkthrough data will show a steady increase in teachers delivering this instruction, with an expectation of reaching 75% at mid-year and 100% by the end of the year. In conjunction with this, PM/EOC data will indicate that at least 60% of students achieve proficiency or higher in all content areas by year-end. Additionally, instructional practices identified by the school team at OLA will be consistently evident in 90% of classrooms, as measured by walkthroughs. This focus was determined as a crucial need through an analysis of prior year data, which highlighted gaps in instructional consistency and student performance, making this targeted improvement critical for student success.

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.

Walkthrough data for all classrooms will increase to 75% at mid-year and 100% at EOY in the area of teachers delivering explicit benchmark aligned instruction highlighting equivalent experience with the content. Each core content area will increase by 2% or higher of students proficient in all content areas by the end of the year on the PM3 and EOC's. Walkthrough data will indicate the instructional practice determined by our school team at OLA will be evident in 90% of classrooms.

Monitoring

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

The implementation and impact of the Area of Focus will be closely monitored through multiple data points and ongoing observations. Walkthrough data will be collected regularly, with an initial target of 75% of classrooms demonstrating explicit, benchmark-aligned instruction by mid-year, and 100% by the end of the year. This will be tracked by the instructional leadership team, who will observe whether the identified instructional practices are evident in classroom instruction. In addition, PM and EOC data will be reviewed at key intervals throughout the year to monitor student proficiency across all content areas. A minimum of 60% proficiency in these areas by year-end will be the benchmark for success. Monthly review meetings will be held to analyze these data sets, discuss trends, and identify areas where additional support or instructional adjustments may be needed. Additionally, feedback from teachers during professional development sessions and collaborative planning sessions will be collected to assess the quality of implementation and the effectiveness of the support provided. By tracking these key metrics, adjustments will be made in real time to ensure the focus areas are being implemented effectively, leading to the desired outcomes.

Person responsible for monitoring outcome

Justin Fluent, Toyia Mills, Brittany McKenzie, Lance Linscomb, and Brett Rountree

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:

Through the use of CCSD's Vision for Excellent Instruction, teachers will be expected to focus on the following key areas of instruction: Rigorous task/Benchmark-Aligned Instruction, Student Engagement, Academic Ownership, and Student Demonstration of Understanding. We will emphasize the importance of small-group instruction and remediation techniques catered to individual student needs. Teachers will be given feedback through our walkthrough and evaluation instruments. They will also be provided with common planning time with teachers who teach the same subject-area. We will also carve out one hour weekly for teachers to work together through a Professional Learning Community. Small-groups are put together based on results from common assessments, and students are paired based on achievement. Teachers will work the room to ensure all groups are monitored and pull students in for one-on-one instruction.

Rationale:

These strategies were cultivated through collaboration with district leaders, curriculum specialists, administration, and teacher leaders. Small-group instruction (differentiation) is a research-backed strategy that has shown over time to be effective, especially with students who have struggled previously (e.g., lower-quartile students).

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(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

Ongoing Walkthroughs - Leadership Team Calibration Walks Through the use of CCSD's Vision for Excellent Instruction, teachers will be expected to focus on four key areas of instruction: Rigor, Engagement, Student Ownership, and Student Demonstration of Understanding. We will emphasize the importance of small-group instruction and remediation techniques catered to individual student needs. Teachers will be given feedback through our walkthrough and evaluation instruments. They will also be provided with common planning time with teachers who teach the same subject area. We will also carve out one hour weekly for teachers to work together through a Professional Learning Community. Small groups are put together based on results from common assessments, and students are paired based on achievement. Teachers will work the room to ensure all groups are monitored and pull students in for one-on-one instruction. In addition, student work will be aligned to the item specifications of the benchmark and classroom assessments will be reflective of the DOK complexities similar to those on the end-of-course exams

Person Monitoring:

Justin Fluent, Toyia Mills, Brittany McKenzie,
Lance Linscomb, and Brett Rountree

By When/Frequency:

Weekly

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

1. Mr. Fluent will have his leadership team complete at least 3 classroom Walkthroughs per day and per Admin to ensure the Clay County Vision of Excellence is observed.
2. Classroom Visits for Lesson Plans Review
3. The leadership team will check teachers' lesson plans, learning targets and success criteria during classroom walkthroughs.
4. The leadership team will attend monthly data chats with their departments to dive into the data and identify trends.
5. Administrators will engage in PLCs to support teachers' professional development and align with benchmarks.
6. Teachers will implement PD through PLCs to create benchmark-aligned lessons, activities, and assessments

Action Step #2

Professional Learning - Explicit Benchmark-Aligned Instruction w/Equivalent Experiences

Professional learning will be provided monthly through whole-group and focus-group PL sessions by Administration and Teacher Leaders, with a focus on improving the delivery of explicit, benchmark-aligned instruction across all grade levels and ensuring rigorous, high-quality, equivalent experiences for students.

Person Monitoring:

Brett Rountree

By When/Frequency:

Monthly

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

The implementation and impact of the Area of Focus will be closely monitored through multiple data points and ongoing observations. Walkthrough data will be collected regularly, with an initial target of 75% of classrooms demonstrating explicit, benchmark-aligned instruction by mid-year, and 100% by the end of the year. This will be tracked by the instructional leadership team, who will observe whether the identified instructional practices are evident in classroom instruction.

Action Step #3

School-Based Leadership Teams School-based Leadership Team meetings will be held monthly to reflect on how improving the delivery of explicit, benchmark-aligned instruction across all grade levels, with a focus on ensuring rigorous, high-quality, equivalent experiences for students, is impacting student achievement by reviewing the variety of data collected and receiving feedback from teacher leaders.

Person Monitoring:

Justin Fluent

By When/Frequency:

Monthly

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

The impact of this action step will be monitored by quarterly/year-long trend analysis of walkthrough and observational data.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL)

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.

SWD

This year, our Area of Focus will center on improving academic outcomes for Students with Disabilities (SWD) and English Language Learners across all grade levels and core content areas. Based on prior-year data, SWD students demonstrated lower proficiency levels than their peers, particularly in core subjects such as Math and ELA. In the 25-26 school year, SWD students showed significant gaps in proficiency, and as a result, a targeted focus on this group is essential to ensure equity in learning outcomes.

ELL

Although ELL students had a higher achievement level in Math and ELA due to increased support focus, they are still performing behind their peers in these core areas. Thus, we are focusing on improving academic achievement and progress for English Language Learner (ELL) students across all grade levels, with particular attention to ELA, Math, Biology, and U.S. History. This focus directly impacts student learning by addressing language barriers that often hinder content comprehension

and assessment performance.

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.

For the 2026–2027 school year, **students with disabilities (SWD)** will make a 5% increase in PM ELA & 10% increase in Math gains for the 26-27 SY compared to 25-26. In addition, Biology will reflect a 65% proficiency and U.S History EOC will reflect an 80% proficiency with the SWD subgroup at the end of the year. Walkthrough data will indicate the instructional practice determined by our school team at OLA will be evident in 90% of classrooms.

For the 2026-2027 school year, **English Language Learners (ELL)** will make a 5% increase in PM3 ELA & 7% increase in Math gains for the 26-27 SY compared to 25-26. In addition, Biology EOC will achieve a 75% proficiency & U.S. History EOC will achieve an 89% proficiency with the ELL subgroup at the end of the year. Walkthrough data will indicate the instructional practice determined by our school team at OLA will be evident in 90% of classrooms.

Monitoring

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

The implementation and impact of the Area of Focus will be closely monitored through multiple data points and ongoing observations. Walkthrough data will be collected regularly and tracked by the instructional leadership team, who will observe whether the identified instructional practices are evident in classroom instruction. School-based and district level assessment data will be analyzed by the leadership team, as well as the PLC teams for the accountability areas to determine areas of success, deficiencies and identify support needs.

Person responsible for monitoring outcome

Justin Fluent, Toyia Mills, Brittany McKenzie, Lance Linscomb, and Brett Rountree

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:

Through the use of CCSD's Vision for Excellent Instruction, teachers will be expected to focus on the following key areas of instruction: Rigorous task/Benchmark-Aligned Instruction, Student Engagement, Academic Ownership, and Student Demonstration of Understanding. We will emphasize the importance of small-group instruction and remediation techniques catered to individual student needs. Teachers will be given feedback through our walkthrough and evaluation instruments. They will also be provided with common planning time for Gen Ed teachers and Support Facilitators. We will also carve out one hour weekly for teachers to work together through a Professional Learning Community to look at data, student work and discuss best practices that yield positive results. Small-groups are put together based on results from common assessments, and students are paired based on achievement. Teachers and Support facilitators will work the room to ensure all groups are monitored and pull students in for one-on-one instruction.

Rationale:

These strategies were cultivated through collaboration with district leaders, curriculum specialists, administration, and teacher leaders. Small-group instruction (differentiation) is a research-backed strategy that has shown over time to be effective, especially with students who have struggled previously (e.g., lower-quartile students).

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(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

Ongoing Walkthroughs SWD Focus- Teachers will focus on SDI instruction. We will emphasize the importance of small-group instruction and remediation techniques catered to individual student needs. ELL Focus- Teachers will ensure that the language domains are incorporated into their lesson and student work periods. This will ensure that ELL students have the opportunity for practice in improving their fluency in the English language and comprehension of key concepts

Person Monitoring:

Justin Fluent, Toyia Mills, Brittany McKenzie,
Lance Linscomb, and Brett Rountree

By When/Frequency:

Weekly

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

The impact of this action step will be monitored by quarterly/year-long district and state assessment data analysis.

Action Step #2

Subgroup Professional Learning Focus Professional learning will be provided monthly through whole-group PL sessions by Administration and Teacher Leaders and will focus on aligning instructional practices with schoolwide expectations for SDI, UDLI and the Language Domains. Push-in teachers (Support Facilitators) and General Ed teachers will meet weekly to plan.

Person Monitoring:

By When/Frequency:

Brett Rountree

Monthly

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

The implementation and impact of the Area of Focus will be closely monitored through multiple data points and ongoing observations. Walkthrough data will be collected regularly, with an initial target of 75% of classrooms demonstrating the incorporation of SDI and Language Domains by mid-year, and 90% by the end of the year. This will be tracked by the instructional leadership team, who will observe whether the identified instructional practices are evident in classroom instruction.

Action Step #3

PLC's - Subgroup Support Leadership teams will meet with their departments during PLC to review expectations for SWD and ELL student instructional practices across all grade levels, with a focus on ensuring high-quality, learning experiences for this subgroup of students in an effort to close achievement gaps.

Person Monitoring:

Justin Fluent, Toyia Mills, Brittany Mckenzie,
Lance Linscomb, Brett Rountree

By When/Frequency:

Monthly

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

The impact of this action step will be monitored by quarterly/year-long trend analysis of walkthrough and observational data.

Area of Focus #3

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

Graduation/Acceleration specifically relating to Acceleration, Graduation**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.

Graduation Rate

The primary Area of Focus for the upcoming academic year is maintaining a high graduation rate of 99%, while increasing the percentage of students earning acceleration credits to 72% by the end of the year. This focus applies to students in grades 9–12, with targeted support across all grade levels to ensure they remain on track for both graduation and academic acceleration.

Acceleration Rate

Acceleration credits such as Advanced Placement (AP), Dual Enrollment, Industry Certification, and AICE are essential for preparing students for post-secondary success. Increasing the percentage of students earning these credits enhances college and career readiness, promotes academic engagement, and strengthens student transcripts for future opportunities.

This area was identified as a crucial need based on the prior year's data, which showed that while the school successfully maintained a 99% graduation rate, only 59% of graduates earned an acceleration credit. This gap highlights a need to not only sustain graduation outcomes but also to improve the depth and rigor of students' academic experiences. By addressing this need, we aim to ensure that a greater proportion of graduates are leaving high school with a competitive edge in their postsecondary pursuits

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.

For the 2026–2027 school year our graduation rate will either remain at 99% or increase to 99.5% with 2 or less negative codes. 72% of graduates will have earned an acceleration credit by the end of the year.

Monitoring

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

Academically

- Seniors are passing all core and elective courses with a preferred 60% or higher.
- Seniors have completed or actively enrolled in an acceleration course.

Attendance/Behavior

- Seniors attendance is at 90% or higher per quarter.
- There are zero OSS/ISS for seniors

Credit/Testing

- 24 or 18 (last option) credits are met
- ALL testing requirements are met (Alg 1 EOC, PM3) or concordant

Person responsible for monitoring outcome

Justin Fluent, Toyia Mills, Brittany McKenzie, Lance Linscomb, and Brett Rountree

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:

Through intensive reviews, the administrative team and 12th grade counselors will ensure that we are completing the following: 1. Senior quarterly meetings 2. Pulling monthly failing reports 3. Having check-in meetings with at-risk seniors and parents 4. Recommending seniors who are falling significantly behind on meeting graduation requirements to our Elevation program. 5. Holding quarterly parent senior nights to ensure parents are abreast of our expectations, where their seniors currently stand and how we can work together to support our students towards a successful graduation. Acceleration 1. We will ensure seniors who have not met acceleration requirements are enrolled into a CTE course. 2. We will pay close attention to our 9th graders taking the Ducks Unlimited Environmental Science course (CTE) in an effort to promote high proficiency rates, which will assist with future acceleration rates for seniors.

Rationale:

These strategies were cultivated through collaboration with district leaders, curriculum specialists, administration, and teacher leaders. proactive practices is a research-backed strategy that has shown over time to be effective, especially with students who have struggled previously (e.g. motivation, attendance, grades, etc...).

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

Graduation Readiness Reviews Mr. Fluent and the senior administrator will pull quarterly grade reports using Synergy to monitor student academic progress. Monthly meetings will be held with 12th-grade counselors to review senior data, including credits earned, early warning indicators, and attendance patterns. Additionally, the school will meet monthly with the College & Career Coach to coordinate senior post-secondary events and review graduation data trackers and acceleration rates.

Person Monitoring:

Justin Fluent , 12th Grade Administrator and 12th grade Counselors

By When/Frequency:

Monthly

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

The impact of this action step will be monitored by monthly grad checks in conjunction with the district data tracker.

Action Step #2

Acceleration Success Ensure seniors demonstrate mastery of core and elective academic subjects and confirm that seniors have either completed or are currently enrolled in a CTE, Dual Enrollment, AICE, or AP course to earn acceleration credits

Person Monitoring:

12th Grade Administrator and 12th Grade Counselors

By When/Frequency:

Quarterly

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

The implementation and impact of the Area of Focus will be closely monitored through grade checks from bi-monthly failing reports from Focus. Walkthrough observations and data analysis from student classroom assessments.

IV. Positive Learning 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.

Focus discipline report data will indicate the impact of restorative justice practices and schoolwide incentive programmatic implementation on OSS/ISS data.

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.

Level 2 or higher referrals will decrease overall by 20% next school year. SWD discipline referrals will decrease by 30% compared to last year. Focus discipline report data will indicate the impact of restorative justice practices and schoolwide incentive programmatic implementation on OSS/ISS data.

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.

By incorporating PBIS expectations into our daily instructional practices, we will both directly and indirectly expose students and faculty to Social Emotional Competencies by teaching Self-awareness, Responsible Decision-Making skills, Relationship Skills, and Social Awareness Skills

Person responsible for monitoring outcome

Justin Fluent, Toyia Mills, Brittany Mckenzie, Lance Linscomb, Brett Rountree and Deans

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:

Student Discipline: Although we do not do SEL curriculum anymore in our district, we still utilize this along with restorative justice practices and teaching appropriate behaviors to assist with the decrease in incidents in the school leading to attendance issues and referrals resulting in out-of-school and in-school suspension. Attendance and Academics: We will incorporate an incentive program called "Knight's Wheel Of Fortune" where students get rewarded for making progress in their academics, attendance and behavior.

Rationale:

According to the Collaborative for Academic, Social and Emotional Learning (CASEL), "Social and Emotional learning (SEL) enhances students' capacity to integrate skills, attitudes, and behavior to deal effectively and ethically with daily tasks and challenges. CASEL's integrated framework promotes intrapersonal, interpersonal and cognitive competence." With acknowledging students who are making progress in their academics, attendance and behavior, it allows them to know that we do see their efforts. When students feel like they are seen and heard for progress not just having the perfect attendance, grades and behavior, then they will tend to continue with exhibiting those positive traits, leading to improved school climate and culture for students and staff.

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

Instructional Practices and Behavior Redirection PBIS expectations will be explicitly taught, modeled, and reinforced throughout all class routines and transitions daily. Deans will incorporate brief learning activities that allow students to process their actions, reflect on the outcome and plan for how they can use appropriate behaviors to address areas of concern. These strategies include, but are not limited to reflective journaling, role-playing, or student check-ins to develop self-awareness, responsible decision-making, relationship skills, social awareness, and self-management.

Person Monitoring:

Justin Fluent, Toyia Mills, Brittany McKenzie,
Lance Linscomb, Brett Rountree, Deans.

By When/Frequency:

Monthly

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

step:

The impact of this action step will be monitored by quarterly/year-long trend analysis of walkthrough and discipline data.

Action Step #2

Professional Learning Provide ongoing professional development for staff, focusing on restorative justice techniques, as well as effective implementation of PBIS to make sure teachers have the skills and resources needed to reduce discipline referrals and support SWD students effectively

Person Monitoring:

Brett Rountree and Deans

By When/Frequency:

Monthly

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

The impact of this action step will be monitored by quarterly/year-long trend analysis of walkthrough and discipline data.

Action Step #3

Monthly Data Review Conduct monthly reviews of FOCUS discipline reports and incident referral data to monitor progress toward reducing overall referrals by 20% and SWD referrals by 30%. Use this data to guide instructional adjustments, targeted interventions, and professional learning needs

Person Monitoring:

Justin Fluent, Toyia Mills, Brittany Mckenzie,
Lance Linscomb, Brett Rountree and Deans

By When/Frequency:

Monthly

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

The impact of this action step will be monitored by quarterly/year-long trend analysis of walkthrough and discipline data. Use this data to guide instructional adjustments, targeted interventions, and professional learning needs.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

OAKLEAF JUNIOR HIGH



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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

Oakleaf Junior High exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

Provide the school's vision statement

The mission of Oakleaf High School is to provide a safe, appropriate, and effective learning environment that will meet the needs of the students and assist the students in accomplishing educational goals that are significant for the world of work and for higher learning pursuits.

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

Wilnitra Dixon

wilnitra.dixon@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

1. Ensure compliance with established rules, and laws in the daily operation of the school.
2. Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing and communications with parents, students, and teachers.
3. Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement Standards as established by the Florida Department of Education.

4. Coordinate school advisory council activities and implement a school improvement plan.
5. Coordinate efficient utilization of school facilities and ensure proper security, maintenance and cleanliness of the campus.
6. Be responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database.
7. Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data.
8. Be responsible for effective business management operations, the development of a school budget and efficient cost accounting.
9. Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County District Schools Code of Student Conduct.
10. Be responsible for faithfully and effectively implementing school/district personnel procedures including: interviewing, hiring, evaluating school staff and coordinating teacher induction programs, and administering master contracts.
11. Coordinate supervision of extra-curricular activities and duty assignments.
12. Provide a safe learning environment through preparation and implementation of emergency evacuation plans, fire drills, etc.
13. Be responsible for implementing programs designed to meet the needs of special student populations (Ex. ESE, Title I, 504s, Drop Out Prevention, etc.).
14. Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards.
15. Be responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory.
16. Provide for the purchase of appropriate textbooks, equipment and other instructional materials necessary to meet the needs of the students.
17. Serve on district wide committees when requested.
18. Be responsible for the development and implementation of a school technology plan.
19. Be responsible for the performance of all personnel employed by the School Board and assigned to the school site.
20. Provide leadership for the implementation of the Principles of Professional Conduct for the Education Profession.
21. Provide leadership in the implementation of the district and state assessments and other tests designed and adopted to measure student achievement.
22. Communicate effectively, both orally and in writing, with parents, staff, students and community.
23. Maintain visibility and accessibility on the school campus.

24. Serve as coach/mentor to Assistant Principals, new Principals or others who are preparing for School Principal certification.
25. Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum.
26. Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position.

Leadership Team Member #2

Employee's Name

Bonnie King

bonnie.king@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

- Assume all administrative duties in absence of the principal.
- Assist in fulfilling any duties outlined on the principal's job description and delegated by the principal.

Duties can include:

1. Ensure compliance with established rules, and laws in the daily operation of the school.
2. Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing and communications with parents, students, and teachers.
3. Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement Standards as established by the Florida Department of Education.
4. Coordinate school advisory council activities and implement a school improvement plan.
5. Coordinate efficient utilization of school facilities and ensure proper security, maintenance and cleanliness of the campus.
6. Be responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database.
7. Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data.
8. Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County District Schools Code of Student Conduct.

9. Be responsible for faithfully and effectively implementing school/district personnel procedures including: interviewing, hiring, evaluating school staff and coordinating teacher induction programs, and administering master contracts.
10. Coordinate supervision of extra-curricular activities and duty assignments.
11. Provide a safe learning environment through preparation and implementation of emergency evacuation plans, fire drills, etc.
12. Be responsible for implementing programs designed to meet the needs of special student populations (Ex. ESE, Title I, 504s, Drop Out Prevention, etc.).
13. Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards.
14. Be responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory.
15. Serve on district wide committees when requested.
16. Be responsible for the development and implementation of a school technology plan.
17. Provide leadership for the implementation of the Principles of Professional Conduct for the Education Profession.
18. Provide leadership in the implementation of the district and state assessments and other tests designed and adopted to measure student achievement.
19. Communicate effectively, both orally and in writing, with parents, staff, students and community.
20. Maintain visibility and accessibility on the school campus.
21. Serve as coach/mentor to Assistant Principals, new Principals or others who are preparing for School Principal certification.
22. Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum.

Leadership Team Member #3

Employee's Name

Michael Elia

michael.elia@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

- Assume all administrative duties in absence of the principal.
- Assist in fulfilling any duties outlined on the principal's job description and delegated by the

principal.

Duties can include:

1. Ensure compliance with established rules, and laws in the daily operation of the school.
2. Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing and communications with parents, students, and teachers.
3. Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement Standards as established by the Florida Department of Education.
4. Coordinate school advisory council activities and implement a school improvement plan.
5. Coordinate efficient utilization of school facilities and ensure proper security, maintenance and cleanliness of the campus.
6. Be responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database.
7. Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data.
8. Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County District Schools Code of Student Conduct.
9. Be responsible for faithfully and effectively implementing school/district personnel procedures including: interviewing, hiring, evaluating school staff and coordinating teacher induction programs, and administering master contracts.
10. Coordinate supervision of extra-curricular activities and duty assignments.
11. Provide a safe learning environment through preparation and implementation of emergency evacuation plans, fire drills, etc.
12. Be responsible for implementing programs designed to meet the needs of special student populations (Ex. ESE, Title I, 504s, Drop Out Prevention, etc.).
13. Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards.
14. Be responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory.
15. Serve on district wide committees when requested.
16. Be responsible for the development and implementation of a school technology plan.
17. Provide leadership for the implementation of the Principles of Professional Conduct for the Education Profession.
18. Provide leadership in the implementation of the district and state assessments and other tests designed and adopted to measure student achievement.

19. Communicate effectively, both orally and in writing, with parents, staff, students and community.
20. Maintain visibility and accessibility on the school campus.
21. Serve as coach/mentor to Assistant Principals, new Principals or others who are preparing for School Principal certification.
22. Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum.

Leadership Team Member #4

Employee's Name

Tracina Willis

tracina.willis@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

- Assume all administrative duties in absence of the principal.
- Assist in fulfilling any duties outlined on the principal's job description and delegated by the principal.

Duties can include:

1. Ensure compliance with established rules, and laws in the daily operation of the school.
2. Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing and communications with parents, students, and teachers.
3. Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement Standards as established by the Florida Department of Education.
4. Coordinate school advisory council activities and implement a school improvement plan.
5. Coordinate efficient utilization of school facilities and ensure proper security, maintenance and cleanliness of the campus.
6. Be responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database.
7. Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data.
8. Maintain standards of appropriate student conduct through fair and equitable enforcement of

the Clay County District Schools Code of Student Conduct.

9. Be responsible for faithfully and effectively implementing school/district personnel procedures including: interviewing, hiring, evaluating school staff and coordinating teacher induction programs, and administering master contracts.
10. Coordinate supervision of extra-curricular activities and duty assignments.
11. Provide a safe learning environment through preparation and implementation of emergency evacuation plans, fire drills, etc.
12. Be responsible for implementing programs designed to meet the needs of special student populations (Ex. ESE, Title I, 504s, Drop Out Prevention, etc.).
13. Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards.
14. Be responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory.
15. Serve on district wide committees when requested.
16. Be responsible for the development and implementation of a school technology plan.
17. Provide leadership for the implementation of the Principles of Professional Conduct for the Education Profession.
18. Provide leadership in the implementation of the district and state assessments and other tests designed and adopted to measure student achievement.
19. Communicate effectively, both orally and in writing, with parents, staff, students and community.
20. Maintain visibility and accessibility on the school campus.
21. Serve as coach/mentor to Assistant Principals, new Principals or others who are preparing for School Principal certification.
22. Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum.

Leadership Team Member #5

Employee's Name

Anthony Wallace

anthony.wallace@myoneclay.net

Position Title

Dean of School Culture

Job Duties and Responsibilities

The Dean of School Culture is directly responsible to the school principal. He/She will serve in a staff relationship with other assistant administrators in the school. The primary function is to bridge the

student-faculty relationship through research-based techniques and strategies. The Dean of School Culture will act as the proxy for the school principal in disciplinary matters.

Responsibilities and duties of this position include:

1. Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County District Schools Code of Conduct.
2. Develop and foster positive public relations, effective conferencing and communication with parents, students, and teachers.
3. Assist leadership in the development and implementation of strategies designed to promote a positive learning environment.
4. Conduct faculty/staff meetings as needed to meet the school's disciplinary needs.
5. Maintain clear and effective records for all disciplinary data.
6. Ensure compliance with established rules, and laws in the daily operations of the school.
7. Ensure compliance with ESE requirements during disciplinary actions.
8. Provide leadership by participating in professional development activities and encouraging the professional development of all faculty and staff.
9. Perform other duties as assigned by the Principal.

Leadership Team Member #6

Employee's Name

Valerie Ortiz

valerie.ortiz@myoneclay.net

Position Title

School Counselor

Job Duties and Responsibilities

The Certified School Counselor provides leadership in the school through the implementation of a comprehensive, data-driven school counseling program aligned with the district and school's mission to promote academic, social/emotional, and college/career development, while ensuring equity and access for all students. School Counselors are responsible for guiding student success, promoting a positive school climate, leadership, and advocacy. The School Counselor is directly responsible to the Principal.

Responsibilities and duties of this position include:

1. Designs and implements a data-driven, comprehensive school counseling program for all students that promote students' development of learning skills, social skills, self-management, and college/career readiness skills.

2. Provides direct services to all students that include, but not limited to, individual counseling and student planning, classroom lessons, small group counseling, and preventative and responsive services.
3. Provides indirect services on behalf of students that include, but not limited to, referrals for additional assistance and consultation/collaboration with parents, teachers, administrators, and other stakeholders to create a learning environment promoting educational equity, access, and success for every student.
4. Uses the skills of leadership, advocacy and collaboration to improve the academic, social/emotional, and post-graduate success of all students.
5. Supports educational and mental health services through preventative and tiered intervention strategies.
6. Coordinate and initiate referrals of students to services and agencies. Collaborates with both school based and community providers to enhance student access to resources.
7. Collaborates and consults with school and itinerant staff and exceptional student services in the analysis of student performance data to facilitate appropriate placements and in the development of effective plans for improving academic, social/emotional, and post-graduate outcomes for students.
8. Assists students in making appropriate choices of school courses of study, in making transitions from one school level to another, and in exploring post-secondary options.
9. Consults with parents/guardians to support the social/emotional, educational, and occupational well-being of all students.
10. Collaborates with the school leadership team to ensure that school resources are directed toward meeting students' needs that promote the social/emotional and academic development of all students.
11. Participates in training programs and district provided professional development as assigned or appropriate to keep abreast of current practices, community opportunities, district initiatives and programs, and legal issues. This information is disseminated to school leaders and staff as needed.
12. Communicates school counseling services and programs to school staff, parents, and community.
13. Reviews and disaggregates achievement, attendance, behavior, graduation, and post-secondary data to identify and implement interventions, advance student outcomes, and promote equity and access.
14. Uses legal and ethical decision-making based on standards and principles of the school counseling profession and educational systems, including district and building policies.
15. Utilizes technology effectively and efficiently in the school counseling program.
16. Twelve (12) month school counselors/department leads implement program goals, disseminate professionally relevant information, and provide basic leadership and guidance to school

counselors in a school counseling department.

17. Perform other such duties as assigned by the Principal.

Leadership Team Member #7

Employee's Name

Eddie Couillard

eddie.couillard@myoneclay.net

Position Title

PBIS Chair

Job Duties and Responsibilities

Serves as the Chair for the School PBIS Team. Responsibilities include:

1. Establish a safe, respectful and inclusive classroom climate conducive to learning.
2. Demonstrate an interest in and a willingness to assist students staff with strategies to encourage positive behavior choices inside and outside the classroom.
3. Maintain a growth mindset toward student learning, teaching practice, and personal/collective professional development in the area of positive student behavior expectations (classroom and school-wide) resulting in safe, positive learning environments.
4. Collaborate with leadership team to monitor and share student discipline data.
5. Lead staff presentations to include student discipline data, solicit input from staff, and outline expectations based on the school-wide PBIS matrix of expectations.
6. Maintain a positive relationship and ongoing communication with the leadership team and colleagues.
7. Communicate effectively with others and exhibit a willingness to share ideas and problem-solve concerning student discipline concerns based on data.
8. Maintain and update appropriate documentation of student discipline data for quarterly presentations to the staff.

Leadership Team Member #8

Employee's Name

Kendra Baum

kendra.baum@myoneclay.net

Position Title

Department Chair-Social Studies

Job Duties and Responsibilities

General Responsibilities

- Attend monthly meetings as a member of the School Based Leadership Team.
- Additional responsibilities throughout the year include, but are not limited to monthly department meetings, textbook inventory, ensuring that the grade level has needed supplies, assisting with scheduling when needed, helping with lesson plans when a teacher is unexpectedly absent, disseminating information from the leadership team to the teachers, sharing department concerns with possible solutions, being available and approachable to our teachers when help is required.
- Serve as a liaison between teachers in the department and administration.
- Serving as a calming force within the department.
- Serve as a member of the Curriculum Council as needed.
- Organize content specific activities and/or field trips for the department.

Professional Learning Communities (PLCs)

- Leading PLCs is a primary responsibility of the department chair. PLCs should be highly structured, engaging, and relevant. During the first PLC of the year, group norms should be established and always monitored and maintained. The PLC agenda should go out with the list of what materials (student sample work, item specs, student performance data, etc.) that the teachers should bring to the Wednesday PLC in advance. It is the responsibility of the department chair to maintain highly-functioning PLCs.
- Training will be provided for each department chair to include expectations of the updated PLC during the summer as well as throughout the school year with District and school-based professional development.

Model Teaching & Serve as a Mentor

- Department chairs should reinforce their own learning by instructing others, leaders should be willing to model lessons and observe others. The job of the department chair is to lead by example and to offer support when needed.
- The department chair takes a vital role in the development of those within the department. Regardless of experience, the department chair must assist all teachers in the department with professional growth.

Data

- Collaborates with the team on using adopted curriculum and student data to inform and enhance teaching methods in reference to lesson planning.
- Department Chairs will model and coach departments by leading data driven conversations/strategies (F.A.S.T., Lexia, ALEKS, formal assessments, common assessments, exit tickets,

classroom assessments, etc.) to guide instructional moves. Department Chairs will assist departments with identifying trends, clarifying, and understanding learning criteria based on data.

Leadership Team Member #9

Employee's Name

Chevy Brodersen

chevy.brodersen@myoneclay.net

Position Title

Department Chair-Exceptional Student Services

Job Duties and Responsibilities

General Responsibilities

- Attend monthly meetings as a member of the School Based Leadership Team.
- Additional responsibilities throughout the year include, but are not limited to monthly department meetings, textbook inventory, ensuring that the grade level has needed supplies, assisting with scheduling when needed, helping with lesson plans when a teacher is unexpectedly absent, disseminating information from the leadership team to the teachers, sharing department concerns with possible solutions, being available and approachable to our teachers when help is required.
- Serve as a liaison between teachers in the department and administration.
- Serving as a calming force within the department.
- Serve as a member of the Curriculum Council as needed.
- Organize content specific activities and/or field trips for the department.

Professional Learning Communities (PLCs)

- Leading PLCs is a primary responsibility of the department chair. PLCs should be highly structured, engaging, and relevant. During the first PLC of the year, group norms should be established and always monitored and maintained. The PLC agenda should go out with the list of what materials (student sample work, item specs, student performance data, etc.) that the teachers should bring to the Wednesday PLC in advance. It is the responsibility of the department chair to maintain highly-functioning PLCs.
- Training will be provided for each department chair to include expectations of the updated PLC during the summer as well as throughout the school year with District and school-based professional development.

Model Teaching & Serve as a Mentor

- Department chairs should reinforce their own learning by instructing others, leaders should be

willing to model lessons and observe others. The job of the department chair is to lead by example and to offer support when needed.

- The department chair takes a vital role in the development of those within the department. Regardless of experience, the department chair must assist all teachers in the department with professional growth.

Content Specific Expectations

- Collaborates with the team on using adopted curriculum and student data to inform and enhance teaching methods in reference to lesson planning.
- Department Chairs will model and coach departments by leading data driven conversations/ strategies (F.A.S.T., Lexia, ALEKS, formal assessments, common assessments, exit tickets, classroom assessments, etc.) to guide instructional moves. Department Chairs will assist departments with identifying trends, clarifying, and understanding learning criteria based on data.
- Model best instructional practices for ESE (VE-SC, Inclusion, Gifted, and other related services) teachers.
- Serve as liaison between ESE (VE-SC, Inclusion, Gifted, and other related services) teachers and administration/ other school groups.
- Provide organizational leadership and support to ESE teachers.
- Lead in the implementation of Positive Behavior Interventions and Supports (PBIS) when needed.
- Collaborate with administration, content specific departments, and teachers regarding the mainstreaming of students with IEPs
- Assist with the review and explanation of student IEPs.
- Provide intervention support for best practices for students with IEPs to regular education teachers.

Leadership Team Member #10

Employee's Name

Rachel Brown

rachel.brown@myoneclay.net

Position Title

Department Chair - Career Technical Education

Job Duties and Responsibilities

General Responsibilities

- Attend monthly meetings as a member of the School Based Leadership Team.

- Additional responsibilities throughout the year include, but are not limited to monthly department meetings, textbook inventory, ensuring that the grade level has needed supplies, assisting with scheduling when needed, helping with lesson plans when a teacher is unexpectedly absent, disseminating information from the leadership team to the teachers, sharing department concerns with possible solutions, being available and approachable to our teachers when help is required.
- Serve as a liaison between teachers in the department and administration.
- Serving as a calming force within the department.
- Serve as a member of the Curriculum Council as needed.
- Organize content specific activities and/or field trips for the department.

Professional Learning Communities (PLCs)

- Leading PLCs is a primary responsibility of the department chair. PLCs should be highly structured, engaging, and relevant. During the first PLC of the year, group norms should be established and always monitored and maintained. The PLC agenda should go out with the list of what materials (student sample work, item specs, student performance data, etc.) that the teachers should bring to the Wednesday PLC in advance. It is the responsibility of the department chair to maintain highly-functioning PLCs.
- Training will be provided for each department chair to include expectations of the updated PLC during the summer as well as throughout the school year with District and school-based professional development.

Model Teaching & Serve as a Mentor

- Department chairs should reinforce their own learning by instructing others, leaders should be willing to model lessons and observe others. The job of the department chair is to lead by example and to offer support when needed.
- The department chair takes a vital role in the development of those within the department. Regardless of experience, the department chair must assist all teachers in the department with professional growth.

Data

- Collaborates with the team on using adopted curriculum and student data to inform and enhance teaching methods in reference to lesson planning.
- Department Chairs will model and coach departments by leading data driven conversations/ strategies (F.A.S.T., Lexia, ALEKS, formal assessments, common assessments, exit tickets, classroom assessments, etc.) to guide instructional moves. Department Chairs will assist departments with identifying trends, clarifying, and understanding learning criteria based on data.

Leadership Team Member #11

Employee's Name

Sara Bucklin

sara.bucklin@myoneclay.net

Position Title

Department Chair - English Language Arts

Job Duties and Responsibilities

General Responsibilities

- Attend monthly meetings as a member of the School Based Leadership Team.
- Additional responsibilities throughout the year include, but are not limited to monthly department meetings, textbook inventory, ensuring that the grade level has needed supplies, assisting with scheduling when needed, helping with lesson plans when a teacher is unexpectedly absent, disseminating information from the leadership team to the teachers, sharing department concerns with possible solutions, being available and approachable to our teachers when help is required.
- Serve as a liaison between teachers in the department and administration.
- Serving as a calming force within the department.
- Serve as a member of the Curriculum Council as needed.
- Organize content specific activities and/or field trips for the department.

Professional Learning Communities (PLCs)

- Leading PLCs is a primary responsibility of the department chair. PLCs should be highly structured, engaging, and relevant. During the first PLC of the year, group norms should be established and always monitored and maintained. The PLC agenda should go out with the list of what materials (student sample work, item specs, student performance data, etc.) that the teachers should bring to the Wednesday PLC in advance. It is the responsibility of the department chair to maintain highly-functioning PLCs.
- Training will be provided for each department chair to include expectations of the updated PLC during the summer as well as throughout the school year with District and school-based professional development.

Model Teaching & Serve as a Mentor

- Department chairs should reinforce their own learning by instructing others, leaders should be willing to model lessons and observe others. The job of the department chair is to lead by example and to offer support when needed.
- The department chair takes a vital role in the development of those within the department.

Regardless of experience, the department chair must assist all teachers in the department with professional growth.

Data

- Collaborates with the team on using adopted curriculum and student data to inform and enhance teaching methods in reference to lesson planning.
- Department Chairs will model and coach departments by leading data driven conversations/ strategies (F.A.S.T., Lexia, ALEKS, formal assessments, common assessments, exit tickets, classroom assessments, etc.) to guide instructional moves. Department Chairs will assist departments with identifying trends, clarifying, and understanding learning criteria based on data.

Leadership Team Member #12

Employee's Name

Heather Nimmo-Olsen

heather.olsen@myoneclay.net

Position Title

Athletic Director

Job Duties and Responsibilities

1. Assists the principal in the selection, supervision and evaluation of all coaches in the school.
2. Maintains knowledge of and adheres to the school board regulations, FHSAA By-Laws and rules pertaining to each junior high athletic program.
3. Assists the principal and coaches in formulating athletic policies and procedures.
4. Keeps the principal informed about all athletic programs and ensures that all safety rules and regulations are enforced and followed.
5. Coordinates the requisitioning of appropriate equipment and supplies for all athletic programs.
6. Forms an athletic budget annually.
7. Schedules and contracts all games, matches, etc..
8. Maintains and checks on the eligibility of all athletes (grades, birth certificates, eligibility sheets, physical exams, emergency medical forms, parent permission forms, insurance coverage, and accident report forms).
9. Schedules officials for all home athletic events.
10. Schedules transportation for all away athletic events.
11. Monitors the inventory of equipment and uniforms for all athletic programs.
12. Assists in the maintenance of practice and game areas/fields.
13. Coordinates athletic facilities usage with the principal.
14. Coordinates the athletic award system during the year.

15. Works closely with the media regarding all aspects of the school athletic program.
16. Coordinates all Booster Club activities.
17. Promotes congeniality and support throughout the school's athletic program.
18. Coordinates the preparation of a coach's handbook and annual revisions/updates.
19. Assist with the coordination of other activities as deemed appropriate by the principal.
20. Submits field trip requests for out-of-state or overnight activities to the designated district administrator. These field trip requests must be approved by the School Board prior to the activity. Requests must meet agenda deadlines.

Leadership Team Member #13

Employee's Name

April Pellegrin

april.pellegrin@myoneclay.net

Position Title

Department Chair - Sixth Grade

Job Duties and Responsibilities

General Responsibilities

- Attend monthly meetings as a member of the School Based Leadership Team.
- Additional responsibilities throughout the year include, but are not limited to monthly department meetings, textbook inventory, ensuring that the grade level has needed supplies, assisting with scheduling when needed, helping with lesson plans when a teacher is unexpectedly absent, disseminating information from the leadership team to the teachers, sharing department concerns with possible solutions, being available and approachable to our teachers when help is required.
- Serve as a liaison between teachers in the department and administration.
- Serving as a calming force within the department.
- Serve as a member of the Curriculum Council as needed.
- Organize content and sixth grade specific activities and/or field trips for the department.

Model Teaching & Serve as a Mentor

- Department chairs should reinforce their own learning by instructing others, leaders should be willing to model lessons and observe others. The job of the department chair is to lead by example and to offer support when needed.
- The department chair takes a vital role in the development of those within the department. Regardless of experience, the department chair must assist all teachers in the department with professional growth.

Data

- Assist content area department chair with the team using adopted curriculum and student data to inform and enhance teaching methods in reference to lesson planning.
- Department Chairs will model and coach departments by leading data driven conversations/ strategies (F.A.S.T., Lexia, ALEKS, formal assessments, common assessments, exit tickets, classroom assessments, etc.) to guide instructional moves. Department Chairs will assist departments with identifying trends, clarifying, and understanding learning criteria based on data.

Leadership Team Member #14**Employee's Name**

Amy Frier

amy.frier@myoneclay.net

Position Title

Department Chair - Sixth Grade

Job Duties and Responsibilities

General Responsibilities

- Attend monthly meetings as a member of the School Based Leadership Team.
- Additional responsibilities throughout the year include, but are not limited to monthly department meetings, textbook inventory, ensuring that the grade level has needed supplies, assisting with scheduling when needed, helping with lesson plans when a teacher is unexpectedly absent, disseminating information from the leadership team to the teachers, sharing department concerns with possible solutions, being available and approachable to our teachers when help is required.
- Serve as a liaison between teachers in the department and administration.
- Serving as a calming force within the department.
- Serve as a member of the Curriculum Council as needed.
- Organize content and sixth grade specific activities and/or field trips for the department.

Model Teaching & Serve as a Mentor

- Department chairs should reinforce their own learning by instructing others, leaders should be willing to model lessons and observe others. The job of the department chair is to lead by example and to offer support when needed.
- The department chair takes a vital role in the development of those within the department. Regardless of experience, the department chair must assist all teachers in the department with professional growth.

Data

- Assist content area department chair with the team using adopted curriculum and student data to inform and enhance teaching methods in reference to lesson planning.
- Department Chairs will model and coach departments by leading data driven conversations/ strategies (F.A.S.T., Lexia, ALEKS, formal assessments, common assessments, exit tickets, classroom assessments, etc.) to guide instructional moves. Department Chairs will assist departments with identifying trends, clarifying, and understanding learning criteria based on data.

Leadership Team Member #15**Employee's Name**

Michael Summers

michael.summers@myoneclay.net

Position Title

Department Chair - Fine Arts Department

Job Duties and Responsibilities

General Responsibilities

- Attend monthly meetings as a member of the School Based Leadership Team
- Additional responsibilities throughout the year include attending monthly meetings, helping with the textbook inventory, ensuring that the grade level has needed supplies, assisting with scheduling when needed, helping with lesson plans access when a teacher is unexpectedly absent, passing information from administration to the teachers, bringing concerns from teachers to administration, being available and approachable to our teachers when they need help or need to be heard, serving as a liaison between departmental teachers and administration, serving as a calming force within the department.
- Serve as a member of the Curriculum Council if needed.
- Organize content specific activities and/or field trips for the team.
- Serve as the lead by collaborating with the bookkeeper and department members for purchasing.

Weekly PLC's

- PLCs should be highly structured, engaging, and relevant. At the first PLC of the year, PLC norms should be established and always monitored and maintained. Each Tuesday the PLC agenda should go out with the list of what materials (student sample work, item specs, student performance data, etc.) that the teachers should bring to the Thursday PLC. It is the responsibility of the department chair to maintain highly-functioning PLCs.

- Singleton PLCs have been established by the District for Art, Band, Chorus/Music, and Media/TV Production.

Model Teaching Support/Serve as a Mentor

- Department chairs should reinforce their own learning by instructing others, leaders should be willing to model lessons and observe others. The job of the department chair is to lead by example and to offer support when needed.
- The department chair takes a vital role in the development of those within their content area. Whether this is a veteran teacher within the grade level, a veteran teacher new to the school, or a new teacher, the department chair must assist all teachers on their grade level in their growth.

Data

- Collaborate with your team on using curriculum and student data to inform and enhance teaching methods in reference to lesson planning within your team.
- The department chair will model and coach their team into breaking down the data to guide instructional moves. Department Chairs will assist their team in identifying trends, clarifying, and understanding learning intentions in the data.

Fine Arts

- Art Shows
- Band Concerts
- Chorus Concerts
- Clay County Fine Arts Events/Shows (district-wide)
- Community & School Collaboration Events
 - Concerts
 - Feeder Schools
- School Expo
- Student Supervision

Leadership Team Member #16

Employee's Name

Tiffany Walthour

tiffany.walthour@myoneclay.net

Position Title

Department Chair - Mathematics

Job Duties and Responsibilities

General Responsibilities

- Attend monthly meetings as a member of the School Based Leadership Team.
- Additional responsibilities throughout the year include, but are not limited to monthly department meetings, textbook inventory, ensuring that the grade level has needed supplies, assisting with scheduling when needed, helping with lesson plans when a teacher is unexpectedly absent, disseminating information from the leadership team to the teachers, sharing department concerns with possible solutions, being available and approachable to our teachers when help is required.
- Serve as a liaison between teachers in the department and administration.
- Serving as a calming force within the department.
- Serve as a member of the Curriculum Council as needed.
- Organize content specific activities and/or field trips for the department.

Professional Learning Communities (PLCs)

- Leading PLCs is a primary responsibility of the department chair. PLCs should be highly structured, engaging, and relevant. During the first PLC of the year, group norms should be established and always monitored and maintained. The PLC agenda should go out with the list of what materials (student sample work, item specs, student performance data, etc.) that the teachers should bring to the Wednesday PLC in advance. It is the responsibility of the department chair to maintain highly-functioning PLCs.
- Training will be provided for each department chair to include expectations of the updated PLC during the summer as well as throughout the school year with District and school-based professional development.

Model Teaching & Serve as a Mentor

- Department chairs should reinforce their own learning by instructing others, leaders should be willing to model lessons and observe others. The job of the department chair is to lead by example and to offer support when needed.
- The department chair takes a vital role in the development of those within the department. Regardless of experience, the department chair must assist all teachers in the department with professional growth.

Data

- Collaborates with the team on using adopted curriculum and student data to inform and enhance teaching methods in reference to lesson planning.
- Department Chairs will model and coach departments by leading data driven conversations/ strategies (F.A.S.T., Lexia, ALEKS, formal assessments, common assessments, exit tickets, classroom assessments, etc.) to guide instructional moves. Department Chairs will assist

departments with identifying trends, clarifying, and understanding learning criteria based on data.

Leadership Team Member #17

Employee's Name

Meghan Wilkes

meghan.wilkes@myoneclay.net

Position Title

Department Chair - Physical Education/Electives

Job Duties and Responsibilities

General Responsibilities

- Attend monthly meetings as a member of the School Based Leadership Team.
- Additional responsibilities throughout the year include, but are not limited to monthly department meetings, textbook inventory, ensuring that the grade level has needed supplies, assisting with scheduling when needed, helping with lesson plans when a teacher is unexpectedly absent, disseminating information from the leadership team to the teachers, sharing department concerns with possible solutions, being available and approachable to our teachers when help is required.
- Serve as a liaison between teachers in the department and administration.
- Serving as a calming force within the department.
- Serve as a member of the Curriculum Council as needed.
- Organize content specific activities and/or field trips for the department.

Professional Learning Communities (PLCs)

- Leading PLCs is a primary responsibility of the department chair. PLCs should be highly structured, engaging, and relevant. During the first PLC of the year, group norms should be established and always monitored and maintained. The PLC agenda should go out with the list of what materials (student sample work, item specs, student performance data, etc.) that the teachers should bring to the Wednesday PLC in advance. It is the responsibility of the department chair to maintain highly-functioning PLCs.
- Training will be provided for each department chair to include expectations of the updated PLC during the summer as well as throughout the school year with District and school-based professional development.

Model Teaching & Serve as a Mentor

- Department chairs should reinforce their own learning by instructing others, leaders should be willing to model lessons and observe others. The job of the department chair is to lead by

example and to offer support when needed.

- The department chair takes a vital role in the development of those within the department. Regardless of experience, the department chair must assist all teachers in the department with professional growth.

Data

- Collaborates with the Athletic Director and department on using adopted curriculum and student data to inform and enhance teaching methods in reference to lesson planning.
- Department Chairs will model and coach departments by leading data driven conversations/ strategies (Pacer Assessments, student demonstration of knowledge, etc.) to guide instructional moves. Department Chairs will assist departments with identifying trends, clarifying, and understanding learning criteria based on data.

Athletic Director

- Events Calendar
- Facilities & Usage
- Gym
- Grounds
- Locker Rooms
- Student Supervision
- Equipment Safety

Leadership Team Member #18

Employee's Name

Stephany Wilson

stephany.wilson@myoneclay.net

Position Title

Department Chair - Science

Job Duties and Responsibilities

General Responsibilities

- Attend monthly meetings as a member of the School Based Leadership Team.
- Additional responsibilities throughout the year include, but are not limited to monthly department meetings, textbook inventory, ensuring that the grade level has needed supplies, assisting with scheduling when needed, helping with lesson plans when a teacher is unexpectedly absent, disseminating information from the leadership team to the teachers, sharing department concerns with possible solutions, being available and approachable to our teachers when help is required.

- Serve as a liaison between teachers in the department and administration.
- Serving as a calming force within the department.
- Serve as a member of the Curriculum Council as needed.
- Organize content specific activities and/or field trips for the department.

Professional Learning Communities (PLCs)

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- Training will be provided for each department chair to include expectations of the updated PLC during the summer as well as throughout the school year with District and school-based professional development.

Model Teaching & Serve as a Mentor

- Department chairs should reinforce their own learning by instructing others, leaders should be willing to model lessons and observe others. The job of the department chair is to lead by example and to offer support when needed.
- The department chair takes a vital role in the development of those within the department. Regardless of experience, the department chair must assist all teachers in the department with professional growth.

Data

- Collaborates with the team on using adopted curriculum and student data to inform and enhance teaching methods in reference to lesson planning.
- Department Chairs will model and coach departments by leading data driven conversations/ strategies (F.A.S.T., Lexia, ALEKS, formal assessments, common assessments, exit tickets, classroom assessments, etc.) to guide instructional moves. Department Chairs will assist departments with identifying trends, clarifying, and understanding learning criteria based on data.

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.

Oakleaf Junior High involves stakeholders for the completion, review, and implementation of the School Improvement Plan (SIP).

1. School administrators start the process during summer leadership with an outline based on student assessment and previous school improvement goals. Administrators review previous goals, school specific walkthrough indicator data, climate survey data, and student assessment data to outline a general plan.
2. The One Clay Leadership Academy Team consists of department chairs, teacher leaders, and administrators. This team of individuals meets in May to initiate planning of professional learning opportunities for the upcoming school year. The first step includes review of the One Clay Leadership Academy sessions and school needs. Decisions are based on results from school climate surveys, school assessment data trends, and student discipline data. The team constructs an outline of the plan with administrators
3. The School Based Leadership Team meets to review the School Improvement Plan in July. The goal is to align the work of Professional Learning Communities (PLCs) with the school improvement plan through whole group and content area collaboration.
4. The School Advisory Council (SAC) meets at least once per quarter to ensure activities of the school align with the school improvement plan. This council provides feedback and makes suggestions concerning school-wide student activities, family engagement, and stakeholder involvement to support student success. The SAC is also able to see the school budget and ask clarifying questions that align with supporting the needs of students at Oakleaf Junior High School.

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 School Improvement Plan (SIP) is monitored on a monthly basis in the following ways:

1. School Administrator Meetings
2. School Advisory Committees to include school-wide data to review, discuss, and outline next

steps.

3. School Committee Meetings will be used to establish action plans for specific goals.
Committees can include Attendance, ESOL, Literacy, School Based Leadership Team.
4. Professional Learning Communities (PLCs)
5. School Based Leadership Team Meetings (SBLT)
6. School Data Reviews

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	57.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) 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>	2025-26: B 2024-25: B 2023-24: B 2022-23: B 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	0	0	0	0	0	0	501	508	461	1,470
Absent 10% or more school days	0	0	0	0	0	0	87	90	98	275
One or more suspensions	0	0	0	0	0	0	177	151	139	467
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	11	11	2	24
Course failure in Math	0	0	0	0	0	0	10	41	51	102
Level 1 on statewide ELA assessment	0	0	0	0	0	0	69	60	55	184
Level 1 on statewide Math assessment	0	0	0	0	0	0	132	66	83	281
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0	0	0	0

Current Year 2026-27

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

INDICATOR	GRADE LEVEL										TOTAL
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	98	81	75	254	

Current Year 2026-27

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

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

Prior Year (2025-26) 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	
School Enrollment								493	477	970
Absent 10% or more school days								75	83	158
One or more suspensions								129	100	229
Course failure in English Language Arts (ELA)								8	177	185
Course failure in Math								21	19	40
Level 1 on statewide ELA assessment								56	54	110
Level 1 on statewide Math assessment								65	51	116
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) 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								97	88	185

Prior Year (2025-26) 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
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	68	64	62	67	63	58	63	61	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	63	58	61	61	58	59	63	57	56
ELA Lowest 25th Percentile	58	50	53	50	51	52	54	47	50
Math Achievement*	62	72	65	68	74	63	71	72	60
Math Learning Gains	57	60	62	57	60	62	61	60	62
Math Lowest 25th Percentile	45	53	57	48	58	57	60	57	60
Science Achievement	60	64	57	69	62	54	60	64	51
Social Studies Achievement*	87	86	77	88	85	73	80	83	70
Graduation Rate									
Middle School Acceleration	68	75	82	59	64	77	57	61	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					65	53		56	49

*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)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						63%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						568
Total Components for the FPPI						9
Percent Tested						98%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
63%	63%	60%	62%	55%	49%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	45%	No		
English Language Learners	49%	No		
Asian Students	75%	No		
Black/African American Students	60%	No		
Hispanic Students	61%	No		
Multiracial Students	64%	No		
White Students	68%	No		
Economically Disadvantaged Students	59%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	68%		63%	58%	62%	57%	45%	60%	87%	68%			
Students With Disabilities	42%		51%	51%	31%	43%	39%	37%	68%	46%			
English Language Learners	50%		59%	51%	52%	53%	37%	29%	68%	45%			
Asian Students	78%		58%		80%	67%		67%	92%	81%			
Black/African American Students	63%		64%	62%	53%	55%	50%	52%	84%	56%			
Hispanic Students	67%		59%	52%	63%	56%	42%	58%	89%	64%			
Multiracial Students	72%		67%	60%	66%	57%	40%	60%	82%	73%			
White Students	75%		65%	60%	71%	59%	39%	74%	93%	75%			
Economically Disadvantaged Students	62%		61%	59%	57%	56%	45%	52%	85%	57%			
28/2026													

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	67%		61%	50%	68%	57%	48%	69%	88%	59%			63%
Students With Disabilities	37%		49%	45%	35%	40%	35%	35%	71%	29%			
English Language Learners	39%		57%	56%	52%	50%	43%	47%	77%	47%			63%
Asian Students	82%		62%		84%	67%	40%	89%	95%	61%			
Black/African American Students	59%		55%	44%	60%	53%	43%	61%	86%	43%			
Hispanic Students	59%		66%	60%	68%	56%	61%	68%	88%	56%			50%
Multiracial Students	71%		63%	64%	76%	60%	47%	73%	90%	59%			
White Students	79%		65%	52%	77%	60%	49%	77%	91%	75%			
Economically Disadvantaged Students	57%		57%	53%	59%	52%	49%	62%	81%	50%			64%

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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	63%		63%	54%	71%	61%	60%	60%	80%	57%			32%
Students With Disabilities	38%		49%	39%	41%	52%	38%	29%	51%	26%			
English Language Learners	49%		54%	59%	47%	52%	48%	24%	68%	53%			32%
Asian Students	81%		74%		93%	56%		88%	95%	74%			
Black/African American Students	55%		57%	50%	61%	62%	60%	50%	73%	49%			
Hispanic Students	61%		64%	59%	71%	64%	70%	57%	80%	46%			43%
Multiracial Students	61%		56%	42%	71%	61%	40%	59%	85%	40%			
White Students	75%		71%	64%	80%	59%	59%	74%	86%	68%			
Economically Disadvantaged Students	56%		62%	52%	64%	58%	59%	50%	76%	46%			26%

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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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	68%	72%	-4%	62%	6%
ELA	7	67%	62%	5%	62%	5%
ELA	8	65%	61%	4%	60%	5%
Math	6	48%	70%	-22%	60%	-12%
Math	7	51%	50%	1%	53%	-2%
Math	8	64%	71%	-7%	61%	3%
Science	8	58%	61%	-3%	52%	6%
Civics	7	99%	95%	4%	77%	22%
Civics	8	83%	82%	1%	75%	8%
Algebra	7	100%	99%	1%	96%	4%
Algebra	8	94%	93%	1%	84%	10%
Geometry	8	98%	98%	0%	95%	3%

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?

ELA Lowest 25th Percentile is the area with the most improvement with an increase from 50% to 58%. Students at Oakleaf Junior High performed 8% higher than the district in this area. The overall ELA achievement for the 2025-2026 school year. Contributing factors to growth in this area include:

1. Common planning time utilized as an extension of the PLC session for additional planning.
2. Lesson planning collaboration to maintain consistency with common instructional practices, language, and expectations across all classrooms.
3. Small group differentiated instruction provided for students.
4. Intentional development of the Support Facilitator schedule to provide consistent support for students in ELA classrooms.
5. Unique skills course assignments to provide additional small group and/or one-to-one support for students in this category.
6. Cross curricular connections during PLC time to review student data to determine areas of need, remediation plans, and to determine learning gains needed to elevate student growth in ELA.
7. Specific feedback and actionable next steps for classroom teachers based on District School Improvement Walkthroughs.

Lowest Performance

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

Proficiency scores in science decreased for English Language Learners (ELL) decreased from 47% to 29%. Despite an increase for Students with Disabilities (SWD) from 35% to 37%, this is significantly lower than the state and school average. While Students with Disabilities (SWD) and English Language Learners(ELL) have shown a positive trend with proficiency in ELA, the proficiency rates in science remain significantly below the statewide average of 57% and 60% for Oakleaf Junior High. The following impacts were experienced in science classes during the 2025-2026 school year:

- Increased class size averages
- Possible lack of data-driven, consistent, differentiated instruction due to class size and reduction of support in classrooms
- Reduction of supports for SWD in science content area classes

- Loss of instructional time and engagement due to student attendance or discipline.

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 is the proficiency scores in science for English Language Learners (ELL) decreased from 47% to 29%. Despite an increase for Students with Disabilities (SWD) from 35% to 37%, this is significantly lower than the state and school average. While Students with Disabilities (SWD) and English Language Learners(ELL) have shown a positive trend with proficiency in ELA, the proficiency rates in science remain significantly below the statewide average of 57% and 60% for Oakleaf Junior High. The following impacts were experienced in science classes during the 2025-2026 school year:

- Increased class size averages
- Possible lack of data-driven, consistent, differentiated instruction due to class size and reduction of support in classrooms
- Reduction of supports for SWD in science content area classes
- Loss of instructional time and engagement due to student attendance or discipline.

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 most significant performance gap compared to the state average is in 7th grade mathematics with 45% proficiency for the lowest quartile. This decline appears to be a direct result of the following:

- Lack of consistent, data-driven, differentiated supports for students
- Loss of instructional time and classroom engagement due to student attendance or discipline
- Curriculum guide pacing at the classroom level
- Increased class sizes for classrooms with students who may need the most support Targeted support.

EWS Areas of Concern

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

The review of Early Warning Signs has highlighted three critical areas for improvement to include:

- Course failures in ELA
- Course failures in Mathematics
- Students with one or more suspensions from school.

Highest Priorities

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

The priorities outlined below will target all subject areas to increase student success across the curriculum. Work in alignment with the One Clay Vision for Instruction will occur during PLCs, department data discussions, feedback using the classroom walkthrough tool with school specific indicators (student engagement), and committee meetings (SAC, PBIS, School Based Leadership).

1. Support Facilitation for Exceptional Education: Students with Individual Education Plans will receive increased levels of support in the math and ELA classrooms with the addition of two more Support Facilitators and intentional scheduling. Use whole group collaboration sessions through monthly "Consultation Breakfasts" provides all teachers with the opportunity to connect with the entire team of ESE Support Facilitators and school counselors regarding student progress. Teachers have the opportunity to provide support facilitators with input about student progress while gathering any updates about student plans.
2. Student Behavior: Students with discipline referrals resulting in loss of instructional time has a direct impact on student achievement. During the 2025-2026 school year, 467 students earned discipline one or more discipline referrals resulting in time out of the classroom, an increase from previous years. The number of students in this category during the 2023-2024 was 231 and 212 during the 2024-2025 school year. Students needing additional support in this area are identified by parents, staff, and administration. Members from the leadership team initiate positive communication with families of students upon transition into the next school year. The goal is to identify barriers that may prevent students from making positive choices to follow behavior expectations through Student Success Team meetings. Additionally, clear communication of expectations, PBIS incentives, with assistance from school counselors and Student Success Team meetings for families with input from teachers will be considered. The PBIS team will meet monthly to identify, discuss, and problem solve remedies to address trends that need to be addressed.
3. Math Support: Students are scheduled into math classes in accordance with the scheduling guidelines provided by the school district. Student data to include gradebook grades, Aleks performance, exit tickets, common assessments, and F.A.S.T. progress monitoring will be use to track student performance and plan next steps. Students needing additional support to demonstrate mastery after whole group activities will be addressed in small group sessions. Small group instruction can be completed for general education and collaborative Support Facilitators for exceptional education based on student need.
3. Improving Outcomes for Students with Disabilities (SWD)by ensuring students receive support and resources across all subject areas.
4. Continue to strengthen supports for English Language Learners (ELL) across all subject areas.

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL)

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 implementation of data driven small group instruction will improve student deepen and reinforce student understanding which in turn will increase student capacity to apply skills learned independently. The goal is to see a 10% increase in data-driven differentiated small group instruction quarterly based on walkthrough data logged by school administrators.

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.

The implementation of small groups in addition to whole group instruction will increase student achievement. Data from F.A.S.T. progress monitoring, Florida Alternate Assessment, content area common assessments, exit tickets, and student grades will be used as reflective data to guide instructional planning.

Goals:

1. Progress monitoring assessments will reflect an overall increase in student achievement/ proficiency of at least 5% for F.A.S.T. progress monitoring 1 to F.A.S.T. progress monitoring 3 assessments in reading and math.
2. Students in the lower quartile will show an overall increase in learning gains from the previous year based on F.A.S.T. assessment 3 as outlined below.
 - Increase Math Lowest Quartile Learning Gains for Students with Disabilities from 43% to 50%
 - Increase Math Lowest Quartile Learning Gains from 45% to 50%
 - Increase ELA Lowest Quartile Learning Gains from 51% to 56%

Monthly Progress Monitoring

1. Walkthrough Logs
2. Weekly administrator meetings to review and discuss trends from walkthrough logs and PLC

meetings with evidence to outline and address trends

3. Professional Learning Community (PLC) meetings with content area groups to review and discuss student response to small group instruction.

Monitoring

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

1. Classroom Walkthroughs
2. Student Data Dashboards
3. Content Area Data Chats
4. Professional Learning Community for teachers and administrators to address the following essential questions:
 - What do we want students to learn?
 - How will we know when students have learned the material?
 - What do we respond to students who do not learn the material?
 - How will we push students who have mastered/learned the material?

Person responsible for monitoring outcome

Wilnitra Dixon

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:

Professional Development and Professional Learning Communities (PLCs) *Teachers and support staff assigned to classrooms will participate in strategic professional development sessions based on teacher and student need reflected in trends from school specific walkthrough indicators, F.A.S.T. Progress Monitoring, formative assessments, exit tickets, and student grades. *Professional development will align teacher and staff actions with instructional best practices to support students across the curriculum.

Rationale:

Teachers and support staff assigned to classrooms will participate in ongoing professional development during PLCs to increase consistent and differentiated learning opportunities for all students. Professional development will focus on using data for remediation and enrichment, the establishment of positive, inclusive learning environments. Professional development sessions are determined the School Based Leadership Team based on student data trends and teacher requests as needs. When instruction is designed to meet needs of students based on data teachers can improve the quality of instruction and improve student outcomes. Teachers will use PLC sessions to analyze data, share best practices, and make informed decisions to improve student achievement through progress monitoring.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(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

Classroom walkthrough forms with school-specific indicators will be used to gather trends about student academic behavior in response to teacher instructional practices.

Person Monitoring:

Wilnitra Dixon

By When/Frequency:

Weekly

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

Weekly administrator meetings to review trends to include student engagement/academic behaviors and small group activity occurring in classrooms. 2. Coaching cycles with teachers to include planning for small group instruction based on data collected from trends in student response during whole group lessons to include demonstration of knowledge, checks for understanding, and assessments.

Action Step #2

Department Data Meetings

Person Monitoring:

Tracina Willis

By When/Frequency:

Quarterly

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

1. A data meeting schedule with quarterly meetings for each grade and content area/department.
2. Small group meetings to discuss grade level content area trends in data. Discuss current student progress, strategies implemented for small group support, and problem solve areas of concern.
3. Individual meetings with teachers needed individualized support to meet the needs of students. Provide feedback and reasonable next steps for differentiated support and student ownership of data/grades.
4. Outline ways teachers can guide students with active ownership learning by using their data/grades while providing opportunities for students to apply new learning to improve their performance in response to data tracking.

Area of Focus #2

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

Instructional Practice specifically relating to Differentiation, Small-group Instruction

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.

Description: Data driven targeted small group instruction to identify learning gaps to determine needs for foundational skills and interventions identified as Tier 1 instruction in addition to Tier 2 and Tier 3 interventions defined by MTSS.

Impact on Student Learning: Increase overall proficiency for the lowest 25% in ELA, Math, and Science with the use of data driven differentiation strategies.

Rationale: Math and Science proficiency for the Lowest Quartile has decreased per data analysis. Targeted small group instruction will address student needs and improve student achievement.

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.

Weekly review of walkthrough data will be completed to monitor and track implementation of small group instruction in all classrooms. Data from F.A.S.T., F.A.A., common assessments, progress monitoring, and exit tickets/student grades will be used to provide reflective data, guide instructional planning and decision making. Progress monitoring assessments will be used to track student progress. Lower quartile students will show an overall 10% learning gains.

Monitoring

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

Progress towards the desired outcome will be measured through:

- Walkthrough data (small groups and student engagement)
- Monthly student data chats
- Assessments
- Progress monitoring
- Quarterly content area data reviews
- Gradebook grades
- F.A.S.T. progress monitoring checks.

Data collected will be used by school administrators, curriculum specialists, school-based leadership team members, and PLC teams to inform ongoing feedback. Data will be used to determine grade level and individual student needs. Content area teachers, ESE Support Facilitators, school administrators, school counselors, and curriculum specialists will be included in data chats. On a daily basis, classroom teachers will provided targeted support for students to increase student achievement based on student performance data.

Person responsible for monitoring outcome

Tracina Willis & Bonnie King

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:

School walkthrough feedback, walkthrough log trends, and student data/work protocols during Professional Learning Community (PLC) collaboration will focus on classroom learning environments to highlight high leverage practices and total participation techniques to increase active student engagement during whole group and small group differentiated learning opportunities during math classes.

Rationale:

Informal feedback will be used to maintain consistent dialogue between school administrators and classroom teachers about instructional practices observed during walkthrough visits. Data collected from classroom walkthroughs will be used to identify trends in instructional practice and student response to instruction across the school. Trends will allow opportunities for administrators to provide feedback for classrooms serving students with disabilities. Teachers will receive consistent, actionable feedback to incorporate in instructional practices that will impact student achievement.

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

Classroom Walkthrough Trends

Person Monitoring:

Bonnie King & Tracina Willis

By When/Frequency:

Weekly

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

The review of data from common assessments, student work samples, checks for understanding samples, gradebook grades, and F.A.S.T. progress monitoring will be used to plan lessons with differentiated support for students based on needs. School administrators will attend content area PLC sessions with teachers to provide instructional support and feedback based on identified needs. Collaborative sessions with Exceptional Education and content area teachers will be used to assist teachers with identifying key data from student work to effectively plan targeted support students in small group differentiated instruction.

Action Step #2

Student Support Systems

Person Monitoring:

Bonnie King & Tracina Willis

By When/Frequency:

Weekly

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

step:

Utilize scaffolds for student learning based on student need (student response to instruction to include exit tickets, anecdotal evidence) to boost student improvement in the classroom. Best practices will be modeled about the creation of supportive student learning communities essential to collaborative learning structures that will increase student engagement during small group sessions. Teachers will receive professional development that will assist with when and where to leverage supports for students in the classroom based on trends noticed in walkthroughs with student engagement school specific indicators. The goal is to increase student ownership of learning for all students.

IV. Positive Learning 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.

Providing staff and students with a matrix that outlines clear school-wide expectations to ensure consistency is essential to maximizing instructional time for students. The PBIS team has outlined a school-wide plan with defined expectations, consistent enforcement, and implementation of proactive strategies along a continuum of positive behavior supports. An emphasis will be placed instructional and inclusionary approaches to discipline, opposed to reinforcing exclusionary disciplinary practices. Oakleaf Junior High uses H.I.V.E. (Honor, Integrity, Value, and Excellence) as a guide for staff and students to follow daily. Establishing and maintaining consistent school-wide expectations with classrooms in alignment will improve student achievement. The objective is to provide opportunities for student reflection with guidance concerning choices throughout the school day. Students will complete lessons and receive support in alignment with the One Clay Culture lessons. The overall goal is to keep students within active learning environments to maximize 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.

The objective is to decrease the number of student office referrals for violations of the Student Code of Conduct from the previous school year. The PBIS team initiative for consistent school-wide behavior expectations is in place to outline steps for students that need to be redirected while rewarding students for making good choices while providing learning opportunities and reinforcements for students needing additional assistance. Data from the first quarter will be used as checkpoint for the team to problem to provide support for teachers and support staff with student

behavior.

Discipline data reveal a significant increase in the following areas from the previous year for the time period selected:

Violation	24/25	25/26
Petty Theft	0	9
Simple Battery	0	7
Fighting	3	21
Use of Inappropriate Tech	1	13
Violation of Class Rules	1	7
Inappropriate Conduct	33	113

Discipline referral data from the first quarter of previous years is outlined below:

2025 1st Quarter: 343 referrals for 1,475 students = 0.23 referrals per student.

2025-26 1st Quarter: 43 days/343

7.98 ODR/day

2024 1st Quarter: 100 referrals for 824 students = 0.12 referrals per student

2024-25 1st Quarter: 43 days/100

2.33 ODR/day

2023 1st Quarter: 188 referrals /46 days

4.09 ODR/day

2022 1st Quarter: 219 referrals / 44 days

4.97 ODR/day

2021 1st Quarter: 494 referrals /48 days

10.29 ODR/day

Monitoring

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

1. Discipline referrals will be tracked using FOCUS discipline reports.
2. Track number of HIVE coins exchanged for positive choice rewards.

3. School administrator weekly meetings to discuss trends observed in discipline and problem solve ways to remedy concerns. 4. Monthly PBIS team meetings consisting of instructional, support staff, and administrators.
5. Quarterly whole group PLC meetings to share school-wide data trends to include the amount and type of discipline referrals for grades 6, 7, and 8. The presentation will include opportunities for staff to ask questions, share ideas to consider to resolve problems, and feedback about student discipline.

Person responsible for monitoring outcome

Bonnie King & Wilnitra Dixon

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:

Positive Behavioral Interventions and Supports (PBIS)

Rationale:

The Positive Behavioral Interventions and Supports (PBIS) matrix outlines expectations with opportunities for staff to teach and model the behaviors we expect from students. PBIS is a key factor in the reduction of inappropriate behaviors that can disrupt learning environments and impact student safety. The goal is to decrease student discipline and decrease suspension rates to maximize student exposure to instruction. A focus on establishing a positive school climate early in the year will enhance school safety, and provide structure for students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(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

PBIS Team

Person Monitoring:

Bonnie King & Wilnitra Dixon

By When/Frequency:

Monthly

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

1. Positive Behavior Intervention Support Team with instructional and support staff members. Monthly meetings outlined for the year on school calendar.
2. Develop and post positive behavior expectations for specific areas: cafeteria, office areas, hallways, classrooms, cafeteria, and locker rooms for students to clearly see positive expectations.

3. Complete PBIS follow up with team members. Monthly meetings will be used to identify supports needed for school staff. Monthly meeting attendance will be documented with sign in sheets.
4. Introduce students to expectations during Buzz WEB Camp before school starts(July). Buzz WEB Camp provides an opportunity for students to connect with school staff and meet students attending Oakleaf Junior High.
5. Student attendance for Buzz Camps is documented with a registration form for grade level counts to document student engagement/participation.

Action Step #2

School-wide H.I.V.E. Reward System for All Students

Person Monitoring:

Bonnie King, Tracina Willis, & Wilnitra Dixon

By When/Frequency:

Daily/Weekly/Monthly/Quarterly

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

1. Share procedures and plan with staff during pre-planning week.
2. Conduct beginning of year assembly to outline positive expectations for students.
3. Provide staff members with H.I.V.E. Coins to reward positive student behavior. Matrix outlines behaviors and amount of coins to be earned for consistency.
4. H.I.V.E. Store during morning intake and lunch periods for students to use H.I.V.E. coins earned to purchase items. Items provided in the H.I.V.E. Store for students are based on a student interest survey at the start of the school year.
5. Administration weekly meetings to review trends in student discipline. Establish action plan as needed to address specific concerns.
6. The number of H.I.V.E. student visits/coins collected in the H.I.V.E. Mart will be recorded to compared to the number of student visits for discipline referrals will be reviewed based on data from FOCUS student discipline reports.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

OAKLEAF VILLAGE ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant, and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

Oakleaf Village Elementary exists to prepare lifelong learners for success in a global and competitive workplace and in acquiring applicable life skills.

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

Jason Martin

jason.martin@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Ensure compliance with established rules, and laws in the daily operation of the school. Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing, and communications with parents, students, and teachers. Coordinate and monitor the

curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement the Sunshine State Standards. Coordinate school advisory council activities and implement a school improvement plan. Coordinate efficient utilization of school facilities and ensure proper security, maintenance, and cleanliness of the campus. Be responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database. Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data. Be responsible for effective business management operations, the development of a school budget, and efficient cost accounting. Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County Public Schools Code of Student Conduct. Be responsible for faithfully and effectively implementing school/district personnel procedures including interviewing, hiring, evaluating school staff, coordinating the Teacher Induction Program, and administering master contracts. Coordinate supervision of extra-curricular activities and duty assignments.

Provide a safe learning environment through the preparation and implementation of emergency evacuation plans, fire drills, etc. Be responsible for implementing programs designed to meet the needs of special student populations (Ex. ESE, Title I, Dropout Prevention, etc.). Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards. Be responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory. Provide for the purchase of appropriate textbooks, equipment, and other instructional materials necessary to meet the needs of the students. Serve on district-wide committees when requested. Be responsible for the development and implementation of a school technology plan. Be responsible for the performance of all personnel employed by the School Board and assigned to the school site. Provide for the development of an individual Teacher Training Plan for each teacher assigned to the school. Provide leadership for the implementation of the Florida Code of Ethics and Principles of Professional Conduct. Provide leadership in the implementation of the Sunshine State Standards, Florida Standards Assessments, End-of course exams, and other tests designed and adopted to measure student achievement.

Communicate effectively, both orally and in writing, with parents, staff, students, and the community. Maintain visibility and accessibility on the school campus. Serve as coach/mentor to Assistant Principals, new Principals or others who are preparing for School Principal certification. Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum. Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position.

Leadership Team Member #2

Employee's Name

Shelley Lester

shelley.lester@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Manage school facilities and staff to ensure student safety and grade-appropriate level instruction takes place.

Leadership Team Member #3

Employee's Name

Chernell Gilliam

chernell.gilliam@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Manage school facilities and staff to ensure student safety and grade-appropriate level instruction takes place.

Leadership Team Member #4

Employee's Name

Melissa Smith

melissa.smith@myoneclay.net

Position Title

School Counselor

Job Duties and Responsibilities

Disseminate information from the Administration. Manage grade-level activities. Ensure the team has materials to ensure grade-appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community. Disseminate information from the Administration. Manage grade-level activities. Ensure the team has materials to ensure grade appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community. Disseminate information from the Administration. Manage grade-level activities. Ensure the team has

materials to ensure grade-appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community.

Leadership Team Member #5

Employee's Name

Maureen Devine

maureen.devine@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Disseminate information from the Administration. Manage grade-level activities. Ensure the team has materials to ensure grade-appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community

Leadership Team Member #6

Employee's Name

Krystal Mason

krystal.mason@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Disseminate information from the Administration. Manage grade-level activities. Ensure the team has materials to ensure grade-appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community

Leadership Team Member #7

Employee's Name

Marla Teal

marla.teal@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Disseminate information from the Administration. Manage grade-level activities. Ensure the team has materials to ensure grade-appropriate instruction takes place. Assist with collaborative groups to

support OVE's Professional Learning Community

Leadership Team Member #8

Employee's Name

Penny Hammer

penny.hammer@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Disseminate information from the Administration. Manage grade-level activities. Ensure the team has materials to ensure grade-appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community

Leadership Team Member #9

Employee's Name

Jane Russo

jane.russo@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Disseminate information from the Administration. Manage grade-level activities. Ensure the team has materials to ensure grade-appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community

Leadership Team Member #10

Employee's Name

Joyce Gonzales

joyce.gonzales@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Disseminate information from the Administration. Manage grade-level activities. Ensure the team has materials to ensure grade-appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community

Leadership Team Member #11

Employee's Name

Amber Mullins

amberlynn.mullins@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Disseminate information from the Administration. Manage grade-level activities. Ensure the team has materials to ensure grade-appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community

Leadership Team Member #12

Employee's Name

Jessica St.Peter

jessica.stpeter@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Disseminate information from the Administration. Manage grade-level activities. Ensure the team has materials to ensure grade-appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community

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.

Administration, emerging leaders, and the school advisory council (including parents) solicited advice on how they think the school should focus its improvement efforts.

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)).

This plan will be monitored through weekly classroom walkthroughs. We will also convene as administration & grade level teams for quarterly data progression meetings to evaluate student growth based on I-Ready, Acadience, & FAST assessment scores, teacher-developed common assessment scores, MTSS students' progress monitoring data, and teacher-provided samples of student work on grade-level standards. We will conduct weekly gradual release administration modeled PLCs focused on grade level-wide proficiency of essential ELA standards to ensure all staff are involved in the growth of students across the entire building.

C. Demographic Data

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	58.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) 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>	2025-26: B 2024-25: A 2023-24: A 2022-23: B 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	112	129	152	146	158	181				878
Absent 10% or more school days	20	17	12	24	25	18				116
One or more suspensions	4	3	12	8	20	7				54
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	16	22	27	19	26	18				128
Level 1 on statewide Math assessment	14	18	28	10	38	22				130
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	7	18	0	0				25
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0				0

Current Year 2026-27

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	9	10	13	17	26	11				86

Current Year 2026-27

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	0	0	12	0	0				13
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2025-26) 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	
School Enrollment	113	136	119	151	168	154	162			1,003
Absent 10% or more school days	26	16	19	26	29	22	19			157
One or more suspensions	1	9	5	12	12	19	30			88
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment				25	24	26	16			91
Level 1 on statewide Math assessment				21	25	41	12			99
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				6						6
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) 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	14	10	8	36	38	38	23			167

Prior Year (2025-26) 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				11						11
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	65	66	62	65	63	59	62	62	57
Grade 3 ELA Achievement	67	66	61	67	66	59	77	65	58
ELA Learning Gains	58	63	63	64	62	60	59	62	60
ELA Lowest 25th Percentile	56	60	58	61	60	56	54	60	57
Math Achievement*	65	69	66	65	67	64	62	67	62
Math Learning Gains	52	69	64	65	65	63	65	68	62
Math Lowest 25th Percentile	52	58	50	54	57	51	58	59	52
Science Achievement	72	67	62	63	62	58	56	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				72		63		55	61

*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)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						61%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						487
Total Components for the FPPI						8
Percent Tested						99%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
61%	64%	62%	56%	61%	55%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	56%	No		
English Language Learners	53%	No		
Asian Students	74%	No		
Black/African American Students	54%	No		
Hispanic Students	62%	No		
Multiracial Students	61%	No		
White Students	68%	No		
Economically Disadvantaged Students	57%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	65%	67%	58%	56%	65%	52%	52%	72%					
Students With Disabilities	55%	48%	60%	61%	52%	43%	67%	61%					
English Language Learners	40%	39%	52%	75%	54%	56%	60%	46%					
Asian Students	77%		67%		86%	67%							
Black/African American Students	57%	63%	54%	61%	53%	41%	36%	63%					
Hispanic Students	61%	58%	64%	50%	62%	64%	71%	65%					
Multiracial Students	67%		54%		64%	52%		70%					
White Students	75%	77%	57%	60%	77%	53%	57%	87%					
Economically Disadvantaged Students	62%	63%	57%	54%	59%	48%	49%	64%					

	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	65%	67%	64%	61%	65%	65%	54%	63%					76%
Students With Disabilities	47%	55%	62%	67%	45%	59%	56%	31%					50%
English Language Learners	52%	42%	73%	56%	58%	68%	56%						76%
Asian Students	66%		76%		79%	86%							
Black/African American Students	64%	67%	61%	56%	60%	58%	43%	58%					80%
Hispanic Students	60%	50%	62%	55%	59%	61%	45%	62%					73%
Multiracial Students	75%	80%	66%		80%	87%							
White Students	69%	73%	64%	68%	69%	67%	63%	67%					
Economically Disadvantaged Students	62%	67%	62%	65%	62%	63%	52%	59%					83%

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	62%	77%	59%	54%	62%	65%	58%	56%					64%
Students With Disabilities	37%	62%	54%	50%	39%	52%	48%	40%					
English Language Learners	56%	53%	47%	33%	51%	71%	71%						64%
Asian Students	69%		75%		77%	56%							
Black/African American Students	55%	66%	54%	60%	55%	59%	60%	56%					
Hispanic Students	59%	70%	60%	37%	61%	71%	63%	56%					61%
Multiracial Students	72%	92%	69%		72%	72%		41%					
White Students	68%	89%	59%	63%	63%	64%	52%	63%					
Economically Disadvantaged Students	55%	73%	55%	53%	55%	62%	57%	53%					54%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	67%	65%	2%	60%	7%
ELA	4	59%	64%	-5%	60%	-1%
ELA	5	63%	60%	3%	61%	2%
Math	3	78%	69%	9%	66%	12%
Math	4	50%	65%	-15%	65%	-15%
Math	5	63%	61%	2%	62%	1%
Science	5	69%	66%	3%	60%	9%

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?

We made purposeful changes to teacher assignments and the composition of our science team to strengthen our focus on high-quality science instruction and student achievement. As a result, overall science proficiency increased by 11 percentage points, while science proficiency among students with disabilities (SWD) increased by an impressive 30 percentage points.

Lowest Performance

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

Math learning gains represented our lowest-performing area, declining by 13 percentage points. While multiple factors likely contributed to this decrease, one significant challenge was the unexpected medical leave of a teacher in November, which resulted in a classroom being without a certified teacher for approximately three months. Despite this challenge, both 3rd and 5th grades demonstrated improvement in math performance, while 4th grade performance lagged behind and had the greatest impact on overall learning gains.

Greatest Decline

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

There is a clear opportunity for growth within our 4th grade math team, as proficiency declined by 15 percentage points. While multiple factors likely contributed to this decrease, one significant challenge was the unexpected medical leave of a teacher in November, which resulted in a classroom being without a certified teacher for approximately three months. This disruption in instructional continuity likely impacted student achievement and overall proficiency outcomes.

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.

Once again, 4th grade math demonstrated the largest gap when compared to the state average. Based on instructional walkthroughs and classroom observations, opportunities for improvement were noted in classroom management and instructional structure, which may have impacted student engagement and academic performance.

EWS Areas of Concern

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

Students with Multiple Early Warning System (EWS) Indicators: The number of students in grades 3–5 who are currently identified as having two or more EWS indicators.

Students with Suspensions: The number of students in grades 3–5 who have received one or more suspensions.

Highest Priorities

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

Math Learning Gains: Increasing student growth and achievement in mathematics across all grade levels.

4th Grade Math Proficiency: Improving mathematics proficiency outcomes for 4th grade students.

Attendance: Increasing student attendance through targeting the improvement of student behaviors and school wide experiences.

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 Differentiation

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.

Description: Strengthen differentiated math instruction across all grade levels by ensuring teachers use student data to provide targeted instruction, flexible grouping, and appropriately challenging learning experiences that meet the diverse needs of all learners.

Impact on Student Learning: Effective differentiation will increase student engagement, provide timely support for struggling learners, extend learning for students performing above grade level, and improve overall math achievement and learning gains. This approach is intended to accelerate growth for all students while reducing achievement gaps among student subgroups.

Rationale: Prior-year F.A.S.T. data identified math learning gains as an area of need, with a decline in overall student growth and inconsistent performance across grade levels. Analysis of student achievement data and instructional practices indicates a need for more intentional differentiation to ensure instruction is responsive to individual student needs. By strengthening differentiated instruction in mathematics, we aim to increase learning gains, improve proficiency, and support continuous academic growth for all students.

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.

Based on prior-year F.A.S.T. data, math learning gains declined by 13 percentage points and were identified as a schoolwide area of need. During the 2026–2027 school year, instructional walkthrough data will demonstrate a 50% increase in the consistent implementation of differentiated math instruction, including flexible grouping, data-driven interventions, and targeted enrichment opportunities. Additionally, F.A.S.T. assessment results will show at least 60% of students achieving

learning gains in mathematics, with a minimum of 55% of students in the lowest quartile demonstrating learning gains.

Monitoring

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

- Weekly classroom walkthroughs focused on evidence of differentiated instruction, including flexible grouping, targeted interventions, enrichment opportunities, and data-driven instructional decision-making.
- Semester Data Chats analyzing student performance trends, learning gains, and the effectiveness of differentiated instructional practices.
- The use of common formative assessments across grade levels to identify student needs, monitor progress, and adjust instruction to provide appropriate levels of support and challenge.

Person responsible for monitoring outcome

Jason Martin, School Principal

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

Grade-level teams will analyze student performance data, benchmark standards, and common assessment results to identify individual student needs and plan differentiated instruction. Teachers will collaboratively design lessons that incorporate flexible grouping, targeted interventions, enrichment opportunities, and varied instructional strategies to meet students at their current level of understanding while maintaining grade-level expectations. The focus will be on ensuring all students receive appropriate support and challenge to maximize learning gains and academic growth.

Person Monitoring:

Grade-Level Teams with support from

By When/Frequency:

Lesson planning and alignment checks will occur

administration and district instructional coaches. during PLCs; ongoing implementation begins in week 2 of the school year.

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

Administrators will conduct regular walkthroughs using an observation tool to capture trends in instructional practices, which asks specifically about differentiation. Evidence of alignment will also be reviewed during monthly PLC meetings, through lesson plan reviews, and student work samples. These findings will inform coaching cycles and professional learning supports to improve implementation of differentiation.

Action Step #2

Professional learning will be provided quarterly through whole-group PLCs, grade-level PLCs, and peer feedback cycles facilitated by administration and teacher leaders. The focus will be on analyzing student data to identify learning needs, implementing effective differentiation strategies, utilizing flexible grouping practices, and designing targeted interventions and enrichment opportunities to ensure all students, including those in the lowest quartile, receive instruction that meets their individual needs and promotes academic growth.

Person Monitoring:

Team Leads and Administrators

By When/Frequency:

Each academic quarter

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

The school leadership team will monitor implementation by conducting regular classroom walkthroughs to identify evidence of differentiated instruction, including flexible grouping, targeted interventions, enrichment opportunities, and data-driven instructional practices. Lesson plans will be reviewed to ensure instructional decisions are informed by student performance data and designed to meet diverse learning needs. Additionally, formative assessment data, common assessment results, and learning gains data will be analyzed to determine the effectiveness of differentiation strategies and their impact on student growth. Teacher feedback will be collected to inform ongoing coaching and future professional learning opportunities.

Action Step #3

Teachers will implement the instructional priority by engaging in structured data meetings each semester to analyze student performance data from common formative assessments and FAST results. During these meetings, teachers will identify individual and group learning needs, examine instructional effectiveness, and plan differentiated strategies to better support all learners. Instructional adjustments will be made to ensure instruction is responsive to student data, with targeted interventions, flexible grouping, and enrichment opportunities used to address varying levels of readiness and promote student growth.

Person Monitoring:

School-Based Leadership Team and Grade-Level Teachers

By When/Frequency:

Once each semester

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

The leadership team will document action items from each data meeting and follow up through classroom walkthroughs and PLC observations to ensure adjustments are reflected in instruction. Changes in student performance data across semesters will be analyzed to determine the effectiveness of instructional shifts.

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

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.

Description: Targeted small group instruction in math, focusing on foundational skills and addressing specific learning gaps identified in prior year data.

Impact on Student Learning: Aims to improve overall proficiency, accelerate learning for the lowest 25%, and close district/state achievement gaps through differentiated support.

Rationale: Prior year data shows a decline in overall math proficiency and low 25% learning gains, with inconsistent negative gaps across grades 3-5 compared to district and state.

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.

Walkthrough data will show a 50% increase in small group instruction in math classes. FAST data will reflect a minimum of 60% of students proficient and at least 55% of students in the lowest quartile showing learning gains in Math.

Monitoring

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

Progress towards the desired outcome will be measured through:

- Weekly classroom walkthroughs (observing small groups and engagement)
- Semester data chats
- weekly exit tickets
- mid-module and end-of-module assessments

This data will be used by collaborative learning teams to inform ongoing instructional adjustments and targeted support throughout the school year to maximize student achievement.

Person responsible for monitoring outcome

Jason Martin, School Principal

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

Teachers will implement the instructional priority by planning and delivering small group math instruction 3–5 times per week that targets foundational skills identified through prior year data and ongoing formative assessments. Students will be grouped by specific skill deficits, and instruction will include scaffolded tasks, hands-on activities, and differentiated supports to meet the needs of all learners.

Person Monitoring:

Grade-Level Teachers

By When/Frequency:

Ongoing, beginning Week 2 of the school year with monthly regrouping based on data

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

School leadership will conduct weekly walkthroughs focused on the presence, frequency, and quality of small group instruction with an eye towards the intentional use of differentiation across small groups. PLCs will review formative data and student work to determine effectiveness and regroup students as needed.

Action Step #2

Teachers will implement the instructional priority of differentiation by participating in ongoing professional learning community sessions focused on strategies for effective differentiated small group math instruction. Topics will include using manipulatives to build conceptual understanding, leveraging formative assessments to group students, and using questioning to deepen thinking.

Person Monitoring:

Team and math leads on grade levels.

By When/Frequency:

By the end of each academic quarter.

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

PLCs will reflect on student work samples and assessment data to determine if student performance improves in areas directly targeted during professional development and through the use of differentiated strategies in small-group instruction.

Action Step #3

Teachers will implement the instructional priority by participating in data chats each semester to review FAST scores, classroom assessments, and exit ticket data for students in the lowest quartile. Based on this analysis, teachers will revise small group plans and adjust instructional strategies to better target skill gaps.

Person Monitoring:

School-Based Leadership Team and Grade-Level Teachers

By When/Frequency:

Mid-year and end-of-year

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

The leadership team will document decisions made during data chats and monitor implementation through walkthroughs and follow-up PLC discussions. Trends in student progress, especially for the lowest quartile, will be reviewed to evaluate impact and inform future supports.

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.

Description: Strengthen school-wide culture through the development of OVE and One Clay Culture characteristics with a focused emphasis on improving student attendance. This includes establishing clear expectations, consistent monitoring systems, and a shared commitment among staff, students, and families to the importance of daily school attendance and its connection to academic success.

Impact on Student Learning: Improved student attendance will increase access to consistent instruction, strengthen student engagement, and maximize learning time. Regular attendance ensures students remain connected to classroom instruction, participate in learning activities consistently, and make steady academic progress.

Rationale: Data shows that student attendance is directly correlated with academic achievement. Increased absenteeism results in missed instruction, gaps in learning, and reduced academic growth. While attendance trends have fluctuated, strengthening student attendance is essential to ensuring all students have equitable access to instruction and the opportunity to meet grade-level expectations.

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.

Based on prior-year attendance data, the number of students who missed 10% or more of the school year due to absences was as follows: Kindergarten—20 students; Grade 1—17 students; Grade 2—12 students; Grade 3—24 students; Grade 4—25 students; and Grade 5—18 students.

For the 2025–2026 school year, the school will implement targeted attendance supports and monitoring systems to reduce by at least 10% the number of students who miss 10% or more of the school year in each grade level. Progress will be measured through monthly attendance reports, Early Warning System data reviews, and grade-level attendance trend analysis to ensure consistent reductions across all grades K–5.

Monitoring

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

Monthly student attendance reports will be generated and reviewed by administration in collaboration with school-based attendance teams. These reports will be analyzed to monitor overall attendance trends, identify grade levels and individual students demonstrating patterns of chronic absenteeism, and compare progress toward the targeted reduction in students missing 10% or more of the school year. This ongoing monitoring will support the implementation of positive attendance strategies, early intervention efforts, and proactive communication with families. Attendance data will also inform timely problem-solving conversations and targeted supports for students who continue to demonstrate chronic absenteeism.

Person responsible for monitoring outcome

School Administration

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

Implement a tiered attendance intervention system that identifies students who are at risk for chronic absenteeism (missing 10% or more of school days). Establish and follow clear intervention protocols including parent contact, attendance contracts, and student support plans.

Person Monitoring:

Assistant Principal, School Counselor, Attendance Data Clerk

By When/Frequency:

Each month school is in session. (August through May)

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

Impact will be monitored through monthly attendance reports, Early Warning System (EWS) data reviews, and tracking the number of students moving out of chronic absenteeism status each month.

Action Step #2

Establish a school-wide positive reinforcement program to recognize and reward improved and consistent student attendance at the individual, classroom, grade level, and/or school-wide levels.

Person Monitoring:

All school personnel, Assistant Principal, School Counselor, Attendance Data Clerk

By When/Frequency:

monthly

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

Impact will be monitored through monthly attendance data, participation rates in incentive activities, and changes in the number of students meeting or exceeding 95% attendance thresholds.

Action Step #3

Implement a consistent, school-wide system for communicating the importance of student attendance to families. This will include regular attendance updates, automated notifications for absences, and targeted outreach (phone calls, emails, and meetings) for families of students showing patterns of chronic absenteeism. The goal is to strengthen family awareness and partnership in improving daily attendance.

Person Monitoring:

Principal, Attendance Clerk, Grade-Level Teams

By When/Frequency:

monthly

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

Impact will be monitored through monthly attendance reports, documentation of parent contact logs, and comparison of attendance trends for students receiving targeted outreach to determine reductions in unexcused and chronic absences.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

ORANGE PARK ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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

Our mission is to work collaboratively with all of our community resources and stakeholders. We will increase achievement among our students with opportunities surrounding learning that are relevant, rigorous, and will transcend beyond the boundaries of our school walls. Our working and learning environment will be built upon positivity, respect, integrity, determination, and engagement. With all of the above, Orange Park Elementary will maximize student potential and also promote individual responsibility.

Provide the school's vision statement

Orange Park Elementary exists to prepare lifelong learners for success in a global and competitive workplace and in acquiring all applicable life skills. We will provide an experience that is motivating, challenging, and rewarding for all children.

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

Tyler Wood

Tyler.Wood@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

The School Principal is responsible to the Superintendent of Schools. Our duties include but are not limited to compliance with established rules, and laws in the daily operation of the school. Develop

and foster good public relations, partnerships with all stakeholders, & communications with parents, students and teachers. We coordinate and monitor curricular programs to maximize student learning, efficient utilization of school facilities to insure proper security, and monitor the timely submission of required school records. We provide leadership and direction with respect to professional development through activities that encourage instructional growth, manage business operations, and provide a safe learning environment for all. We are also responsible for implementing programs designed to meet the needs of special student populations, proper receipt and accounting practices, and purchase of all instructional materials used by instructional employees.

Leadership Team Member #2

Employee's Name

Tracy Pfuntner

Tracy.Pfuntner@myoneclay.net

Position Title

Teacher, K-6

Job Duties and Responsibilities

Mrs. Pfuntner is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for leading her department and setting a strong example of highly effective instruction for those she leads. Currently, Mrs. Pfuntner works with our kindergarten students at OPE.

Leadership Team Member #3

Employee's Name

Kelly Alfano

Kelly.Alfano@myoneclay.net

Position Title

Teacher, K-6

Job Duties and Responsibilities

Mrs. Alfano is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom

environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for leading her department and setting a strong example of highly effective instruction for those she leads. Currently, Mrs. Alfano works with our first grade students at OPE.

Leadership Team Member #4

Employee's Name

Kaitlyn Dunn

Kaitlyn.Dunn@myoneclay.net

Position Title

Teacher, K-6

Job Duties and Responsibilities

Mrs. Dunn is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for leading her department and setting a strong example of highly effective instruction for those she leads. Currently, Mrs. Dunn works with our second grade students at OPE.

Leadership Team Member #5

Employee's Name

Amanda Pounds

Amanda.Pounds@myoneclay.net

Position Title

Teacher, K-6

Job Duties and Responsibilities

Mrs. Pounds is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for leading

her department and setting a strong example of highly effective instruction for those she leads. Currently, Mrs. Pounds works with our third grade students at OPE.

Leadership Team Member #6

Employee's Name

Robin Doty

Robin.Doty@myoneclay.net

Position Title

Teacher, K-6

Job Duties and Responsibilities

Ms. Doty is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for leading her department and setting a strong example of highly effective instruction for those she leads. Currently, Ms. Doty works with our fourth grade students at OPE.

Leadership Team Member #7

Employee's Name

Molly Geeser

Molly.Geeser@myoneclay.net

Position Title

Teacher, K-6

Job Duties and Responsibilities

Mrs. Geeser is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for leading her department and setting a strong example of highly effective instruction for those she leads. Currently, Mrs. Geeser works with our fifth grade students at OPE.

Leadership Team Member #8

Employee's Name

Christopher Harris

Christopher.Harris@myoneclay.net

Position Title

Teacher, K-6

Job Duties and Responsibilities

Mr. Harris is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of his students, preparation of the classroom environment, understanding his content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, he is responsible for leading his department and setting a strong example of highly effective instruction for those he leads. Currently, Mr. Harris works with our sixth grade students at OPE.

Leadership Team Member #9

Employee's Name

Carly Distin

Carly.Distin@myoneclay.net

Position Title

Teacher, Resource K-6 (Music)

Job Duties and Responsibilities

Mrs. Distin is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for leading her department and setting a strong example of highly effective instruction for those she leads. Currently, Mrs. Distin works with all students at OPE through her music classroom.

Leadership Team Member #10

Employee's Name

Angela Palmore

Angela.Palmore@myoneclay.net

Position Title

School Counselor

Job Duties and Responsibilities

Mrs. Palmore is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for leading her department and setting a strong example of highly effective instruction for those she leads. Currently, Mrs. Palmore works with our all students at OPE as our school counselor.

Leadership Team Member #11**Employee's Name**

Tracey Finley

Tracey.Finley@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Mrs. Finley serves OPE as the assistant principal and often works in the same capacity as the principal. She currently supervises the primary grade levels, works with and monitors the MTSS process, oversees all that involves ESE, and other administrative duties assigned.

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.

The development of our School Improvement Plan (SIP) is a deeply collaborative process that integrates the voices of our school leadership team, instructional and support staff, parents, and

community business partners. To ensure representation, our School Advisory Council (SAC) serves as the primary vehicle for this collaboration. Members of the SAC—including parents, teachers, and support employees—are nominated and peer-elected through a community-wide survey and voting process. Because a brand-new council successfully transitioned into these roles recently to serve multi-year terms, all seats are currently filled, meaning we will not hold new elections for the 2026–2027 school year.

An example of Stakeholder Involvement and SIP Development, for the 2026-2027 school year, input from our stakeholders was and will continue to be intentionally used in shaping our priorities for this year's SIP. Through a data review of our Climate and Culture Survey, Legacy Letter Program to include Club Participation, & informal staff and community conversations, we've identified a vital need for increased student engagement and extracurricular activities. In direct response to this feedback, we have formally included a strategic goal in our SIP to expand and create more opportunities for student clubs.

To ensure this goal is successfully realized, we will leverage our required family volunteer program (9 hours per family) alongside the resources of our business partners to sponsor and support our new initiatives. Moving forward, the SAC will meet quarterly to monitor progress data, evaluate implementation, and ensure that our community's shared vision continues to drive student success.

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)).

At Orange Park Elementary, our School Improvement Plan is wildly important; it is a living and fluid document that drives the decisions we make and goals we set. We believe that sustainable student growth happens when deliberate leadership intersects with collaboration. To ensure our plan translates into actual classroom impact, myself and Mrs. Tracey Finley will conduct regular, targeted walkthroughs to continuously monitor the health of our Tier 1 instruction in real time and provide teachers with the immediate, actionable feedback they can use to regulate and their practice. Though we've monitored our SIP progress at multiple levels in the past, regular classroom walkthroughs is an area of opportunity for us.

Simultaneously, the true fulcrum of our progress monitoring lies within our evolved Vertical PLC framework. Over the past year, that PLC work has shifted from basic data compliance into a data and

student-centered framework which, we hope, will now include Lesson Study cycles and cross-grade level observations. By watching each other teach and collectively analyzing student tasks, our teachers will gain a more thorough understanding of how academic standards progress from one grade to the next. This collaborative approach allows us to catch learning gaps early, adjust our pacing, and ensure that our instructional strategies are not only aligned but are also hitting the mark.

This dual approach of administrative feedback and peer-led observation is critical for meeting the needs of all students, particularly those facing the greatest achievement gaps. Every goal we set is directly connected to our assessment data and driven by the progress monitoring that occurs. At the same time, because OPE has been widely successful with our previous goals related to intervention and extension, we are committed to evolving our extension models so that our proficient students continue to stretch and grow. Learning gains are and may continue to be our biggest hurdle, one we hope to support in our walkthroughs and PLCs.

Ultimately, the loop of feedback and revision with all who have a stake in our school will be at the forefront of our work. We will share our quarterly progress monitoring data and implementation trends both with our teachers on campus and with our School Advisory Council (SAC) committee. This will go beyond quarterly progress and be central in both our vertical and grade-level PLCs and our Curriculum Council Meetings. The shared ownership ensures us the opportunity to revise our plan throughout the year and maintaining our focus exactly where it needs to be: on continuous improvement and the success of every one of our students.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	33.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) HISPANIC STUDENTS (HSP) 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>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	71	71	72	71	67	58	65	0	0	475
Absent 10% or more school days	1	1	5	4	3	5	7	0	0	26
One or more suspensions	2	2	3	1	1	2	2	0	0	13
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	2	7	1	2	1	3	0	0	0	16
Level 1 on statewide Math assessment	1	4	5	0	0	1	0	0	0	11
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	3	1	0	0	0	0	0	0	4
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	1	0	0	0	0	0	0	1

Current Year 2026-27

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	2	3	0	1	1	0	0	0	7

Current Year 2026-27

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	2	2	1	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2025-26) 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	
School Enrollment	70	70	73	72	65	67	66			483
Absent 10% or more school days	2	5	5	3	1	3	6			25
One or more suspensions	4		1	1	5	1	4			16
Course failure in English Language Arts (ELA)				1						1
Course failure in Math										0
Level 1 on statewide ELA assessment	5	3	5	2	1		1			17
Level 1 on statewide Math assessment	3	1	4							8
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	3	5	1	2		1			15
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	1	4	1						8

Prior Year (2025-26) 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	1	1							4

Prior Year (2025-26) 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	1						7
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	88	66	62	91	63	59	90	62	57
Grade 3 ELA Achievement	87	66	61	96	66	59	94	65	58
ELA Learning Gains	65	63	63	72	62	60	83	62	60
ELA Lowest 25th Percentile	72	60	58	70	60	56	74	60	57
Math Achievement*	95	69	66	96	67	64	95	67	62
Math Learning Gains	83	69	64	86	65	63	93	68	62
Math Lowest 25th Percentile	75	58	50	87	57	51	92	59	52
Science Achievement	95	67	62	97	62	58	97	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					72	63		55	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	83%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	660
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
83%	87%	90%	85%	71%	88%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	63%	No		
Hispanic Students	82%	No		
Multiracial Students	85%	No		
White Students	83%	No		
Economically Disadvantaged Students	79%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	88%	87%	65%	72%	95%	83%	75%	95%					
Students With Disabilities	67%	54%	35%		83%	76%							
Hispanic Students	87%	82%	70%		90%	80%							
Multiracial Students	88%	82%	79%		96%	79%							
White Students	89%	91%	62%	72%	96%	83%	74%	98%					
Economically Disadvantaged Students	84%	84%	67%	69%	91%	77%	67%	89%					

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	91%	96%	72%	70%	96%	86%	87%	97%					
Students With Disabilities	94%		62%		97%	92%							
Black/African American Students	92%				92%								
Hispanic Students	94%		88%		94%	75%							
Multiracial Students	90%		56%		100%	81%							
White Students	91%	96%	73%	70%	96%	87%	92%	96%					
Economically Disadvantaged Students	88%	95%	68%	74%	94%	82%	93%	92%					

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	90%	94%	83%	74%	95%	93%	92%	97%					
Students With Disabilities	89%	90%	89%	86%	91%	97%	100%	92%					
Black/African American Students	92%		90%		83%	90%							
Hispanic Students	89%		90%	73%	92%	90%		92%					
Multiracial Students	88%		88%		92%	100%							
White Students	90%	92%	80%	67%	97%	93%	94%	98%					
Economically Disadvantaged Students	83%	88%	75%	67%	93%	94%	95%	95%					

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	87%	65%	22%	60%	27%
ELA	4	93%	64%	29%	60%	33%
ELA	5	76%	60%	16%	61%	15%
ELA	6	94%	72%	22%	62%	32%
Math	3	93%	69%	24%	66%	27%
Math	4	90%	65%	25%	65%	25%
Math	5	98%	61%	37%	62%	36%
Math	6	100%	70%	30%	60%	40%
Science	5	93%	66%	27%	60%	33%

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?

Over the last four years, Orange Park Elementary has seen major success with respect to student growth and proficiency; however, we have been witness to the ebbs and flows of performance requiring us to look specifically at chort consistency. A highlight of improvement came in the overall proficiency of our 6th grade classes (math and ELA) with those kiddos performing at 94% in ELA and 100% in mathematics. Diving deeper, 80% of that 94% are performing at L4 or L5 in ELA with 94% of the 100% performing at L4 or L5 in math (a 7% increase in ELA and 90% increase in math when comparing apples to apples). The biggest change came in the form of moving our 5th grade ELA teacher to 6th when we had a 6th grade position open. While both the former and current teachers are exceptional, I would argue the looping that naturally occurred might have been the biggest factor.

Additionally, according to the 2025-2026 School Improvement Plan (SIP), our goal in improving the overall ELA average among our K-2 classrooms included an extreme focus in moving performance at those grade levels from 78%-82%. Though not all apples to apples, we were able to move the overall average from 78% in K-2 to 85% by the end of the school year. The largest change was our work in vertical PLCs - a change we hope to continue to capitalize on in moving from a stance of data collection/analysis to application and practice. The efforts made in incorporating the LETRs screener and comparing those results to the insight we gained from Acadience certainly helped us make more informed decisions as it pertained to those foundational skills. While that group will not be highlighted in the 2025-2026 School Improvement Plan, we will continue to monitor their progress in our vertical PLCs and work to the end all, be all goal of 100% proficiency.

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 data component showing the lowest performance for the 2025–2026 school year was 5th-grade English Language Arts (ELA). In this grade level, 76% of students maintained proficiency as compared to 89% the prior year with approximately 59% of these students demonstrating learning gains. This downward trend could be explained by the adoption of a new, all-encompassing districtwide curriculum (Benchmark Advance) coupled with a 5th grade classroom being led by a first-

year, alternatively certified teacher. The curriculum itself introduced a steep learning curve and a rigid framework across all grade levels that altered the instructional practice and capacity of even our most seasoned teachers. However; to be clear, our 5th grade ELA teacher demonstrated an outstanding work ethic, pouring immense time, energy, and heart into her students and her own professional efficacy. That said, mastering the instructional practices associated with 5th grade benchmarks and navigating a rigorous new curriculum in your first year requires heavy instructional coaching, time to plan alongside accomplished teachers, and constant support. Regrettably and openly, there was a lack of administrative support throughout- the same hands-on, targeted care needed for success was unfortunately minimal. Ultimately, this created a systemic trend where the demands outpaced the instructional support provided in the classroom, resulting in our lowest performing grade level. Though the area identified here, it is important to note that their performance still outpaced district and statewide averages by 15%-16% with that 76% mark earning the 2nd highest 5th grade ELA performance countywide.

Greatest Decline

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

The data component with the greatest decline from the year prior was 3rd-grade ELA, which dropped 7 percentage points from 96% proficiency to 89%. This dip is particularly critical because 3rd grade serves as a standalone accountability component; however, since these students do not have prior-year state testing data, they do not generate learning gains, making their raw proficiency score a bigger piece of the proverbial puzzle that is overall school grade. Across the State of Florida, 3rd grade continues to serve as a stressful and demanding grade level given its connection to potential student retention and impact on school grade. OPE is blessed to have four of the best – educators who understand the call and rise to the occasion each and every year. While this area serves as our greatest decline, it should be noted that their work outpaced state and district averages by 29% and 24% respectively. Additionally, 72% of students in 3rd grade this year performed at 72% proficiency the year prior marking the need to highlight a 17% increase in apples to apples.

This decline was similarly and heavily influenced by the significant change in curriculum used during instruction. Additionally, there was a structural change in both classroom culture and the traditional model of self-contained 3rd grade at OPE. In 2025-2026, OPE piloted the accelerated mathematics pathway which required students to transition from their math classrooms back to their homeroom. This structural shift, combined with the districtwide implementation of a brand-new, comprehensive ELA curriculum, established instructional routines and pacing which were wildly different than years past. However, a deeper look at the cohort data reveals a positive underlying trend: as aforementioned, this cohort actually grew from a 72% proficiency rate in 2nd grade to 89% in 3rd grade, a trajectory further complicated by the fact that the cohort included several previously retained

students (and others) who required intense intervention; a decline worth celebrating!

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.

In disaggregating the school-performance data for the 2025–2026 school year, Orange Park Elementary has no grade levels or content areas performing below state performance averages in Florida. Instead, our school demonstrates substantial positive gaps, outperforming state benchmarks across the board. This can be seen in the table below and includes every grade level at OPE:

| **Grade Level** | **Gap (ELA/math)**

| **Kindergarten** | (+31%, +13%) | **Fourth** | (+33%, +25%)

| **First** | (+16%, +15%) | **Fifth** | (15%, +36%)

| **Second** | (+34%, +18%) | **Science** | (+33%)

| **Third** | (+29%, +27%) | **Sixth** | (32%, +40%)

Several key factors contributed to the positive gaps. First, our instructional staff remains deeply dedicated to data-driven enrichment and rigorous interventions. They are a collaborative, cohesive group of educators dedicated to their craft and to their students. They are quite possibly the hardest-working and most well-rounded group of teachers in Clay County and the State and too often battle the stigma associated with the working in a “concept school”. Our teachers and our staff continue to lead with one group of people in mind – our students. Second, targeted campus support structures including those consistently identified in our School Improvement Plan each year have provided opportunities for work centered around enrichment and project-based learning activities, ensuring that high-achieving students are continually pushed to advanced mastery levels. This is reflected in our school-wide metrics, where 69% of students this year achieved a Level 4 or 5 in ELA and 82% achieved a Level 4 or 5 in math on average. These positive trends reflect a school-wide culture of excellence, intentional instruction, and a profoundly solid foundation that consistently positions Orange Park Elementary far ahead of state performance standards.

EWS Areas of Concern

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

After accumulating, disaggregating, and analyzing our Early Warning System data, it is clear that we must continue to focus intentionally on student attendance, as 26 students missed 10% or more of the school year. Of particular note is a clear upward trend in absenteeism as students age, with 46% of those chronic absences occurring exclusively in the 5th and 6th grades. While this is not a pervasive school-wide issue, protecting student time spent in the classroom with our teachers, our curriculum, and daily tasks is vital to long-term academic success.

A secondary area of concern centers around behavioral indicators, with 13 students across the K–6 grade levels receiving one or more suspensions. Notably, 54% of these behavioral incidents occurred at the primary grade levels. This early childhood cluster supports the continuation of our proactive school-wide posture—one that highlights Eagle P.R.I.D.E., models intentional decision-making, and allows for student growth even in the midst of poor choices.

Orange Park Elementary is exceptional, filled with instructional and support educators who consistently demonstrate the dedication necessary for academic success. As we look ahead, targeting the 26 chronically absent students (which becomes 19 as our current 6th graders move on) and the 13 students with one or more suspensions (which becomes 11 with the departure of the 6th-grade cohort) represents our highest-leverage opportunity. Addressing these foundational barriers to both attendance and behavior will directly support our school-wide goals and protect the precious classroom instructional time that is otherwise lost.

Highest Priorities

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

Over the past 24 years, OPE has consistently achieved above the proficiency threshold and has historically outperformed other schools in the State of Florida. That said, “you don’t have to be bad to get better.” Hopefully, our priorities for the upcoming school year will continue to connect our exceptional academic standing with other insights gained from our students and community stakeholders. Though we have no grade levels performing below state averages, our data-driven responsibility demands that we target specific opportunities to sustain this excellence. By bridging classroom performance with school climate feedback, we have identified several high-leverage focus areas that will help preserve our instructional culture and foster student belonging/academic growth.

Our top academic priorities focus directly on accelerating student development across the continuum which has been and will continue to start with building strong readers at the primary grade levels and continually coupled with the extension/enrichment mindset. Though not a substantial drop, we saw specific opportunity in our 1st and 3rd grade cohorts (moving to 2nd and 4th) with 16 students (1st grade) and 8 students (3rd grade) performing below benchmark on the F.A.S.T. ELA assessment. Because 3rd grade is a standalone accountability component that does not generate learning gains, we have included their work as a priority for the 2026 - 2027 school year. Second, maximizing learning gains in Mathematics for grades 3–6 has also become relevant to our objective. While raw math proficiency remains incredibly high—emphasized by 6th grade achieving 100% proficiency, 5th grade achieving 98%, 4th grade at 90% and 3rd grade at 93%—our school-wide data experienced a 15-point drop in students scoring at a Level 4 or 5 overall with 17 students performing below benchmark as compared to 10 the year prior. Moreover, learning gains and lower quartile learning

gains for mathematics in grades 4th – 6th fell by 12 points. Intentionally tracking these upper-grade growth metrics ensures our historically high-performing students continue to make measurable annual gains.

Our third and fourth priorities center on the behavioral and structural variables that safeguard classroom instructional time. Our next priority lies in strengthening primary behavioral and attendance interventions that contest our highest Early Warning System indicators. By proactively supporting our rising chronically absent students and reinforcing our "Eagle P.R.I.D.E." posture in the primary grades, where 54% of campus suspensions occurred, we hope to gain traction and protect the precious instructional time our teachers have with students. Though not specifically identified, we have also recognized the need to establish a healthier, more supportive, instructional coaching model that provides productive feedback to our incredibly effective teachers. This is specifically important for our new and/or alternatively certified educators traversing the complicated landscape that is OPE and education in general. This became apparent upon reflection regarding our 5th-grade ELA data where 14 students fell below proficiency levels despite an exceptionally hard-working teacher—navigating a rigorous, newly adopted district curriculum—was tasked with moving students as a 1st year teacher. This inevitably requires the deeply intentional, hands-on administrative support that she regrettably did not have this year making it a high-priority objective for us in 2026-2027.

Our fifth and final priority directly targets our overall school culture by addressing the critical indicator from our School Climate Survey where students noted they did not like coming to school every day. This sentiment represents a shared opportunity for growth across all groups who responded, as parents also noted a desire for their students to love coming to school, and staff expressed a need for a deeper sense of belonging. To shift this trend, there needs to be an expansion in our efforts to connect students with opportunities outside the typical classroom; however, events and experiences are not the point of this priority. We have more pointedly targeted the need for clubs/activities that encompass and embrace that which is continuously related to our work in Eagle P.R.I.D.E. By pairing rigorous academic goals with a joyful, connected environment, we might be able to transform the results of that indicator and ensure OPE remains a place where students and educators truly want to be.

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

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.

In collaboration with our instructional staff, assistant principal, and county specialists, Orange Park Elementary has again identified foundational early literacy across the K–3 grade band as an Area of Focus for the 2026-2027 school year. OPE has long set the standard for academic success through an intense focus on core competencies and professional efficacy, but protecting our historically high performance requires the same intensity to early literacy and other variables found in this SIP. It should be noted that our focus here is but one piece of the overall direction – that this objective is not and should not carry on in isolation. Reading proficiency in the primary grades directly dictates a student's capacity for future learning; when students do not master foundational literacy skills by the end of 3rd grade, their ability to access complex, text-heavy curricula in upper elementary drops significantly. Because 3rd grade serves as a standalone element of accountability, student success at that level is entirely dependent on the instructional momentum and reading mastery established in years prior.

Upon review and in reflection of our previous years data, evaluating our work by students rather than shifting percentages allows us to highlight both the success of our current primary frameworks and the precise, individual opportunities in need of intervention/support. Our 2025–2026 data shows that our primary students performed at an 85% average proficiency rate, outperforming our 2025-2026 school-wide goal by 4 percentage points and 7 percentage points overall. However, a more detailed and individualized approach reveals that 40 of our OPE Eagles across the K–3 grade band performed below benchmark standards. Specifically, 7 kindergarteners, 16 first graders, and 9 second graders finished the year needing some semblance of targeted literacy intervention and support.

To address the challenges last year, we began our working vertically in PLCs and are expanding our primary vertical PLC to integrate our 3rd-grade team with K–2. This shift allows for a seamless, data-driven continuum of literacy instruction across four grade levels with an extreme and connected focus pertaining to phonics skills. By utilizing these vertical PLCs to align foundational reading strategies,

share high-leverage interventions, and closely monitor the progress of our at-risk primary students, we will bridge transitional gaps, maintain our school-wide proficiency momentum, and solidify the foundations that directly feed our upper-grade academic performance.

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.

In 2024-2025, on average, 86% of our students in the K-3 grade band performed at or above proficiency in ELA on the end of year F.A.S.T. assessments relevant to their grade level. As such, the percentage of K-3rd grade students with respect to average proficiency amongst all four cohorts will increase from 86% to 89% by the end of the 2026-2027 school year as measured by the same F.A.S.T. assessments taken last year. Progress will be monitored through use of a vertically and collaboratively aligned PLC focused on data-analysis and high-leverage practices. 100% of students will participate in taking the assessment with 100% of our K-3 teachers actively participating in the prescribed and intentional PLC plan created.

Monitoring

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

To ensure we achieve our goal of increasing the average K–3 ELA proficiency from 86% to 89% by the end of the 2026–2027 school year, we will continually monitor progress through our vertically and collaboratively aligned PLC. In this group, we will focus on data-analysis and high-leverage practices with 100% of our K–3 teachers actively participating in this prescribed and intentional PLC plan. Impact on student learning will be verified with a more intentional approach to classroom walkthroughs & data disaggregation as it pertains to interim assessments that track student growth, adjust daily reading tasks, and ensure our instructional momentum remains on target toward the desired outcome. The 2026-2027 Vertical PLC Plan can be viewed by [clicking here](#).

Person responsible for monitoring outcome

Tyler Wood & Tracey Finley

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:

In an effort to build on the work done in PLCs prior, our vertical PLCs originally designed for the K-2 grade bands, will now include 3rd grade. The purposeful and intentional approach will allow all to consider, plan for, and observe vertically aligned benchmarks, develop learning goals, and disaggregate diagnostic/screening data to better inform our instructional practice for years to come.

We will also utilize this structure in the way of opportunity to learn from each other - creating cross-grade level partnerships for a lesson study cycle focused on the benchmarks and tasks discussed.

Rationale:

The incorporation of our 3rd-grade teachers, paired with collaborative & vertically aligned Lesson Study cycles, will serve as a high-leverage, evidence-based intervention directly responding to our efforts in supporting early literacy skills and to our own instructional efficacy. The vertical approach at OPE will continue to be a multi-year continuum focused on foundational literacy that directly impacts student achievement and create a life-long love of reading for our students. At the core of this effort is the Lesson Study cycle - an empowering professional development practice that provides teachers an opportunity to collectively deconstruct common standards, observe the alignment of student tasks, and disaggregate real-time screening data across grade-level bands. More importantly, the time spent will move theory to actual practice, ensuring that multi-tiered instructional practices directly address student deficiencies while also allowing teachers to learn from one another.

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

Literacy Leadership Team Meetings: PLCs (Grades 1-3)

Person Monitoring:

Tyler Wood & Tracey Finley

By When/Frequency:

Monthly (1-2 x per month)

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

To serve this section appropriately, the outline/agenda for each PLC meeting date has been accumulated in the "Monitoring" section above.

Action Step #2

Data Analysis and Problem-Solving

Person Monitoring:

K-2 Teachers, Tyler Wood, & Tracey Finley

By When/Frequency:

Monthly (Formally) - Daily in the Classroom Setting

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

Data collection and disaggregation will occur monthly and be directly linked to the progress of students based on the common progress monitoring assessments (LETRS Screener) connected to the essential standards identified last year. Additionally, the data collected will be triangulated with S.T.A.R. assessment results & the Acadience Diagnostic. While both action steps specifically identify best practice, it should be noted - they will need to work in unison so that conversations and decision-making continue to be collaborative and impactful. The data collection that occurred last year in this process has already been "handed off" to the next grade level so that

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

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.

Mathematics instruction at Orange Park Elementary has continued to be a strength in all areas of high accountability and foundationally in the K-2 classrooms. In 2025-2026, students in grades 3 through 6 performed at an incredible 95% overall proficiency, with 83% of those students earning a level 4 or 5! While these numbers represent exceptional achievement, they also reflect a minor shift from the 2024-2025 school year, which saw 96% (a decrease of 1%) of our students at proficiency and 87% earning a level 4 or 5 (a decrease of 4%). Additionally, 83% of our students demonstrated learning gains (LGs) compared to 86% the prior year (a decrease of 3%). Most notably, 78% of the students in our lower quartile made learning gains—meaning they made gains in proficiency, moved into a new achievement level, or maintained a level 5—representing a 9% decrease from the 87% growth rate achieved in 2024-2025. While the accomplishments of our students and our overall success in mathematics are worth every bit of celebration, the minute drops across these three areas accounted for approximately 37% of our overall loss in total school grade points (13 of 35 points) in 2025-2026. The data here underscores why mathematics must be a strategic priority for our School Improvement Plan in the midst of another highly successful school year.

When considering overall proficiency, 93% (+12% A:A) of our 3rd grade students, 90% (+1% A:A) of our 4th grade students, 98% (-2% A:A) of our 5th grade students, and 100% (+1% A:A) of our 6th grade students demonstrated mastery on the mathematics assessment at the end of 2025-2026! As compared to other county schools, Orange Park Elementary leads the county in mathematics performance in grades 3, 5, and 6, with 4th grade securing the 2nd highest overall proficiency. Moreover, OPE ranks as the 10th highest-performing school in the State of Florida as it pertains to mathematics success! However, our data explicates that high proficiency can sometimes mask the struggle in annual growth. The work ahead must focus on highlighting the critical importance of learning gains, particularly for those students in the bottom quartile who saw the sharpest decline. Moving forward, this will require a deliberate, two-fold instructional approach: an ongoing system to identify and support those in need of targeted intervention, paired with rigorous opportunities for those in need of extension. For a school of our caliber, the goal is not simply maintaining proficiency, but pushing our students to achieve at higher levels of mathematical thinking so that they continue to maximize their learning gains and find future success in the mathematics classroom.

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.

The percentage of students making gains (both overall and those in the BQ) will increase from 83% to 86% (Overall Gains) and 78% to 83% (BQ Gains) respectively by the end of the 2026-2027 school year as measured by the F.A.S.T. Assessment in Grades 3 through 6. To monitor progress, walkthrough data will be priority with 100% of math classrooms in grades 3 through 6 being visited at least once every 3 weeks and the percentage of students observed in small group or differentiated instruction will be at 50% or higher.

Monitoring

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

Monitoring will occur at several levels and through use of multiple assessment/progress monitoring tools to include Khan Academy, ALEKs, and F.A.S.T. assessment data (PM1 & PM2) to ensure students are moving toward the gains represented in our measurable outcome. Additionally, PLCs and Curriculum Council meetings will incorporate time to disaggregate and discuss relevant data both at the grade level and by students individually with an intense focus of specifically identifying and monitoring those in the bottom quartile. That practice has not been explicit in years past. While we feel that all students and their progress are wildly important, this approach will better aim to inform and reform our typical approach to making gains both in all content areas.

Finally, we have also built in time to address the need for intervention/extension with our 4th and 6th grade classrooms having scheduled intervention blocks to address content-area needs.

Administrators will prioritize classroom walkthroughs, ensuring 100% of mathematics classrooms in grades 3 through 6 are visited at least once every three weeks with a particular focus on 4th and 6th grade classrooms during that intervention block. Observation protocols will specifically monitor that at least 50% or more of students are actively engaged in small-group or differentiated instruction during the math block.

Person responsible for monitoring outcome

Tyler Wood

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:

To address the 9% drop in our Lowest Quartile (BQ) learning gains, Orange Park Elementary will

implement a highly structured, data-driven system of small-group, explicit, and systematic instruction within our tiered-tiered support framework across grades 3 through 6. In the form of best practice, Tier 1 core instruction will be heavily differentiated. For students identified through F.A.S.T. PM1/PM2, ALEKs, and Khan Academy data and ongoing progress monitoring through daily classroom checks for understanding (CFUs), daily instruction will feature an additional 20–30 minute Tier 2 intervention block in 4th and 6th grade. This block will utilize a fluid approach and allow our teachers an opportunity to identify students in need of intervention or extension at the individual level and based on unit benchmarks. With this approach, our teachers can better inform their instruction, targeting specific skill deficits or skill mastery.

Rationale:

The rationale for choosing explicit, systematic small-group instruction is directly related to the data specific to overall learning gains and those identified as BQ students. While OPE maintained a stellar 95% overall proficiency, our overall learning gains dropped by 3%, and our lowest quartile gains declined by 9% (falling from 87% to 78%). This variation accounted for 37% of our total drop in accountability points making it a priority for the 2026-2027 school year.

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

Targeted Professional Development on Data-Driven Small-Group Differentiation

Person Monitoring:

Tyler Wood & Tracey Finley

By When/Frequency:

1 Time per Quarter (Whole Group)

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

For the 2026-2027 school year, we will prioritize our whole-group PLC time and focus on targeted, job-embedded PD with respect to high-impact small-group instruction, flexible grouping strategies, and the identification/employment of Tier 2 interventions/extensions that impact student performance. We will look specifically at how the math block structure might impact their use of differentiated small-group instruction and what high-impact strategies will more readily move achievement in the area of LGs and BQGs.

Action Step #2

Bi-Weekly Data-Centric PLCs & BQ Student Tracking

Person Monitoring:

Grade-Level Teams, Tyler Wood, & Tracey Finley

By When/Frequency:

2 Times per Month

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

For the 2026-2027 school year, we will establish bi-weekly opportunities for grade-level teams and administrators to discuss progress-monitoring data pertaining to LGs and BQGs (ALEKs, Khan Academy, CFUs (Formal and informal), & F.A.S.T. PM1/PM2, etc.). PLC agendas have already been outfitted to represent this action-step and include both our SIP goals and an area for teams to discuss

relevant data to these areas of focus. Additionally, master-tracking sheets will be developed and provided to grade level teams to monitor progress and ensure we meet the growth target mentioned above.

Action Step #3

Systematic Administrative Walkthrough Schedules

Person Monitoring:

Tyler Wood & Tracey Finley

By When/Frequency:

Every 3 Weeks

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

A standardized and calibrated walkthrough schedule will be developed so that 100% of mathematics classrooms in grades 3 through 6 will be visited at least once every 3 weeks. We will utilize the district driven and developed walkthrough instrument that will include a component/indicator relevant to our work in differentiation. We will target small group/intervention blocks for mathematics though the work here is relevant to all content areas. Finally, Mrs. Finley and I will schedule monthly meetings to monitor and calibrate walkthrough feedback so that a high-fidelity, aligned approach is accomplished.

Area of Focus #3

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

Instructional Practice specifically relating to Professional Learning Communities

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.

Our work in the vertical PLC approach will shift this year by standardizing academic language and aligning instructional practices across our foundational grade-level bands through use of grade-level to grade-level lesson studies and professional development debrief sessions. By vertically aligning teacher language, the aim here is avoiding the confusion associated with learning, or unlearning, labels like "Magic E" or "chunking," in our K–3 classrooms. We will utilize consistent and precise vocabulary—such as identifying the "Vowel-Consonant-e syllable type"—ensuring a seamless transition as they matriculate through our primary classrooms. Furthermore, the collaborative structure will directly impact high-need students through a "Screener Cross-Walk" process – time dedicated for our K-3 teachers to compare student results on the Acadience Screener and LETRS survey. By mapping untimed diagnostic tools against timed fluency measures, our teachers can more readily differentiate instruction for the groups identified in our data management resource.

As mentioned before, there is an immense amount of instructional strength on the Orange Park Elementary campus, and while our traditional grade-level bands work exceptionally well together, defining and designing meaningful PLCs continues to be a primary focus. In the past, balancing the demands of compliance, professional growth, and dedicated planning time required us to be somewhat creative. In that vein, we utilized our Core Learning (Eagle News Newsletter) initiative,

Whole Group PLCs, an alteration to the master schedule, and our Open Lab concept to maximize accessibility and save time for content PLCs. While these mechanisms provided wonderful, impactful learning—particularly during our heavy focus on ESOL practices—they frequently monopolized the valuable time teachers needed to plan and collaborate. Reforming this PLC has allowed us to swing momentum away from broad operational processes and toward a deeper, more defined vertical alignment among our K–2 and now 3rd-grade instructional teams. Openly and vulnerably, designing an effective vertical PLC that is truly worthy of the time spent has been extremely difficult for me. In 2023, we attempted to include a vertical element during flex PLCs, but a lack of explicit direction resulted in the absence of deeper growth that could genuinely impact student learning, leading us to temporarily vacate those efforts and protect teacher time.

Last year's success in the vertical approach relied heavily on those charged with its development – our teachers. Through our time spent in the OneClay Leadership Academy, we have successfully established a structured monthly roadmap through May 2027 which undoubtedly ensures our vertical conversations remain impactful, predictable, and focused on student growth. This year's rationale for establishing an explicit vertical focus is driven directly by reviewed data showing that structural isolation between grade-level silos allows subtle gaps to compound with intervention consuming more time than necessary. Our diagnostic cross-walks revealed a significant population of "accurate but slow" readers in the upper-primary brackets who understand phonics rules when given time but lack automaticity. Additionally, student work analysis highlighted a crucial need to transition from isolated decoding tasks to text-level comprehension questions using decodable readers, forcing students to use the phonetic code to understand a plot rather than relying on context clues or pictures. By pairing cross-grade teacher partnerships with collaborative peer observation cycles, Orange Park Elementary will better use the limited time we have in a unified, science-of-reading approach that maximizes learning gains and prevents students from hitting the proverbial wall in early literacy.

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.

100% of our K-3 teachers will actively participate in planned PLCs AND Literacy Leadership Team meetings with a focus on aligning content, curriculum, and creating grade-level to grade-level lesson studies so that the K-3 average ELA proficiency will increase from 86% to 89% by the end of the 2026-2027 school year as measured by the STAR and F.A.S.T. Assessments.

Monitoring

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

To match our efforts in deepening the vertical PLCs, monitoring will also shift to better align with and support in the 2026-2027 school year. A relative hierarchy will guide this process, keeping the vast

majority of the work collaborative while building in monthly checkpoints with grade-level leaders and the Literacy Leadership Team as a whole to ensure our collective momentum stays on track. Data analysis will serve as the core element of measurement that constantly drives the decisions of how our vertical PLCs run, ensuring every minute spent translates directly to the classroom. To explicitly monitor the implementation and fidelity of our vertical work, leadership and our PLC team will track the progression of our preplanned, monthly milestones through May 2027. In the fall, implementation will be verified through the completion of our cross-grade vocabulary audits and the creation of shared K–3 "Living Glossaries" or anchor charts. We will look for evidence of the standardized academic language during classroom walkthroughs and discuss those results accordingly. As we move into late autumn, monitoring will transition into our collaborative Lesson Study cycles, moving from structural planning to active peer observation. We will work in implementation by tracking cross-grade teacher partnerships as they collaboratively work through and execute lessons that explicitly tie what they've observed to their own classroom instruction. We will debrief in real time, evaluate how teachers adapt instruction, and measure how a unified vocabulary impacts student responses across different grade-level standards. This work will also be a cornerstone of conversations during our normal PLC times which are attended and documented through our PLC agenda process.

Person responsible for monitoring outcome

Grade-Level Teams (K-3), Tyler Wood, & Tracey Finley

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:

Orange Park Elementary will once again implement a structured, now cycle-based PLC structure focused on data analysis and target instructional practice aligned vertically to better meet the needs of our K-3 students and sustain progress as it pertains to early literacy mastery. Grade-level teams will meet together (K-3) 1 to 2 times per month (informally and at grade levels more often) to analyze universal screening data, develop lesson study cycles relevant to our crosswalk work, and plan for tier 1 differentiation small-group instruction.

Rationale:

A teacher's effect size on student learning serves as one of the most powerful influences on achievement. Transforming our efforts with respect to work in PLCs and utilizing other avenues of professional development (e.g. Core Learning, Open Lab PLCs, and PLC Agendas) will provide a healthier balance with respect to time taken from instructional planning and strengthening professional practice. Additionally, that time working in collaboration coupled with a vertically aligned benchmark focused solely on K-3 literacy will help continue building student capacity and improving student performance.

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

PLC Agendas & Minutes

Person Monitoring:

Grade Level Teams (K-3), Tyler Wood, & Tracey Finley

By When/Frequency:

1 to 2 times per month; Weekly in Content PLCs

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

While our vertical PLC will meet 1 to 2 times per month, our focus will be embedded in content PLCs each week - serving as a core component of the weekly content PLCs. A major roadblock in moving our PLC past the assessment development and data analysis was a lack of explicit direction. A problem we've hopefully resolved with a specific and prescribed timeline of events leading us away from theory and toward application. The reorientation of our agenda and the development of our PLC timeline was a vital next step.

Action Step #2

Eagle News Newsletter - "Core Learning"

Person Monitoring:

Tyler Wood

By When/Frequency:

Weekly

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

In 2025-2026, the decision was made to move away from our "Core Learning" section in the Eagle News Newsletter. The weight of responsibility for our teachers became evident and this section (at the time) felt like it was "just another thing"; however, the intent of that portion was simply to remind - a small segment dedicated to our focus. In an effort to revive the initiative, we will add it back to our newsletter with a commitment to shorten the text so it's not dismissed or overwhelming. We will start with the dissection of our SIP goals. While those outcomes are grade-level specific, the work connected can (and should) impact all of our students.

Action Step #3

Administrative Walkthroughs

Person Monitoring:

Tyler Wood & Tracey Finley

By When/Frequency:

Daily (Data Discussed Monthly)

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

Administrative walkthroughs will be conducted consistently and more formally for the 2026-2027 school year; however, training (and frankly time to acclimate teachers to the expectations) will be provided during pre-planning week. During our classroom visits in K-3 classrooms, we will provide feedback that targets our overall school focus of engagement and other elements introduced in our Core Learning section of the Eagle News Newsletter. To be clear, the objective in our visits is to observe the alignment of our PLC work and live classroom instruction - there is no "got you" element and the feedback is merely meant to inform and improve.

IV. Positive Learning 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.

As we continue our work with Positive Behavioral Interventions and Supports (PBIS), our progress remains both steady and impactful. At the core of everything we do—both inside and outside the classroom—is Eagle P.R.I.D.E. This foundation is sustained by several key initiatives: our 3rd–6th Grade Legacy Letter Program is now in its third year, our Classroom Management Plan system continues to define clear expectations, and Clay County PBIS lessons tied to Eagle P.R.I.D.E. are integrated with fidelity during instructional time in every classroom. We are thriving in this work, and the shared language and commitment to growing solid citizens and wonderful humans is immeasurable. While data remains an integral piece of this puzzle—and our academic performance on high-accountability assessments continues to be positive—our recent Climate and Culture Survey results highlight a few points of concern regarding student responses.

Reflecting on those results, there is a clear cause for celebration on question 9, which addresses whether "students treat each other with kindness and respect at my school." We saw a 7.3% increase here (rising from 80.0% to 87.3%), which is especially meaningful given how often peer-to-peer interactions can be a struggle in a school setting. Furthermore, across the 19 questions posed—all covering topics like the value of school, kindness, acknowledgment, expectations, empathy, and community—an overwhelming majority of students responded with "strongly agree" or "somewhat agree." Specifically, 13 questions scored at 90% or higher, and 3 scored at 80% or higher. However, the remaining three questions saw lower response rates:

- **Question 11** ("*The behaviors in my classes are appropriate and allow teachers to teach*") and **Question 16** ("*I like coming to school everyday*") landed in the mid-to-upper 60s.
- **Question 13** ("*I can clearly describe my feelings*") came in at 77.2%.

Of particular concern is question 16, which not only yielded the lowest overall response rate at 65.2% but also suffered the sharpest decline—a 12.2% drop from the previous year.

Although we cannot identify which individual students responded negatively, we have discussed how these sentiments connect to attendance. Out of the 26 students identified through our Early Warning

System (EWS), 8 of those who were absent 10% or more last year fall within the grade levels surveyed. Unsurprisingly, the majority of all students absent at or above that rate also fall into these same grade levels. This begs two questions: *why*, and *are these chronically absent students the ones responding in the negative?* Regardless of the exact overlap, improving attendance will once again be our primary goal for the 2026–2027 school year, accompanied by some new, targeted strategies.

Our Legacy Letter Program already highlights and recognizes students for various accomplishments, including perfect attendance and club participation. This connection to extracurriculars is vital; a student's positive bond with school directly impacts their desire to be there. For example, out of the 8 chronically absent students in the 4th and 5th grades, 3 applied for our Safety Patrol Program. While this club strictly requires good attendance for participation—a component that typically would exclude these students from approval—administration worked closely with the Safety Patrol sponsor to try a different approach. We chose to allow their participation, hoping that the sense of duty and responsibility would motivate them to show up.

The results were telling: in April, all three students showed a marked improvement in attendance. This success forces us to consider how we can better leverage club opportunities to catalyze positive attendance habits. One final note to substantiate the work; 65% of students in 4th - 6th grade responded positively to question 16 and 66% of students earned a Legacy Letter pin for Club Participation in those same grade levels. Coincidence or not, this year we will be sponsoring several clubs, aiming not only to improve responses to question 16 but also to compel students to attend regularly and enthusiastically.

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 2025-2026, students in 4th - 6th grade responded at a rate of 65.2% on question 16 of the Climate and Culture Survey ("I like coming to school everyday") with 66% of students from those same grade level bands earning a Legacy Letter pin for Club Participation. As such, the percentage of 4th - 6th grade students with respect to positive responses to question 16 ("I like coming to school everyday") will increase from 65% to 70% and those earning a Legacy Letter pin for Club Participation will increase from 66% to 72% by the end of the 2026-2027 school year. The increase in those two areas will also provide a foundation to increase the overall average rate of daily attendance of our 11 chronically absent students in the upcoming 4th - 6th grade bands from 84.8% to 89% average daily attendance.

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 achieve our outcomes, active program implementation will be monitored as closely as student participation. Increasing the percentage of students earning a Legacy Letter pin for club participation requires expanding opportunities which have declined as years have passed. To support this, both administrators responsible for monitoring our goal will also actively participate with one sponsoring a club on the OPE campus. The newly developed Kindness Club, which differentiates the material and tasks for primary and intermediate grade levels are explicitly aligned with our school-wide expectations. We have also incorporated a monthly "service" component, allowing students to practically apply their skills within the school community and outside of it. (The detailed plan for this club can be accessed by clicking the link here: [2026-2027 Kindness Club](#)).

Club attendance will be mandatory for participants. To measure impact beyond simple attendance numbers, we will regularly collect and analyze student-specific data points—including behavior, academic performance, and daily attendance rates—for all participating students.

Responsibility for monitoring the remaining components of this goal will be shared among Mrs. Finley, the school attendance team, and the PBIS team. While this our outcome is somewhat complex, intertwining attendance tracking with behavioral support will maximize our impact on the end-of-year Climate and Culture survey. By continuously monitoring these overlapping areas of school climate, we can dynamically adjust interventions to improve both student perception and the average daily attendance of students within our Early Warning System (EWS) category.

Person responsible for monitoring outcome

Tyler Wood, Tracey Finley, Angela Palmore (School Counselor) & the PBIS Team

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:

To achieve our measurable outcomes, we will employ a "Check & Connect" approach to systematically track student attendance, behavior, and academic progress. Our extracurricular club programs will serve as the primary mechanism for this semi-structured mentorship, specifically targeting the 11 students in grades 4–6 identified as chronically absent. To implement the intervention with fidelity, administrators and club sponsors will intentionally "connect" these 11 at-risk students to campus organizations by embedding them into active, high-visibility roles (such as the Safety Patrol and the Kindness Club service components). By instilling a meaningful sense of responsibility and duty, this approach directly aims to improve daily attendance rates for our chronically absent cohort. Concurrently, expanding these club opportunities school-wide will explicitly target and improve overall student connectedness, driving the desired upward shift on Climate and Culture Survey Question 16.

Rationale:

Instructional time is a priority at OPE; however, the overall social/emotional well-being of our students

is too. As such, the rationale for this approach is twofold - get them here/keep them here and provide the joy and happiness needed to engage them effectively.

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

Attendance Team Protocol & Tracking (Student Success Team)

Person Monitoring:

Tracey Finley & the Student Success Team

By When/Frequency:

Monthly

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

This formal process will be the responsibility of our assistant principal. Those who begin to show signs of chronic absenteeism will be identified and monitored. Actions associated with those who struggle will be implemented to ensure all (parents included) understand the importance of their time in class. In an effort to improve connectedness, we will encourage participation in the clubs we provide.

Action Step #2

Eagle News Newsletter and Other Communications (Classroom-based)

Person Monitoring:

Tyler Wood, Tracey Finley, & Classroom Teachers

By When/Frequency:

Bi-Weekly

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

In all communications sent to parents, attendance will continue to be a point of focus. While we have utilized intermittent communications to convey the importance of attendance, an unchanged and universal flyer will be created and used in every newsletter sent. Additionally, we will ask that all means of conveyance at the classroom level include a similar flyer to continuously encourage student attendance.

Action Step #3

Data Analysis & Club Meeting Agendas

Person Monitoring:

Tracey Finley & Club Sponsors

By When/Frequency:

Monthly

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

As we step into new territory with the development of club agendas and the associated data, we will use a debrief approach in which club sponsors will track metrics associated with behavior, attendance, and academic performance (Safety Patrol sponsor currently employs this approach).

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

ORANGE PARK HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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

Welcome to Orange Park High School where our mission is to work collaboratively with all stakeholders to provide a public education experience that is innovative, engaging, and empowering for all students. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure an educational environment built upon honesty, integrity and respect. Through these ideals, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

Preparing lifelong learners for success in a global and competitive workplace and acquiring applicable life skills is the purpose for the Clay County School District. To support the District's purpose, Orange Park High School serves all students with diligence to provide the academic, workforce and life skills needed for success. Providing a safe working and learning environment is a priority and a key to the success of OPHS. Continual professional development for teachers, support staff, and administrators provides assurance that the students of Orange Park High School will get the best education possible.

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

Nate Warmouth

nathan.warmouth@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Responsibilities and duties of this position include: Ensure compliance with established rules and laws in the daily operation of the school. Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing, and communications with parents, students, and teachers. Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement the Sunshine State Standards. Coordinate school advisory council activities and implement a school improvement plan. Coordinate efficient utilization of school facilities and ensure proper security, maintenance, and cleanliness of the campus. Be responsible for the timely and accurate submission of all required school records/reports and the precise information entered into the district database. Provide leadership by participating in professional development activities and encouraging instructional support and administrative staff development, including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data. Be responsible for effective business management operations, a school budget, and efficient cost accounting. Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County Public Schools Code of Student Conduct. Be responsible for faithfully and effectively implementing school/district personnel procedures, including interviewing, hiring, evaluating school staff, and coordinating the Teacher Induction Program and administering master contracts. Coordinate supervision of extra-curricular activities and duty assignments. Provide a safe learning environment through preparation and implementation of emergency evacuation plans, fire drills, etc. Be responsible for implementing programs designed to meet the needs of special student populations (Ex. ESE, Title I, Dropout Prevention, etc.). Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards. Be responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory. Provide for the purchase of appropriate textbooks, equipment, and other instructional materials necessary to meet the needs of the students. Serve on district-wide committees when requested. Be responsible for the development and implementation of a school technology plan. Be accountable for the performance of all personnel employed by the School Board and assigned to the school site. Provide for the development of an individual Teacher Training Plan for each teacher assigned to school. Provide leadership for the implementation of the Florida Code of Ethics and Principles of Professional Conduct. Provide leadership in the performance of the Sunshine State Standards, Florida Standards Assessments, End-of-Course exams, and other tests designed and adopted to measure student achievement. Communicate effectively, both orally and in writing, with parents, staff, students, and the community. Maintain visibility and accessibility on the school campus. Serve as coach/mentor to Assistant Principals, new Principals, or others preparing for School Principal certification. Provide leadership for all

stakeholders in developing school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum. Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position.

Leadership Team Member #2

Employee's Name

Bryan Boyer

bryan.boyer@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal/vice is directly responsible to the school principal. They serve in a staff relationship with other assistant administrators in the school. Assume all administrative duties in the absence of the principal. Assist in fulfilling any responsibilities outlined in the principal's job description and delegated by the principal.

Leadership Team Member #3

Employee's Name

Megan Alfano

megan.alfano@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal/vice is directly responsible to the school principal. They serve in a staff relationship with other assistant administrators in the school. Assume all administrative duties in the absence of the principal. Assist in fulfilling any responsibilities outlined in the principal's job description and delegated by the principal.

Leadership Team Member #4

Employee's Name

Shalonda Ravenell

shalonda.ravenell@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal/vice is directly responsible to the school principal. They serve in a staff relationship with other assistant administrators in the school. Assume all administrative duties in the absence of the principal. Assist in fulfilling any responsibilities outlined in the principal's job description and delegated by the principal.

Leadership Team Member #5

Employee's Name

Rebecca James

rebecca.james@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal/vice is directly responsible to the school principal. They serve in a staff relationship with other assistant administrators in the school. Assume all administrative duties in the absence of the principal. Assist in fulfilling any responsibilities outlined in the principal's job description and delegated by the principal.

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.

Over the course of the 2026-2027 school year, parents, teachers, staff, and students were surveyed for potential leadership, extracurricular, and SAC opportunities. Based on interests and results from the survey, the individuals on SAC were selected. All stakeholders were involved in the approval of the plan.

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 SIP will be consistently monitored and revised for continuous improvement on a quarterly basis through data analysis during bi-weekly PLC groups, as well as data chats with administration team. Each quarter data from F.A.S.T PM's and/or district designed performance matters will be reviewed and utilized to drive further instructional decisions at the school level and within the classroom.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH PK, 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	93.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) 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>	2025-26: B 2024-25: B 2023-24: B 2022-23: B 2021-22: B

D. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 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
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2026-27)

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
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	66	69	62	65	66	59	59	64	55
Grade 3 ELA Achievement									
ELA Learning Gains	63	62	59	62	60	58	58	62	57
ELA Lowest 25th Percentile	60	59	55	67	59	56	57	62	55
Math Achievement*	50	61	52	50	59	49	53	61	45
Math Learning Gains	46	44	45	48	48	47	53	60	47
Math Lowest 25th Percentile	35	41	44	41	42	49	53	61	49
Science Achievement	74	82	74	77	82	72	75	80	68
Social Studies Achievement*	79	85	76	78	84	75	79	83	71
Graduation Rate	94	97	94	92	95	92	91	94	90
Middle School Acceleration									
College and Career Acceleration	60	67	74	48	63	69	51	60	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					69	52		51	49

*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)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						63%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						630
Total Components for the FPPI						10
Percent Tested						97%
Graduation Rate						94%
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
63%	63%	61%	56%	54%	51%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	49%	No		
English Language Learners	56%	No		
Asian Students	84%	No		
Black/African American Students	56%	No		
Hispanic Students	63%	No		
Multiracial Students	63%	No		
White Students	66%	No		
Economically Disadvantaged Students	60%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.
All Students	66%		63%	60%	53%	46%	35%	74%	79%	
Students With Disabilities	39%		52%	50%	37%	40%	32%	52%	54%	
English Language Learners	45%		63%	67%	57%	51%	40%	66%	48%	
Asian Students	88%		50%		86%	67%		100%		
Black/African American Students	51%		59%	58%	42%	44%	45%	52%	74%	
Hispanic Students	67%		64%	63%	52%	47%	34%	71%	72%	
Multiracial Students	72%		60%	50%	53%	43%	47%	77%	79%	
White Students	73%		67%	61%	59%	47%	21%	89%	86%	
Economically Disadvantaged Students	61%		61%	58%	49%	43%	29%	71%	74%	

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 PROGR
All Students	65%		62%	67%	52%	48%	41%	77%	78%		92%	48%	64%
Students With Disabilities	43%		58%	64%	27%	36%	29%	50%	68%		91%	13%	
English Language Learners	43%		69%	69%	65%	58%	65%	63%	61%		93%	39%	64%
Asian Students	83%		75%						100%		100%	67%	
Black/African American Students	52%		57%	68%	43%	43%	34%	71%	70%		91%	33%	44%
Hispanic Students	65%		68%	74%	57%	50%	39%	73%	80%		93%	55%	74%
Multiracial Students	71%		59%	44%	46%	36%		77%	82%		90%	36%	
White Students	72%		62%	63%	58%	51%	46%	84%	80%		91%	57%	
Economically Disadvantaged Students	60%		62%	66%	48%	46%	44%	73%	74%		89%	29%	65%

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 PROGR
All Students	59%		58%	57%	53%	53%	53%	75%	79%		91%	51%	45%
Students With Disabilities	34%		45%	42%	38%	48%	35%	56%	54%		86%	22%	
English Language Learners	37%		55%	53%	45%	55%	62%	58%	71%		88%	43%	45%
Asian Students	63%		58%		36%			92%	100%		100%	64%	
Black/African American Students	55%		57%	59%	46%	51%	57%	60%	70%		88%	37%	24%
Hispanic Students	57%		57%	47%	57%	58%	63%	77%	80%		93%	57%	54%
Multiracial Students	54%		59%	40%	47%	58%	50%	74%	77%		94%	38%	
White Students	64%		60%	65%	59%	49%	38%	83%	83%		90%	60%	
Economically Disadvantaged Students	54%		57%	56%	50%	52%	54%	71%	76%		90%	26%	42%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	61%	66%	-5%	60%	1%
ELA	10	68%	69%	-1%	61%	7%
Biology	9	94%	95%	-1%	87%	7%
Biology	10	56%	67%	-11%	60%	-4%
Biology	11	53%	59%	-6%	52%	1%
Algebra	9	46%	63%	-17%	41%	5%
Algebra	10	40%	39%	1%	31%	9%
Geometry	9	86%	87%	-1%	75%	11%
Geometry	10	52%	53%	-1%	40%	12%
Geometry	11	26%	26%	0%	26%	0%
Geometry	12	15%	16%	-1%	19%	-4%
History	11	77%	83%	-6%	75%	2%
History	12	83%	67%	16%	56%	27%
Biology	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

10th grade ELA went up from 62% proficient to 68% proficient. US History EOC scores also improved going from 75% proficient to 78% proficient.

Lowest Performance

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

Algebra

Geometry

Teachers felt students were cheating throughout the year to get the grade in class, but come time for the EOC, they were truly not prepared. There were staff changes mid year that also impacted consistency in the classroom.

Greatest Decline

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

Geometry went down 1%

9th Grade ELA went down 2%

Biology went down 1%

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.

Algebra has a 14% difference compared to the state average and a 28% difference compared to the district office.

EWS Areas of Concern

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

Attendance

Highest Priorities

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

Math

ELA

Acceleration

Attendance

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 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.

Description: Targeted instruction focusing on rigorous benchmark-aligned math content, focusing on foundational skills while addressing learning gaps from 25-26 school year.

Impact on Student Learning: To improve overall Algebra 1 and Geometry proficiency, learning gains and lower quartile gains.

Rationale: While our Algebra 1 proficiency scores increased 3% from 2024-2025 to 2025-2026 school year, they are the lowest in the district (43% proficient). Our Algebra 1 lower quartile learning gains dropped from 41% in 2024-2025 to 34% in 2025-2026. Walkthrough data and conversations stemming from PLCs and Math Collaboratives have shown that all of our students are not being exposed to rigorous benchmark-aligned content to prepare them for the EOC.

Our Geometry proficiency is 53%, which is 9% below district average and 3% below state average. 53% is the second lowest in the district.

Our Algebra proficiency is 43%, which is 28% below district average and 14% below state average. Our overall math proficiency was 50%.

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.

Walkthrough data will indicate a 70% increase in Algebra 1 and Geometry classrooms demonstrating evidence of rigorous benchmark-aligned content. FAST data will reflect a minimum of 52% students proficient on the Algebra 1 and Geometry EOC with overall learning gains at or above 50% and lower quartile learning gains at or above 38% for the 26-27 school year.

Monitoring

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

- Walkthrough data looking specifically at Bloom's Taxonomy and Questions stems related to level of rigor
 - Walkthrough data observing benchmark rigorous lesson plans
 - New district-created computer-adaptive progress monitor assessment
 - Discussing and analyzing common formative and summative assessments during Content PLCs.
- This data will be used by PLC learning teams to inform ongoing instructional adjustments and targeted support throughout the school year to maximize student achievement.

Person responsible for monitoring outcome

Megan Alfano

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

Direct support through professional development in small group instruction, explicit instruction, and planning.

Person Monitoring:

Megan Alfano, Assistant Principal

By When/Frequency:

Quarterly

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

All Math teachers will receive direct support through professional development in small group instruction.

Action Step #2

Collaborative Planning

Person Monitoring:

Megan Alfano, Assistant Principal

By When/Frequency:

Quarterly

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

Teachers will participate in collaborative lesson planning with Professional Learning Communities.

Action Step #3

Targeted Data Planning

Person Monitoring:

Megan Alfano, Assistant Principal

By When/Frequency:

Monthly

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

Teachers will utilize and analyze data to monitor progress and create targeted small groups to close learning gaps. Teachers will conduct data meetings to address struggling standards/skills after Quarterly PM Synergy testing.

Area of Focus #2

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**

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.

Description: While ELA in 9th and 10th grades was our greatest area of growth this last school year in all of our state indicators, targeted instruction for SWD and ELL students focusing on foundational skills and addressing specific learning gaps from the 25-26 school year.

Impact on Student Learning: To improve overall ELA proficiency, learning gains and lower quartile gains.

Rationale: Prior year data shows a gap in overall ELA proficiency, LG and BQT gains for students who are ELL or SWD. Through strategic, intentional scheduling of these students through support-facilitated classes with a focus on small group differentiated instruction and ESE/ELL supports, we will see an increase in this area of 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.

Walkthrough data and vocabulary.com reports will show a 90% or greater increase in school-wide usage and instruction focused on vocabulary across all content areas. FAST data will show an increase in proficiency levels as well as learning gains and LQ.

Proficiency 25-26: 66%

24-25: 65%

Lower Quartile 25-26: 59%

24-25: 68:

Learning Gains 25-26: 63%

24-25: 62%

Monitoring

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

This will be monitored through monthly PD, PLCs, department meetings. Data used to track and monitor will be through FAST PM1, PM2, PM3

Person responsible for monitoring outcome

Bryan Boyer, Assistant Principal

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:

Explicit Vocabulary Instruction

Rationale:

Research shows that explicit vocabulary instruction is linked to vocabulary knowledge/acquisition and reading comprehension.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Provide Additional Tutoring Programs Outside of the Regular School Day

Rationale:

Research shows that tutoring can provide significant learning gains for a wide range of students with varied abilities.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate 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

Direct support through professional development: Small group instruction, explicit instruction, planning.

Person Monitoring:

Bryan Boyer, Assistant Principal

By When/Frequency:

Quarterly

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

All ELA teachers will receive direct support through professional development in small group instruction. Teachers will participate in collaborative lesson planning with Professional Learning Communities

Action Step #2

Targeted Data Planning

Person Monitoring:

Bryan Boyer, Assistant Principal

By When/Frequency:

Quarterly

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

Teachers will utilize and analyze data to monitor progress and create targeted small groups. Teachers will conduct data meetings to address struggling standards/skills after F.A.S.T data.

Action Step #3

Instructional Coach Support

Person Monitoring:

Bryan Boyer, Assistant Principal

By When/Frequency:

Quarterly

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

Instructional coach will focus on improving instructional planning, delivery, data analysis, and student outcomes through targeted teacher supports.

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.

670 students with 10% or more of days missed

9th grade- 172

10th grade- 152

11th grade- 175

12th grade- 171

Improving student attendance will directly support our goal to increase student achievement and overall proficiency in all academic areas. Through proactive interventions, student incentives, and consistent parent communication we can increase student 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 number of students missing 10% or more of school will decrease by 10%, so no more than 603 total or by grade level below:

9th grade - 155

10th grade - 137

11th grade - 157

12th grade - 154

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.

- Monthly Attendance meetings with the school's Social Worker to monitor attendance and work through the Attendance Decision Tree.
- Success team meetings will be held by grade level with the school Social worker, administrator, and counselor.
- Parent communication and documentation will be updated and monitored through the attendance team

Person responsible for monitoring outcome

Shalonda Ravenell, Assistant Principal

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:

Action Step #2

Success Team Meetings

Person Monitoring:

Shalonda Ravenell, Assistant Principal

By When/Frequency:

Quarterly

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

Share District wide Attendance policies with families frequently through email and letters home. All teachers will enforce the policy following the 3 day- 5 day- 10 day protocol. Students identified with attendance concerns will be added to our Success Team Meetings and check-ins with our behavior management teacher.

Action Step #3

PBIS Supports

Person Monitoring:

Shalonda Ravenell/ Rebecca James, Assistant Principals

By When/Frequency:

Quarterly

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

Weekly highlight of our Rising Raiders through PBIS. Promote and share via social media pages. Continued work with PBIS team promoting school wide expectations. Professional development will be provided to teachers with a focus on Tier 1 behavior interventions and supports to create engaging and well managed classrooms. District provided resources will be made available to all staff during whole group PD session, and new teachers will receive additional support through their evaluating administrator, behavior management teacher, and PBIS lead.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

ORANGE PARK JUNIOR HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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 and primary purpose of Orange Park Junior High School, along with parents and community members, is to make student learning our chief priority in a safe and physically comfortable environment where students are valued individuals with unique physical, social, emotional and intellectual needs.

Provide the school's vision statement

We believe that teachers, parents, and the community share the responsibility for the support of the school's mission. We believe that all students can learn. We believe that students learn in different ways. We believe a student's self-esteem is enhanced by positive relationships. We believe students learn best when they are an active participant in their learning.

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

Tania Auguste

tania.auguste@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Ensure compliance with established rules, and laws in the daily operation of the school. Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing and communications with parents, students, and teachers. Coordinate and monitor the curricular

program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement the Sunshine State Standards. Coordinate school advisory council activities and implement a school improvement plan. Coordinate efficient utilization of school facilities and ensure proper security, maintenance, and cleanliness of the campus. Be responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database. Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data. Be responsible for effective business management operations, the development of a school budget and efficient cost accounting. Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County Public Schools Code of Student Conduct. Be responsible for effectively implementing school/district personnel procedures including interviewing, hiring, evaluating school staff and coordinating the Teacher Induction Program, and administering master contracts. Coordinate supervision of extra-curricular activities and duty assignments. Provide a safe learning environment through preparation and implementation of emergency evacuation plans, fire drills, etc.. Be responsible for implementing programs designed to meet the needs of special student populations (Ex. ESE, Title I, Dropout Prevention, etc.). Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards. Be responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory. Provide for the purchase of appropriate textbooks, equipment and other instructional materials necessary to meet the needs of the students. Serve on district-wide committees when requested. Be responsible for the development and implementation of a school technology plan. Be responsible for the performance of all personnel employed by the School Board and assigned to the school site. Provide for the development of an individual Teacher Training Plan for each teacher assigned to school. Provide leadership for the implementation of the Florida Code of Ethics and Principles of Professional Conduct. Provide leadership in the implementation of the Sunshine State Standards, Florida Standards Assessments, End-of-Course exams, and other tests designed and adopted to measure student achievement. Communicate effectively, both orally and in writing, with parents, staff, students, and community. Maintain visibility and accessibility on the school campus. Serve as coach/mentor to Assistant Principals, new Principals or others who are preparing for School Principal certification. Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum. Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position.

Leadership Team Member #2

Employee's Name

Kristen Fite

kristen.fite @myoneclay.net

Position Title

Instructional Interventionist

Job Duties and Responsibilities

The Instructional Interventionist will focus primarily on the ELA/Reading Department to improve instructional planning, delivery, data analysis, and student outcomes. Research has shown that the top four factors that impact student achievement are: classroom management, teaching for learning, home and parent involvement, and believing that all students can learn (Hattie, 2010). The instructional coaches' work will strengthen each of these factors and is expected to translate into increase academic success.

Leadership Team Member #3**Employee's Name**

Ansley Smith

ansley.smith@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal/vice is directly responsible to the school principal. He/she serves in a staff relationship with other assistant administrators in the school. Assume all administrative duties in the absence of the principal. Assist in fulfilling any duties outlined on the principal's job description and delegated by the principal.

Leadership Team Member #4**Employee's Name**

Tyler Sason

tyler.sason@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal/vice is directly responsible to the school principal. He/she serves in a staff relationship with other assistant administrators in the school. Assume all administrative duties in the absence of the principal. Assist in fulfilling any duties outlined on the principal's job description and delegated by the principal.

Leadership Team Member #5

Employee's Name

Kenneth Detwyler

kenneth.detwyler@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal/vice is directly responsible to the school principal. He/she serves in a staff relationship with other assistant administrators in the school. Assume all administrative duties in the absence of the principal. Assist in fulfilling any duties outlined on the principal's job description and delegated by the principal.

Leadership Team Member #6

Employee's Name

Lauren Barbaro

lauren.barbaro@myoneclay.net

Position Title

Guidance Counselor

Job Duties and Responsibilities

Plan and develop the school counseling program of the school. Provide the opportunity for individual and group counseling to all students. Provide leadership and consultation in the school's program of pupil appraisal. Provide assistance to students and parents in educational and occupational planning for the student. Coordinate and initiate referrals of students to other specialists in student services and to public and private agencies in the community. May serve as a consultant for ESE screenings, staffing, and follow-up procedures. Provide placement services to students by assisting them in making appropriate choices of school subjects/courses of study, and in making transitions from one school level to another, one school to another, and from school to employment. Consult with parents and act as a resource person on the growth and development of their children. Work closely with members of the administrative/teaching staff to the end that all school resources are directed toward meeting individual students' needs. Assist in disseminating research findings to school staff members. Interpret counseling and guidance services of the school to school staff members, parents, and community. May plan with Occupational Specialists to implement their program. (Secondary Only) Perform other such duties as requested by the Principal.

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.

The process for involving all stakeholders in regard to the School Improvement Plan, Orange Park Junior High hosts a School Advisory Council meeting inviting community members, parents/guardians, and teachers to the school to discuss the contents of the Title I Plan that would then be added to the School Improvement Plan. OPJ allows for open dialogue that allows for questions, comments, and concerns to be addressed and change (if needed) the School Improvement Plan. OPJ also has a leadership team that will meet and discuss the components of the School Improvement Plan, as well as items made through the School Advisory Council, and adjust as needed. Once all stakeholders has been heard, the School Improvement Plan is finalized.

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)).

During the school's monthly whole group PLC's, they will share the school progress and challenges and discuss ways to improve in the classroom. The administrators will do learning walks weekly to give the teacher's feedback on ways to improve and praise their great strides. Teacher's will do a pre and post test on materials learned. Teacher's are responsible for knowing what level their students are on and keeping up quarterly with their progress. The School Improvement plan will be updated quarterly during SAC meetings and discussed monthly during PBIS meetings to ensure continuous improvement.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 7-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) 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>	2025-26: B 2024-25: C 2023-24: C 2022-23: C 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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								394	404	798
Absent 10% or more school days								103	97	200
One or more suspensions								81	85	166
Course failure in English Language Arts (ELA)										0
Course failure in Math								18	36	54
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment								88	83	171
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
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)								0	0	0

Current Year 2026-27

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								203	89	292

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								5	4	9
Students retained two or more times										0

Prior Year (2025-26) 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	
School Enrollment								393	397	790
Absent 10% or more school days								118	120	238
One or more suspensions								98	105	203
Course failure in English Language Arts (ELA)								2	10	12
Course failure in Math								15	23	38
Level 1 on statewide ELA assessment								110	107	217
Level 1 on statewide Math assessment								106	102	208
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) 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								129	128	257

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	52	64	62	54	63	58	52	61	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	51	58	61	54	58	59	54	57	56
ELA Lowest 25th Percentile	47	50	53	52	51	52	42	47	50
Math Achievement*	66	72	65	61	74	63	55	72	60
Math Learning Gains	53	60	62	52	60	62	54	60	62
Math Lowest 25th Percentile	51	53	57	54	58	57	56	57	60
Science Achievement	51	64	57	43	62	54	33	64	51
Social Studies Achievement*	74	86	77	71	85	73	71	83	70
Graduation Rate									
Middle School Acceleration	71	75	82	47	64	77	46	61	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					65	53		56	49

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	516
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
57%	55%	53%	53%	46%	43%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	40%	Yes	7	
English Language Learners	41%	No		
Asian Students	75%	No		
Black/African American Students	51%	No		
Hispanic Students	57%	No		
Multiracial Students	62%	No		
White Students	61%	No		
Economically Disadvantaged Students	54%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	52%		51%	47%	66%	53%	51%	51%	74%	71%			
Students With Disabilities	30%		43%	48%	40%	45%	41%	28%	62%	21%			
English Language Learners	20%		47%	51%	45%	53%	50%	19%	45%	35%			
Asian Students	81%		64%		88%	73%		67%					
Black/African American Students	43%		48%	47%	56%	50%	43%	38%	66%	67%			
Hispanic Students	47%		49%	46%	67%	56%	63%	46%	72%	67%			
Multiracial Students	64%		56%	50%	72%	55%		50%	79%	71%			
White Students	58%		51%	49%	73%	51%	54%	64%	82%	71%			
Economically Disadvantaged Students	45%		48%	47%	62%	50%	50%	45%	72%	68%			
28/2026													

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	54%		54%	52%	61%	52%	54%	43%	71%	47%			63%
Students With Disabilities	32%		44%	46%	44%	50%	46%	28%	45%	18%			
English Language Learners	35%		45%	42%	44%	37%	36%	37%	70%	60%			63%
Asian Students	89%		67%		94%	44%		82%	90%	83%			
Black/African American Students	42%		47%	50%	52%	55%	56%	33%	50%	39%			58%
Hispanic Students	53%		53%	50%	59%	48%	49%	38%	79%	45%			69%
Multiracial Students	53%		55%	45%	65%	58%	50%	39%	80%	20%			
White Students	60%		60%	60%	65%	50%	56%	51%	80%	55%			
Economically Disadvantaged Students	49%		50%	48%	55%	47%	47%	41%	70%	41%			57%

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	52%		54%	42%	55%	54%	56%	33%	71%	46%			66%
Students With Disabilities	26%		35%	31%	34%	48%	53%	13%	44%	27%			
English Language Learners	38%		54%	50%	48%	64%	68%	19%	54%				66%
Asian Students	86%		85%		93%	62%							
Black/African American Students	43%		50%	40%	45%	49%	48%	24%	63%	43%			64%
Hispanic Students	53%		56%	51%	60%	60%	64%	31%	72%	49%			74%
Multiracial Students	52%		49%	19%	44%	53%	61%	32%	66%	22%			
White Students	58%		54%	40%	60%	53%	58%	39%	75%	51%			
Economically Disadvantaged Students	46%		52%	42%	51%	50%	51%	28%	65%	42%			63%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	7	53%	62%	-9%	62%	-9%
ELA	8	46%	61%	-15%	60%	-14%
Math	7	40%	50%	-10%	53%	-13%
Math	8	65%	71%	-6%	61%	4%
Science	8	50%	61%	-11%	52%	-2%
Civics	7	90%	95%	-5%	77%	13%
Civics	8	68%	82%	-14%	75%	-7%
Algebra	7	100%	99%	1%	96%	4%
Algebra	8	88%	93%	-5%	84%	4%
Geometry	8	95%	98%	-3%	95%	0%

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?

There was a 23 proficiency point increase in Middle School Acceleration. Scores increased from 47% proficiency to 70% proficiency compared to the 2024-2025 school year.

As a school, we were intentional in our scheduling. We made several instructional changes in Math to yield academic success. We increased the number of Algebra 1 sections from four sections to nine sections to capture more of the students in the MSA denominator.

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 data component that showed the lowest performance during the 2025–2026 academic year was our English Language Arts (ELA) Learning Gains proficiency, which stood at **47%**, representing a **5-percentage-point decline** from the previous year. A targeted subgroup analysis of students scoring in the lowest quartile (LQ) revealed parallel performance gaps across grade levels. Specifically, **45%** of the 7th-grade LQ cohort (37 out of 82 students) and **45%** of the 8th-grade LQ cohort (35 out of 78 students) demonstrated measurable learning gains.

To address these deficits during the 2026–2027 school year, the strategic focus will center on building teacher capacity. School leadership will provide instructional staff with evidence-based professional development and high-yield instructional strategies designed to differentiate learning, accelerate growth, and increase learning gains for all students

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 this year, compared to last school year, was in ELA overall. There was a decrease in **ELA Achievement** from **54%** to **50%**. In addition, there was a decrease in **ELA Learning Gains** from **54** to **50%**, as well as decline in **ELA Learning Gains of the Lower Quartile** from **52%** to **47%**. There were several contributing factors including but not limited to: student

absenteeism impacting instruction and an instructional shift for teachers which consisted of understanding how to intentionally deliver benchmark-aligned instruction to yield student success.

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.

8th grade ELA students demonstrated the largest gap between OPJ and the state average. PM 3 Data reveals that our 8th graders earned 40% proficiency in comparison to the state's proficiency of 64%, which is 14 point deficit.

EWS Areas of Concern

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

Student absenteeism - 27% of 7th grade students, in 2025-2026, were chronically absent. 21% of 7th grade students, in 2025-2026, received one or more suspension days. Our goal would be to decrease both percentages to 15% for the 26-27 school year

Highest Priorities

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

1. Decrease percentage of students who are chronically absent (**27%**) and the number of students who have received one or more suspensions (**21%**) to **15%** simultaneously. We will continue to determine what supports students/families need in order to decrease chronic student absenteeism. and recognize students who attend school regularly.
2. Increase Learning Gains in ELA from **50%** to **53%** school-wide
3. Increase Learning Gains in Math from **54%** to **57%** school-wide

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 Small-group Instruction

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.

Targeted **small group instruction** in all ELA and Math classes, focusing on our diverse learners: Lower Quartile (LQ), English Language Learners (ELLs), Students with Disabilities (SWDs) and Advanced Learners. We are currently utilizing a full support facilitation model, with no dual-certified rooms. The lowest quartile will be identified by each teacher during pre-planning to ensure that intentional supports are planned for throughout the year. We will also focus on using TACA forms within our weeks 2 and 4 content area PLCs to analyze the lowest quartile data on a more frequent basis

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.

Walkthrough Data at the end of the **25-26** school year indicated that administrators observed **Small Group instruction** occurring **49%** of the time in ELA and Math classes. Our goal for the **26-27** school is to observe **Small group Instruction** occurring **60%** in the aforementioned content areas and increase Learning Gains for our Lower Quartile in **ELA** from **47%** to **50%** and our Lower Quartile in **Math** from **51%** to **54%**.

Monitoring

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

Monitoring will occur through classroom walkthroughs, data chats with students, during PLCs, and during our monthly leadership meetings.

Person responsible for monitoring outcome

Admin Team

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:

Description of Intervention #1: Monitoring will occur through classroom walkthroughs, data chats with students, during PLCs, and during our monthly leadership meetings.

Rationale:

OPJ will utilize Small Group Instruction to target the Lower Quartile students and benchmarks that students have not mastered. Direct-Explicit Instruction and Teacher Modeling Strategy Instruction will be the main focus in all of the ELA and Math classrooms to allow for students to receive lessons that focus specifically on the B.E.S.T. standards. OPJ will also focus on ensuring benchmark-aligned curriculum is provided with fidelity to ensure goals are met.

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

Instructional Strategies

Person Monitoring:

Admin is responsible for training and monitoring.
Teachers are responsible for implementing and planning.

By When/Frequency:

Monthly

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

Teachers will implement the following instructional strategies: Intentional planning, scaffolding, and strategies to integrate prior knowledge. Admin will monitor through classroom walkthroughs.

Action Step #2

Professional Learning

Person Monitoring:

Admin Team

By When/Frequency:

Monthly

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

step:

Professional learning will be provided monthly in the format of whole group, content area, and school choice by admin, specialists, and teacher leaders and will focus on intentional planning, small group planning, and implementation of SDI, UDL and ESOL strategies. Admin will monitor through classroom walkthroughs and feedback from PLC survey data.

Action Step #3

Quarterly Data Reviews

Person Monitoring:

Admin Team

By When/Frequency:

Quarterly

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

Administration will meet regularly with teachers and the School-based Leadership team to review data from the Walkthrough Dashboard, F.A.S.T. Assessment and TACA Forms to ensure proficiency progress amongst diverse learners.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

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.

Increase Targeted Instruction across all content areas to **improve learning gains** across diverse student populations: Students with Disabilities (SWDs), English Language Learners (ELLs), Lower Quartile (LQs) and Advanced learners. The aforementioned groups will be identified by each teacher during pre-planning to ensure that intentional supports are planned for throughout the year. We will also focus on using the Team Analysis of Common Assessments Form (TACA) within our weeks 2 and 4 content area PLCs to analyze the lowest quartile data on a more frequent basis, thereby narrowing achievement gaps and driving academic growth for all learners.

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.

Our objective is to improve English Language Arts (ELA) Learning Gains from **51%** to **54%** and to increase Mathematics Learning Gains from **53%** to **56%** by PM 3.

Monitoring

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

Monitoring will occur through classroom walkthroughs, data chats with students, during PLCs, and during our monthly leadership meetings.

Person responsible for monitoring outcome

Admin Team

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:

To improve learning gains with our: Students with Disabilities (SWDs), English Language Learners (ELLs), Lower Quartile (LQs) and Advanced Learners. OPJ will focus on the following evidence-based interventions: --small group instruction --teacher modeling--differentiated instruction--providing benchmarked-aligned curriculum with fidelity--scaffolding--explicit vocabulary instruction--frequent checks for understanding

Rationale:

OPJ will utilize Small Group Instruction and our school-wide TACA Form to target diverse learners and standards that students have not mastered. Teacher Modeling and differentiated instruction will be the main focus of all classrooms to allow for students to receive lessons that focus specifically on the designated benchmarks. OPJ will also focus on continuous professional development with teachers to ensure that the delivery of instruction aligns benchmarks.

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

Instructional Strategies

Person Monitoring:

Administration

By When/Frequency:

Monthly

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

Data-Driven Instruction-Use formative and summative data to identify learning gaps, Adjust

instruction based on weekly or bi-weekly assessment results, Use TACA Form during PLCs. 2. Differentiated Instruction-Tailor lessons to meet the needs of diverse learners 3. Benchmark Aligned Planning and Instruction-Plan lessons that are aligned to state benchmarks and item specs. 4. Small Group Instruction-Implement consistent, data-informed small group instruction to provide remediation, reteaching, or enrichment, Rotate groups based on formative assessments, not just ability. 5. Structured Academic Talk & Vocabulary Development-Use protocols like Think-Pair-Share, Accountable Talk, and Sentence Frames to support oral language development for ELLs, Pre-teach and reinforce academic vocabulary across content areas. 6. Checks for Understanding-Use strategies like exit tickets, thumbs up/down, whiteboards, or cold calling to gather real-time feedback, Adjust pacing or re-teach based on student responses.

Action Step #2

Quarterly Data Reviews

Person Monitoring:

Administration

By When/Frequency:

Quarterly

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

Administration will meet regularly with teachers and the School-based Leadership team to review data from the Walkthrough Dashboard, F.A.S.T. Assessment and TACA Forms to ensure proficiency progress amongst diverse learners

Action Step #3

Professional Learning

Person Monitoring:

Administration

By When/Frequency:

Monthly

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

Professional learning will be provided monthly in the format of whole group, content area, and school choice by admin, specialists, and teacher leaders and will focus on intentional planning, small group planning, and implementation of SDI, UDL and ESOL strategies. Admin will monitor through classroom walkthroughs and feedback from PLC survey data.

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.

Our area of focus for improving the learning environment at Orange Park Junior High School will be to decrease the percentage of students who are chronically absent (> 10% of school days) and decrease the percentage of students suspended for one or more school days.

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.

Student attendance - **27%** of 7th grade students, in 2025-2026, were chronically absent. **21%** of 7th grade students, in 2025-2026, received one or more suspension days. Our goal would be to decrease both percentages to 15% for the 26-27 school year

Monitoring

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

We will monitor student absences monthly through tracking of student attendance data and will monitor suspensions through student discipline data. By monitoring chronic student absences and suspensions, we will decrease the amount of time students spend out of class which will increase the amount of exposure students have to the curriculum.

Person responsible for monitoring outcome

Administration

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:

Our school will continue to provide a positive climate to assist in increasing student attendance. In addition, we will continue to ensure that students feel connected, supported and emotionally safe as well as work consistently to build strong teacher-student relationships. OPJ will work to build trust and inclusive classroom environments where all students feel valued.

Rationale:

OPJ will utilize strategies from the One Clay Culture Program to empower educators with the tools that they need to cultivate a positive and supportive learning environment they need for ALL students

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(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

Monthly Attendance Team Meetings

Person Monitoring:

Administration

By When/Frequency:

Monthly

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

Attendance Data Meetings will be held monthly to analyze attendance progress

Action Step #2

Provide Academic Support for Frequently Absent Students

Person Monitoring:

Administration

By When/Frequency:

Monthly

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

Students who have been identified as behind in coursework due to absences will be enrolled in Academic Support (Grade Recovery) in a effort to increase academic performance. Students will be monitored by Administration and engage in frequent progress monitoring chats.

Action Step #3

Instructional Strategies

Person Monitoring:

Administration

By When/Frequency:

Monthly

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

Teachers will utilize monthly lessons from the OneClay Culture Program to create a sense of awareness and connectedness to our school as well as adherence to academic goals. In addition, teachers will complete a form after each lesson to account for all lessons taught.

Action Step #4

Professional Learning

Person Monitoring:

Admin Team

By When/Frequency:

Monthly

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

Teachers will engage in targeted professional learning to develop effective research-based strategies that foster positive classroom environments, strengthen student engagement and promote consistent student attendance by increasing students' sense of belonging and motivation to attend school.

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.

To disseminate information to all stakeholders in regard to the School Improvement Plan, Orange Park Junior High will use the digital School Newsletter, share on social media outlets that the plan is available for review in the front office of OPJ in the 26-27 Title I Binder, on our schools webpage at <https://opj.myoneclay.net/title-1>, and during the School Advisory Council meetings with stakeholders.

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)).

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, Orange Park Junior High plans to build the culture of the school through Positive Behavioral Interventions and Supports (PBIS). With a focus on positive behavior, high expectations, clear communication, and a structure for addressing misbehavior, OPJ will be able to work closely with families and make sure they understand that there must be a partnership in order for students to succeed. OPJ will also focus on inviting families to campus throughout the year to participate in Parent and Family Engagement Events to learn how to support their students education. The Family Engagement Plan can be found on our schools webpage at <https://opj.myoneclay.net/title-1>.

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)).

In order to strengthen the academic programs in Orange Park Junior High, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, OPJ plans to focus on growing our educators through Professional Development with the help of CCDS district support leaders. Our main goals this year is to increase overall proficiency in ELA/Reading and Mathematics. Utilizing district support leaders in those subjects will allow for teachers to gain more knowledge of their respective subjects, plan better, and understand more, especially during targeted Professional Learning Community meetings. OPJ also plans to provide students with more learning opportunities, such as tutoring services, to gain more knowledge and receive assistance when needed.

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)).

Orange Park Junior Highs' School Improvement Plan is developed in coordination and integration with other Federal, State, and local services, to support all of the students at OPJ. The plan focuses on using resources that are specifically correlated to their needs therefore able to better support the students.

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)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

At Orange Park Junior High, we engage in a continuous data driven process with our District to review the effectiveness of resources in addressing student needs. The process typically includes but is not limited to:

1. Needs Assessment & Data Analysis

Conducting a comprehensive review of student data, progress monitoring, discipline, attendance and LQ, ELL & SWD progress to identify academic and behavioral trends. This analysis is shared with our District leadership to align on key priorities

2. Strategic Planning

Based on the identified needs, Orange Park Junior High will participate in district-led planning sessions to ensure alignment of our school-based goals and resource allocations that support initiatives like small group instruction, instructional coaching, instructional support for diverse learners (LQ, SWD, and ELL) and intervention blocks.

3. Implementation and Monitoring

We meet regularly with District Leadership, Specialists and Title 1 Coordinators to monitor the implementation of the aforementioned supports. This includes reviewing data effectiveness of instructional assistants, interventions and professional development.

4. Beginning of year & Mid-Year Reviews

We engage in formal checkpoints throughout the year with district leadership to review outcomes and make necessary adjustments

By maintaining open, data-driven collaboration with our district, we are able to adjust our approach and ensure that every resource is targeted to support the diverse needs of our students.

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).

1. Need:

Support for ELA and Math Lower Quartile Students Data:

- ELA Lower Quartile decrease **5%** from **52%** to **47%** therefore continued support is needed.
- Learning gains in both ELA and Math remain a targeted area for growth. ELA Learning Gains

decreased from from **54%** to **51%** and Math Learning Gains remained the same- **53%**.

Resources & Timeline:

- Classroom Instructional Assistants funded through Title I will be strategically placed in ELA and Math classrooms beginning in August 2026.
- Small Group Tracking Forms will be used by teachers to monitor targeted instruction starting the first month of school.
- Monthly PD sessions (August–May) will focus on small group planning, bench-mark alignment and varied instructional strategies.

2. Need:**Increase Proficiency Levels of Diverse Learners (SWD, ELL and LQ) to yield substantial Learning Gains:**

- ELL proficiency was at **24%** for the 2024–2025 school year, declining even further in 2025–2026 to **13%** (12 out of 89 students)
- Monitoring showed a need for more targeted instructional time and support.

Resources & Timeline:

- Cohorting of ELL students by proficiency level for the 2025–2026 school year to enable tailored support.
- ESOL assistants, Title I coaches, and support staff schedules adjusted beginning August 2026 to provide differentiated support in content areas.
- Support facilitators will push into ESOL classes weekly beginning in September 2026.

3. Need:**Attendance (PBIS Focus)**

Data: **27%** of 7th grade students, in 2025–2026, were chronically absent. **21%** of 7th grade students, in 2025–2026, received one or more suspension days.

Resources & Timeline:

- Positive Behavior Reward System will be implemented starting in August 2026, with monthly student recognition.
- District-led “OneClay Culture” training on regulation/response strategies during pre-planning week (August 2026).
- Ongoing school-wide PD on classroom management and de-escalation strategies throughout

4. Need:**Strengthen Tier 1 Instruction Across Content Areas Data:**

- ELA Achievement declined from **54%** to **52%**

- ELA Learning Gains declined from **54%** to **51%**
- ELA Learning Gains LQ declined from **52%** to **47%**

Resources & Timeline:

- Monthly Professional Development for teachers begins in August 2026, focusing on:
 - Intentional lesson planning • Benchmark-aligned instruction
 - Small group and ESOL strategies • TACA Form (Team Analysis of Common Assessments)
- implementation will begin in September 2026 to help PLCs adjust instruction based on student data.

These targeted resource allocations and structured timelines are designed to address the specific academic and behavioral needs of our students and ensure measurable growth throughout the 2026–2027 school year.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

PACE CENTER FOR GIRLS CLAY



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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

Pace Center for Girls, Inc. (Pace) provides girls and young women an opportunity for a better future through education, counseling, training, and advocacy.

Provide the school's vision statement

Pace envisions a world where all girls and young women have POWER in a JUST and EQUITABLE society.

Pace's 9 Guiding Principles

1. Honor the Female Spirit
2. Invest in the Future
3. Value the Wisdom of Time
4. Act With Integrity and Positive Intent
5. Embrace Growth and Change
6. Focus on Strengths
7. Exhibit Courage
8. Seek Excellence
9. Create Partnerships

Pace values all girls and young women, believing each one deserves an opportunity to find her voice, achieve her potential and celebrate a life defined by responsibility, dignity, serenity, and grace.

It is the policy of PACE to serve girls ages 11-17 years old who are at risk of school failure and/or dropout and/or involvement in the Juvenile Justice system. To determine if Pace is the most appropriate placement, based on the girl's assessed needs, a designated staff member will administer a needs assessment which includes a suicide risk screening component to the girl during the Intake interview. Pace utilizes the Prevention Assessment Tool (PAT) as the needs assessment at intake. The PAT is an instrument designated and approved by the Department of Juvenile Justice.

Pace will make every attempt to provide services to at-risk girls. However, Pace may not be able to meet the needs of all girls referred effectively. In the event that Pace is not the most appropriate placement, a referral to a more suitable placement for the girl will be offered by designated Pace staff. Girls are accepted into the program regardless of race, color, religion, creed or sexual orientation.

The decision to attend Pace is voluntarily made by each individual girl and her parent/guardian. In some instances, Pace accepts court-ordered placements in accordance with local contracts and girls' needs. There is no charge for girls to attend Pace. When applicable, Pace may assist with necessary student expenses, including bus fare, school supplies, and personal needs.

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

Deborah Reynoso

deborah.reynoso@pacecenter.org

Position Title

Business Manager

Job Duties and Responsibilities

She is responsible for financial management, contract management, facility, and vehicle management, staff training, and oversees most administrative tasks. She supervises the receptionist.

Leadership Team Member #2

Employee's Name

Dr. Genelle Thomas

genelle.thomas@pacecenter.org

Position Title

Executive Director

Job Duties and Responsibilities

Works with CCDS for the development of our district contract. She is also responsible for the areas of financial resources development for the entire program. Supervises middle management.

Leadership Team Member #3

Employee's Name

Sylvia Woodberry-Adkins

sylvia.woodberry-adkins@pacecenter.org

Position Title

Social Service Manager

Job Duties and Responsibilities

Manages the social service staff and collaborates with the Academic Manager to effectively manage the day program. Updates and submits Juvenile Justice Information Systems data and reporting.

Leadership Team Member #4

Employee's Name

Dr. Carla Gonzalez Reynolds

carla.reynolds@pacecenter.org

Position Title

Program Director

Job Duties and Responsibilities

The Program Director oversees the daily management of the program. The PD directly supervises the Academic and Social Services Managers and is responsible for academic and social services compliance with DJJ and Pace's National Office.

Leadership Team Member #5

Employee's Name

Jessica Dennard

jessica.dennard@pacecenter.org

Position Title

Academic Manager

Job Duties and Responsibilities

As Pace Clay's primary instructional leader, she supports classroom instruction and supervises teachers. She develops schedules for students and cohorts for effective placement of the girls in the classroom setting. She coordinates state testing and serves as a liaison for ESE, ESOL, and all educational services provided by CCSD. She collaborates with the Social Service's manager to effectively manage the day program.

Leadership Team Member #6

Employee's Name

Katelyn Stocks

katelyn.stocks@pacecenter.org

Position Title

Data Analyst

Job Duties and Responsibilities

The school's data analyst will support the implementation of the School Improvement Plan by collecting, reviewing, and analyzing student achievement data from IXL, FAST, and other relevant sources. The data analyst will identify trends, skill gaps, learning gains, and the needs of key student groups, including students in the Lowest 25%. These findings will be used to support school leadership and instructional staff in developing targeted intervention groups, small-group instructional plans, and intervention schedules aligned with student needs. The data analyst will also monitor student progress, provide clear and actionable reports, support accountability and FTE requirements, and help ensure that instructional decisions remain aligned with the school's improvement goals and Florida accountability measures.

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.

Stakeholder involvement is essential to the successful implementation of the School Improvement Plan. In addition to staff, students, and members of the Board of Directors, the school engages a broad range of stakeholders who contribute to school improvement efforts. As a nonprofit organization, the school depends on volunteers and strong community partnerships to support its mission and strengthen the school culture and learning environment.

Stakeholders most closely connected to the school include teachers, students, families, volunteers, district staff, and Board members. Broader community stakeholders include early childhood providers, community colleges and universities, social service agencies, and business partners. These groups provide valuable perspectives, resources, and support that inform school improvement strategies and

promote positive outcomes for students.

The draft School Improvement Plan was reviewed by the Board of Directors, Girls Leadership Council, and staff to ensure that all perspectives were included in the planning process.

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 SIP will be monitored through quarterly progress monitoring, including IXL and FAST data. The Academic Manager will focus on the day-to-day implementation of the plan by reviewing student progress, monitoring RTI data, and supporting instructional adjustments for students performing below grade level. RTI will be revised quarterly to promote maximum student growth.

The Data Analyst will monitor academic data trends and collaborate with the Academic Manager to review progress monitoring results, identify areas of concern, and affirm student achievement. The Data Analyst will also work with teachers to help target specific skills for students through instructional lessons and data-informed support. The committee will complete a mid-year review. Through ongoing monitoring, collaboration, and review, the plan may be revised as necessary to ensure continuous improvement.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 6-12
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	79.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
DJJ ACCOUNTABILITY RATING HISTORY	2025-26: 2024-25: COMMENDABLE

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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							1	2	4	7
Absent 10% or more school days								1	2	3
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment									1	1
Level 1 on statewide Math assessment							1	1	1	3
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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	2	3	6

Current Year 2026-27

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

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

Prior Year (2025-26) 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	
School Enrollment								1	8	9
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)									2	2
Course failure in Math								1	2	3
Level 1 on statewide ELA assessment								1	4	5
Level 1 on statewide Math assessment								1	2	3
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

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

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 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
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2026-27)

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
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	40	69	62	28	66	59	36	64	55
Grade 3 ELA Achievement									
ELA Learning Gains	53	62	59	56	60	58	29	62	57
ELA Lowest 25th Percentile		59	55		59	56		62	55
Math Achievement*	25	61	52	10	59	49	7	61	45
Math Learning Gains		44	45	44	48	47	30	60	47
Math Lowest 25th Percentile		41	44		42	49		61	49
Science Achievement	25	82	74	22	82	72	18	80	68
Social Studies Achievement*	18	85	76	50	84	75		83	71
Graduation Rate		97	94		95	92	36	94	90
Middle School Acceleration									
College and Career Acceleration		67	74		63	69		60	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					69	52		51	49

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	32%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	161
Total Components for the FPPI	5
Percent Tested	95%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
32%	35%	26%	34%	10%	30%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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%
White Students	45%	No		
Economically Disadvantaged Students	54%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	40%		53%		25%			25%	18%				
White Students	45%												
Economically Disadvantaged Students	43%		64%										

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	28%		56%		10%	44%		22%	50%				
White Students					10%								
Economically Disadvantaged Students	23%		54%		20%			21%					

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.
All Students	36%		29%		7%	30%		18%		
										GRAD RATE 2022-23
										C&C ACCEL 2022-23
										ELP PROGRESS
Economically Disadvantaged Students	25%		20%							

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

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

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

There is no assessment data available for this school.

III. Planning for Improvement

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

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

Most Improvement

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

Our greatest area of improvement was in Algebra 1. Last year, 0% of students demonstrated achievement, while this year, 25% of students scored Level 3 or higher. The targeted math intervention provided through IXL supported students in addressing skill gaps and demonstrating significant growth. In addition, the implementation of Algebra 1A and Algebra 1B allowed students additional time to develop a deeper understanding of the content, demonstrate mastery, and continue progressing toward grade-level expectations.

Lowest Performance

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

Mathematics continues to be a consistent area of need for our students. Although Algebra represented our greatest area of improvement this year, overall performance remains below our desired level of achievement. Geometry continues to be a significant area of concern. Last year, only 1 out of 12 students, or 8%, demonstrated achievement in Geometry. This year, 0% of students demonstrated achievement.

To address this need, we are focusing on strengthening foundational mathematics skills across all grade levels and courses. Continued emphasis will be placed on targeted intervention, standards-aligned instruction, and additional support to help students build the prerequisite skills necessary for success in higher-level mathematics, including Geometry.

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 this year occurred in U.S. History EOC performance. Last year, 62% of students scored at Level 3 or higher, compared with 11% this year. To address this significant decline, we will strengthen collaboration between the ELA and U.S. History classrooms. Teachers will work together to identify and reinforce essential reading comprehension, vocabulary, and evidence-based analysis skills while ensuring that students receive consistent, standards-aligned instruction in U.S. History

content. Teachers will also meet with the data consultant to review student performance data, examine effective instructional strategies, and identify ways to integrate literacy skills with U.S. History content. Student performance data will be reviewed regularly to monitor progress and adjust instruction as needed.

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 largest performance gap compared with the state average occurred in mathematics, specifically on the Algebra and Geometry EOC assessments. The state average score for Algebra was 403, while our students earned an average score of 380. In Geometry, the state average was 405, compared with our school average of 368. We believe this gap was influenced in part by the absence of a certified mathematics teacher for the majority of the school year, which affected instructional consistency and students' access to targeted support. Additionally, fewer students took the Algebra EOC than in the previous year because several students required additional foundational instruction through Algebra 1A before advancing to the state-required assessment. Algebra 1A was implemented to provide these students with more time to develop essential algebraic skills and improve their readiness for future coursework and testing. To address this gap in the upcoming school year, we have hired a mathematics teacher and will add an additional mathematics tutor to the weekly schedule. These supports will increase instructional stability, expand opportunities for small-group intervention, and strengthen students' readiness for the Algebra and Geometry EOC assessments.

EWS Areas of Concern

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

No Answer Entered

Highest Priorities

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

1. ELA Scores
2. Pre-Algebra/Algebra skills
3. Attendance

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 Collaborative Planning, ELA, Intervention, Small-group Instruction

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.

Our Area of Focus is the ELA performance of our 9th grade students. Prior-year FAST ELA PM3 data identified this grade level as an area of crucial need due to student performance on the assessment. Weaknesses in reading comprehension, fluency, and vocabulary can negatively affect students' ability to access and understand grade-level text, respond to complex questions, and demonstrate their knowledge across content areas. Because literacy skills are foundational to overall academic success, improving ELA performance for this cohort is a priority. The data reviewed from the prior school year indicated a need for more intentional, targeted, and data-informed instruction and intervention to strengthen students' reading skills and improve overall achievement.

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.

Based on prior-year FAST ELA PM3 data, 1 out of 16 students in the identified cohort, or 6.25%, demonstrated proficiency in ELA as 9th grade students. By the spring FAST ELA PM3 administration, at least 35% of these students, now in 10th grade, will demonstrate proficiency in ELA. This represents a targeted increase of 28.75 percentage points from the prior year's performance.

Monitoring

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

The Area of Focus will be monitored through IXL assessments administered every 12 weeks, classroom and standards-aligned assessments, and FAST state assessment and progress monitoring data. Data chats will be conducted with students to review assessment results, identify areas of strength and need, establish goals, and promote student ownership of learning. Targeted interventions will also be implemented and monitored in collaboration with the school's data

consultant. Assessment and intervention data will be reviewed regularly to evaluate student growth, determine the effectiveness of instructional supports, and make necessary adjustments toward achieving the goal of at least 35% proficiency among 10th grade students on the FAST ELA PM3 assessment.

Person responsible for monitoring outcome

Katelyn Stocks

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 primary evidence-based intervention for 10th grade students will be the consistent use of IXL during a dedicated daily intervention period known as Elevation. All students will participate in Elevation and receive individualized IXL learning plans based on their prior state assessment results and identified areas of need. These targeted plans will provide students with focused practice in specific ELA standards and skills, including reading comprehension and vocabulary, based on their individual performance data.

Rationale:

IXL is aligned with state standards and offers personalized skill-building practice across grade levels. The program is designed to identify each student's individual learning level and adjust the content in real time, targeting gaps and reinforcing foundational skills through continuous, data-driven instruction. IXL is classified as a Tier 2 evidence-based intervention under the Every Student Succeeds Act (ESSA), supported by research that demonstrates statistically significant improvements in student achievement when the program is implemented with fidelity.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

IXL

Person Monitoring:

Jessica Dennard

By When/Frequency:

May 2027

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

IXL will be used with all students two to three times per week for 20 to 30 minutes per session. Students will complete individualized IXL learning plans based on identified skill deficits and prior state assessment data. The impact of this action step will be monitored through IXL progress data,

student performance on targeted skills, and assessment results. Student growth will be formally reevaluated every 12 weeks to determine the effectiveness of the intervention, identify continued areas of need, and make adjustments to student tiers, learning plans, and instructional supports as necessary.

Action Step #2

Data Consultant

Person Monitoring:

Katelyn Stocks

By When/Frequency:

May 2027

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

The data consultant will meet regularly with teachers to review student performance data and identify specific ELA skill deficits and standards requiring additional support. Using assessment data, teachers and the data consultant will collaboratively plan targeted small-group lessons designed to address identified student needs. The impact of this action step will be monitored through ongoing review of student assessment data, classroom performance, and progress on targeted skills. Instructional groups and lesson focus areas will be adjusted as needed based on student growth and demonstrated areas of continued need.

Area of Focus #2

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

Instructional Practice specifically relating to Benchmark-aligned instruction, Collaborative Planning, Differentiation, Intervention, Math, Small-group Instruction

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.

Our Area of Focus is the mathematics performance of students enrolled in Algebra 1. Current Algebra 1 EOC and FAST Math PM3 data indicate that approximately 17% of students are achieving proficiency, identifying this group as an area of crucial need. Weaknesses in foundational mathematics skills, algebraic reasoning, problem solving, and the application of mathematical concepts can negatively affect students' ability to understand grade-level standards, solve multistep problems, and demonstrate proficiency on state assessments. Because Algebra 1 skills are foundational to success in higher-level mathematics courses and graduation requirements, improving student performance in this area is a priority. The data reviewed indicate a need for more intentional, targeted, and data-informed instruction and intervention to strengthen students' foundational and algebraic skills and improve overall achievement on the Algebra 1 EOC and FAST Math assessments.

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.

Based on prior-year Algebra 1 EOC and FAST Math PM3 data, 17% of students in the identified cohort demonstrated proficiency in mathematics. By the spring administration of the Algebra 1 EOC and FAST Math PM3 assessments, at least 30% of students in this cohort will demonstrate proficiency in mathematics. This represents a targeted increase of 13 percentage points from the prior year's performance.

Monitoring

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

The Area of Focus will be monitored through IXL assessments administered every 12 weeks, classroom and standards-aligned assessments, and FAST state assessment and progress monitoring data. Data chats will be conducted with students to review assessment results, identify areas of strength and need, establish goals, and promote student ownership of learning. Targeted interventions will also be implemented and monitored in collaboration with the school's data consultant. Assessment and intervention data will be reviewed regularly to evaluate student growth, determine the effectiveness of instructional supports, and make necessary adjustments toward achieving the goal of at least 30% proficiency among students taking the FAST Math PM3 and Algebra 1 EOC assessments.

Person responsible for monitoring outcome

Katelyn Stocks

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 primary evidence-based intervention for students in the identified mathematics cohort will be the consistent use of IXL during a dedicated daily intervention period known as Elevation. All students will participate in Elevation and receive individualized IXL learning plans based on their prior Algebra 1 EOC, FAST Math PM3, and other assessment results. These targeted plans will provide students with focused practice in identified areas of need, including foundational mathematics skills, algebraic reasoning, expressions and equations, functions, and problem solving. Student progress will be monitored regularly so that learning plans and instructional supports can be adjusted based on demonstrated growth and continued areas of need.

Rationale:

IXL is aligned with state standards and offers personalized skill-building practice across grade levels. The program is designed to identify each student's individual learning level and adjust the content in real time, targeting gaps and reinforcing foundational skills through continuous, data-driven instruction. IXL is classified as a Tier 2 evidence-based intervention under the Every Student

Succeeds Act (ESSA), supported by research that demonstrates statistically significant improvements in student achievement when the program is implemented with fidelity.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

IXL

Person Monitoring:

Jessica Dennard

By When/Frequency:

May 2027

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

IXL will be used with all students two to three times per week for 20 to 30 minutes per session. Students will complete individualized IXL learning plans based on identified skill deficits and prior state assessment data. The impact of this action step will be monitored through IXL progress data, student performance on targeted skills, and assessment results. Student growth will be formally reevaluated every 12 weeks to determine the effectiveness of the intervention, identify continued areas of need, and make adjustments to student tiers, learning plans, and instructional supports as necessary.

Action Step #2

Data Consultant

Person Monitoring:

Katelyn Stocks

By When/Frequency:

May 2027

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

The data consultant will meet regularly with mathematics teachers to review student performance data and identify specific skill deficits and standards in Pre-Algebra and Algebra that require additional support. Using assessment data, teachers and the data consultant will collaboratively plan targeted small-group lessons designed to strengthen foundational skills, including number sense, operations, proportional reasoning, expressions, equations, and functions. The impact of this action step will be monitored through ongoing reviews of student assessment data, classroom performance, and progress on targeted skills and standards. Instructional groups, intervention strategies, and lesson focus areas will be adjusted as needed based on student growth and demonstrated areas of continued need.

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.

During the 2023–2024 school year, the overall student attendance rate was 72%. In the 2024–2025 and 2025–2026 school years, the attendance rate increased to 80%, demonstrating notable improvement. Although this progress reflects the positive impact of current attendance initiatives and meets the minimum attendance threshold, prior year data indicate that attendance remains a crucial area of need across grade levels.

Consistent attendance directly affects student learning by increasing access to daily instruction, intervention, academic support, and opportunities for meaningful engagement with teachers and peers. Students who are frequently absent or tardy experience interruptions in learning, which may contribute to gaps in academic skill development, decreased engagement, and difficulty maintaining consistent academic progress. The review of prior year attendance data identified the continued need to strengthen attendance practices to ensure that all students have regular access to instruction and school-based supports.

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.

By the end of the 2026–2027 school year, the school will increase the overall student attendance rate from 80% to at least 81% by implementing targeted attendance monitoring, family outreach, student support strategies, and interventions for students demonstrating patterns of chronic absenteeism or tardiness.

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.

Daily student attendance will be recorded and monitored, and monthly attendance reports will be generated through Impacts for review. Attendance data will be analyzed monthly to identify trends, evaluate the effectiveness of attendance interventions and support strategies, and make data-informed adjustments as needed to promote consistent, daily, and on-time attendance across all relevant grade levels.

Person responsible for monitoring outcome

Sylvia Woodbery-Adkins

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 will implement a tiered attendance recognition and incentive intervention designed to reinforce consistent attendance, recognize improvement, and increase student motivation and engagement. Students who achieve 100% monthly attendance will be entered into a gift card drawing, recognized during Growth & Change ceremonies, and receive four dress-down passes for the following month. Students who achieve an attendance rate of 80% or higher will be recognized during Growth & Change ceremonies and receive two dress-down passes for the following month. Students who improve their attendance rate by at least 10% within a month will receive one dress-down pass in recognition of their progress. Additional incentives will be provided to recognize sustained attendance. Students who achieve three months of perfect attendance will be eligible for a salon outing with the Executive Director. Students who achieve six months of perfect attendance will be eligible for a lunch and salon outing with a staff member of their choice. This tiered intervention provides multiple opportunities for students to experience recognition and reinforcement for meeting attendance expectations, demonstrating improvement, and sustaining consistent attendance over time.

Rationale:

This intervention was selected based on prior evidence of effectiveness within the school. When a similar attendance incentive and recognition strategy was implemented in 2022, overall student attendance improved by 11%. This increase demonstrated that consistent recognition, positive reinforcement, and meaningful incentives can positively influence student motivation and attendance behaviors. Based on these prior results, the school will continue using a tiered attendance incentive approach to support progress toward the 81% attendance goal.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

Attendance

Person Monitoring:

Sylvia Woodberry-Adkins

By When/Frequency:

Monthly

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

School staff will record student attendance daily and generate monthly attendance reports in Impacts. The administrative team will review the reports each month to monitor progress toward the 81% attendance goal, identify attendance trends and students in need of additional support, and determine appropriate follow-up actions or interventions.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Members of the SIP Committee will meet monthly with district school improvement personnel to review SIP implementation efforts and monitor related expenditures.

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).

At the beginning of the school year, members of the SIP Committee will meet with district personnel to determine how available resources (grants, private donations, government contracts) can be effectively utilized to support school improvement goals. The SIP Committee will meet monthly with district school improvement personnel to review SIP implementation efforts. Additionally, committee members will review the budget quarterly to evaluate how allocated funds are supporting progress toward identified school improvement goals.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

PLANTATION OAKS ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

Plantation Oaks Elementary exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills

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

Kim Marks, Shari Gouin, Montgomery Sloan

kimberly.marks@myoneclay.net shari.gouin@myoneclay.net montgomery.sloan@myoneclay.net

Position Title

Administration Team

Job Duties and Responsibilities

Ensure compliance with established rules, and laws in the daily operation of the school. Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing, and communications with parents, students, and teachers. Coordinate and monitor the curricular

program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement the Sunshine State Standards. Coordinate school advisory council activities and implement a school improvement plan. Coordinate efficient utilization of school facilities and ensure proper security, maintenance, and cleanliness of the campus. Be responsible for the timely and accurate submission of all required school records/ reports and the accurate entry of information into the district database. Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data. Be responsible for effective business management operations, the development of a school budget and efficient cost accounting. Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County Public Schools Code of Student Conduct. Be responsible for faithfully and effectively implementing school/district personnel procedures including: interviewing, hiring, evaluating school staff, and coordinating the Teacher Induction Program, and administering master contracts. Coordinate supervision of extra-curricular activities and duty assignments. Provide a safe learning environment through preparation and implementation of emergency evacuation plans, fire drills, etc.. Be responsible for implementing programs designed to meet the needs of special student populations (Ex. ESE, Title I, Dropout Prevention, etc.). Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards. Be responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory. Provide for the purchase of appropriate textbooks, equipment, and other instructional materials necessary to meet the needs of the students. Serve on district-wide committees when requested. Be responsible for the development and implementation of a school technology plan. Be responsible for the performance of all personnel employed by the School Board and assigned to the school site. Provide for the development of an individual Teacher Training Plan for each teacher assigned to the school. Provide leadership for the implementation of the Florida Code of Ethics and Principles of Professional Conduct. Provide leadership in the implementation of the Sunshine State Standards, Florida Standards Assessments, End-of-Course exams, and other tests designed and adopted to measure student achievement. Communicate effectively, both orally and in writing, with parents, staff, students, and the community. Maintain visibility and accessibility on the school campus. Serve as coach/mentor to Assistant Principals, new Principals or others who are preparing for School Principal certification. Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum. Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position.

Leadership Team Member #2

Employee's Name

Sierra Kandt

sierra.kandt@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

The teacher is responsible directly to the principal for the instruction, supervision, and evaluation of students. Establish a classroom climate conducive to learning classroom management. Demonstrate an interest in and a willingness to assist students inside and outside the classroom. Demonstrate personal enthusiasm and generate student enthusiasm. Become alert to the physical needs of the students. Demonstrate preparation. Demonstrate general knowledge of the subject area. Provide for students of varying ability through the use of a variety of activities, techniques, questions, materials, and student input (compensate for individual deprivations). Exhibit good judgment with regard to personal feelings of colleagues, parents, and students. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues. Evaluate student's progress and keep appropriate records. Perform other duties as requested by the Principal.

Leadership Team Member #3**Employee's Name**

Sherri Lunsford

sherri.lunsford@myoneclay.net

Position Title

VE Inclusion

Job Duties and Responsibilities

The teacher is responsible directly to the principal for the instruction, supervision, and evaluation of students. Establish a classroom climate conducive to learning classroom management. Demonstrate an interest in and a willingness to assist students inside and outside the classroom. Demonstrate personal enthusiasm and generate student enthusiasm. Become alert to the physical needs of the students. Demonstrate preparation. Demonstrate general knowledge of the subject area. Provide for students of varying ability through the use of a variety of activities, techniques, questions, materials, and student input (compensate for individual deprivations). Exhibit good judgment with regard to personal feelings of colleagues, parents, and students. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues. Evaluate student's progress and keep appropriate records. Perform other duties as requested by the Principal.

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.

All stakeholders are invited to attend and actively participate in our School Advisory Council. The School Advisory Council allows for a representative from each group of stakeholders to be represented during each meeting. There are representations of teacher, staff and parent/community members.

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 SIP will be reviewed throughout the school year with faculty and staff. The school's vision and mission supports the SIP. The SIP will help support the focus of the effective implementation and impact of increasing academic achievement of students.

C. Demographic Data

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	63.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) 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>	2025-26: B 2024-25: B 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	106	110	143	120	115	128				722
Absent 10% or more school days	29	28	32	24	27	12				152
One or more suspensions	1	11	17	2	16	17				64
Course failure in English Language Arts (ELA)	2	7	10	12	1	0				32
Course failure in Math	0	2	5	8	5	0				20
Level 1 on statewide ELA assessment				35	3	26				64
Level 1 on statewide Math assessment				45	15	34				94
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	9	2						15
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	1						1

Current Year 2026-27

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	10	17	36	16	33	9				121

Current Year 2026-27

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

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

Prior Year (2025-26) 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	
School Enrollment	127	165	131	150	130	171	128			1,002
Absent 10% or more school days	33	31	26	24	20	26	15			175
One or more suspensions	8	7	4	5	12	8	10			54
Course failure in English Language Arts (ELA)	5	4								9
Course failure in Math										0
Level 1 on statewide ELA assessment				16	16	32	7			71
Level 1 on statewide Math assessment				21	29	40	15			105
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1		2						3
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)			1	1						2

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	27	46	31	22	19	15	8			168

Prior Year (2025-26) 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	1	4		7		1				13
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

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	62	66	62	64	63	59	66	62	57
Grade 3 ELA Achievement	69	66	61	69	66	59	73	65	58
ELA Learning Gains	51	63	63	62	62	60	64	62	60
ELA Lowest 25th Percentile	40	60	58	60	60	56	63	60	57
Math Achievement*	58	69	66	59	67	64	68	67	62
Math Learning Gains	56	69	64	55	65	63	67	68	62
Math Lowest 25th Percentile	48	58	50	38	57	51	52	59	52
Science Achievement	70	67	62	70	62	58	57	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				72		63		55	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	454
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
57%	60%	64%	63%	62%	58%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	38%	Yes	1	
English Language Learners	49%	No		
Asian Students	86%	No		
Black/African American Students	52%	No		
Hispanic Students	56%	No		
Multiracial Students	58%	No		
White Students	77%	No		
Economically Disadvantaged Students	53%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	62%	69%	51%	40%	58%	56%	48%	70%					
Students With Disabilities	35%	39%	40%	21%	30%	38%	50%	50%					
English Language Learners	41%	36%	53%		56%	58%							
Asian Students	92%		60%		100%	90%							
Black/African American Students	53%	58%	56%	44%	48%	52%	50%	52%					
Hispanic Students	58%	62%	45%		58%	50%	40%	82%					
Multiracial Students	57%	73%	47%		47%	53%		73%					
White Students	83%	100%	44%		78%	63%		91%					
Economically Disadvantaged Students	56%	61%	52%	41%	50%	56%	45%	63%					
28/2026													

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	64%	69%	62%	60%	59%	55%	38%	70%					66%
Students With Disabilities	30%	36%	52%	63%	30%	40%	35%	32%					58%
English Language Learners	50%	50%	71%	88%	54%	50%	54%	48%					66%
Asian Students	79%		83%		93%	75%							
Black/African American Students	59%	68%	59%	59%	48%	49%	31%	64%					
Hispanic Students	66%	76%	63%	67%	55%	53%	53%	68%					52%
Multiracial Students	62%		75%		62%	75%							
White Students	69%	76%	60%	45%	75%	57%	36%	77%					
Economically Disadvantaged Students	58%	67%	59%	62%	53%	53%	40%	62%					59%

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	66%	73%	64%	63%	68%	67%	52%	57%					70%
Students With Disabilities	36%	50%	48%	62%	32%	52%	43%	29%					
English Language Learners	45%		58%	50%	60%	59%	27%						70%
Asian Students	86%		79%		86%	79%							
Black/African American Students	59%	67%	59%	64%	57%	63%	57%	32%					
Hispanic Students	64%	75%	60%	53%	74%	64%	20%	68%					67%
Multiracial Students	60%		58%		72%	65%		69%					
White Students	76%	82%	74%	75%	74%	73%	63%	71%					
Economically Disadvantaged Students	58%	68%	64%	59%	61%	61%	49%	53%					67%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	69%	65%	4%	60%	9%
ELA	4	54%	64%	-10%	60%	-6%
ELA	5	60%	60%	0%	61%	-1%
Math	3	64%	69%	-5%	66%	-2%
Math	4	47%	65%	-18%	65%	-18%
Math	5	58%	61%	-3%	62%	-4%
Science	5	66%	66%	0%	60%	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 data analysis indicates that Mathematics was the component that showed the most growth and improvement over the past academic year. We used curriculum alignment and pacing with grade level math teams collaborating to tightly align daily lessons with state standards. Math interventions were provided based on teacher data driven small groups to address specific gaps. The county math coach met with teachers to offer support.

Lowest Performance

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

A review of our student performance data indicated that ELA showed the lowest proficiency and growth. Sometimes, daily classroom instruction and assignments are not fully aligned with the rigor of state ELA standards. Students might be doing well on daily tasks but struggle on standardized assessments because the tasks they practice aren't challenging enough. We over scaffold for students and we need to provide more productive struggle. Our school also implemented a new ELA curriculum this year.

Greatest Decline

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

A review of our student performance data indicated that ELA showed the lowest proficiency and growth. Daily classroom instruction and assignments are not fully aligned with the rigor of state ELA standards. Students might be doing well on daily tasks, but struggle on standardized assessments because the tasks they practice aren't challenging enough. We over scaffold for students and we need to provide more productive struggle. Our school also implemented a new ELA curriculum this year.

Greatest Gap

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

Our greatest gap when compared to the state average was 4th Grade Math. Fourth Grade Math seems to be an area that had a gap across the state. Daily classroom instruction and assignments are not fully aligned to the curriculum map. The struggle on standardized assessments can be contributed to the tasks the students practice aren't challenging enough. Teacher resignations resulted in long term substitute. New teachers with limited experience also contributed.

EWS Areas of Concern

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

The number of referrable offenses will be reduced by 10% in the 2026-2027 school year when compared against the previous year. The number of absences will be reduced by 10% in the 2026-2027 school year when compared against the previous year.

Highest Priorities

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

Increasing student engagement and rigor is necessary in having a positive impact on testing gains. We are moving towards a new student information management system, that will incorporate data, testing, MTSS, among other things. This new system should allow us to easily monitor students, as well as, view them as a whole child/student in order to better meet their needs. Additionally, the new ELA curriculum, the BEST standards, and the Lexia program is going to help us accelerate our learning and achievement. We will also provide more support for our ELL students.

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

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.

A review of the state testing data shows room for improvement across the tested grade bands with regard to the school's ELA proficiency. Plantation Oaks Elementary's goal is to increase ELA proficiency in each of the tested grade levels (3rd, 4th, 5th) by 10%. And a specific 5% improvement in the ESE population. This will be measured by the FAST assessment. ELA proficiency encompasses critical skills in reading, writing, speaking, and listening which are foundational for learning across all subjects. By enhancing ELA proficiency, students develop the ability to comprehend complex texts, articulate their thoughts clearly, and engage in critical thinking and analysis. Improving ELA proficiency also helps bridge achievement gaps ensuring all students have the necessary skills to succeed.

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.

Plantation Oaks Elementary's goal is to increase ELA proficiency in each of the tested grade levels (3rd, 4th, 5th) by 10%. And a specific 5% improvement in the ESE population. This will be measured by the FAST assessment with a total of a 55% increase across the grade levels.

Monitoring

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

This will be monitored through school-wide testing with both Lexia diagnostics, the Benchmark testing platform, and Acadience incorporated with our curriculum. This will also be monitored using PM1 and PM 2 FAST testing.

Person responsible for monitoring outcome

Kim Marks- Principal

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:

Teachers will utilize Lexia, the new Benchmark ELA curriculum, and Tier 2 and Tier 3 interventions via the MTSS process to review and remediate for students demonstrating deficiencies. Teachers will have intervention blocks built into their schedules for supports. The ELA district personnel will assist with supports.

Rationale:

Teachers will collaborate with their peers during common planning to discuss problems of practice and solutions offered. Professional Development Opportunities will be provided during PLC times. District Curriculum Specialists will be actively involved in Professional Development Opportunities for the new Benchmark curriculum.

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

Common Planning

Person Monitoring:

Kim Marks- Principal

By When/Frequency:

Monthly

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

Common Planning- intentional plannings with agendas showing what was discussed to positively impact student achievement. When educators collaborate regularly, they align their pacing, learning objectives, and assessments. This creates a viable curriculum across the entire grade level or department, ensuring every student has equitable access to high-quality instruction.

Action Step #2

Professional Learning

Person Monitoring:

Kim Marks

By When/Frequency:

Ongoing

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

Professional Development during PLC- Leadership verifies weekly that teams are using Benchmark Clarifications to establish the required level of instructional depth.

Utilize District Curriculum Specialists- Leadership will keep an open line of communication with district curriculum specialists in assisting with the Benchmark Curriculum for teachers and modeling when needed.

Action Step #3

Data Review- Grade level teams will look at pertinent data to determine where strengths and weaknesses are occurring and create a plan to continue to impact student achievement.

Person Monitoring:

Kim Marks

By When/Frequency:

Monthly

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

We will have monthly data reviews with grade level teams to dissect pertinent student data leading to standard mastery. The discussion will consist of whether or not the various Tiers of Instruction need to be changed for some students. Data discussions will impact students by providing the necessary instructional moves to impact student achievement.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

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.

Intervention in foundational reading and math skills to address learning gaps identified by the prior year's assessment data. This will include targeted small group instruction for our ESSA subgroups to ensure that we close the gap between all students and the specific subgroups. Our SWD subgroups have historically had lower proficiency and learning gains compared to the school population. The data from the past several years is stagnant in our SWD subgroup, many who are also in our lower quartile due to significant gaps in reading and math skills. Focusing our attention on those students and creating flexible small groups for intervention, will better monitor the progress and provide interventions for those students.

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.

Walkthrough data will indicate at least 75% of ELA and Math classrooms demonstrate evidence of differentiated instruction and targeted interventions specifically designed for SWD. The proficiency of SWD in both ELA and Math will increase by at least 5% points, reaching 50% proficiency in ELA and 55% proficiency in Math by PM3.

Monitoring

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

- Weekly PLCs
- Quarterly student data chats
- Monthly MTSS check-ins with ITF
- Walkthrough data
- Monthly Attendance Meetings

Person responsible for monitoring outcome

Kim Marks

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:

Teachers will implement a variety of developmentally appropriate engagement strategies in their daily lesson plans to increase student engagement as evidenced by walkthrough data. We would like to see 90% of our teachers implementing engagement strategies based on our walkthroughs. Walkthrough data will be reviewed by administration during our weekly meetings and shared with team leads.

Rationale:

Our SWD subgroups have historically had lower proficiency and learning gains compared to the school population. The data from the past several years is stagnant in our SWD subgroup, many who are also in our lower quartile due to significant gaps in reading and math skills. Focusing our attention on those students and creating flexible small groups for intervention, will better monitor the progress and provide interventions for those students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(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

PLC/PD- "Flooded" and "The Element of Wonder"

Person Monitoring:

Kim Marks

By When/Frequency:

Monthly

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

Content and whole group PLC meetings will center around leveraging practices using "Flooded" and "The Element of Wonder." Total Participation Techniques will be provided during Professional development and PLC times for teacher to help increase engagement strategies. District trainers will be provided to assist with Total Participation Techniques in regards to the curriculum. Open

classrooms will be available for peer visits.

Action Step #2

Data Review

Person Monitoring:

Kim Marks

By When/Frequency:

Monthly

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

We will have monthly data reviews with self contained, Inclusion, and VE teachers to dissect pertinent student data leading to standard mastery.

Action Step #3

Common Planning

Person Monitoring:

Kim Marks

By When/Frequency:

Weekly

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

Common Planning- intentional plannings with individualized educational plans showing what was discussed to positively impact student achievement. When educators collaborate regularly, they align their pacing, learning objectives, and assessments. This creates a viable curriculum across the entire grade level or department, ensuring every student has equitable access to high-quality instruction.

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.

An area where we need to focus our attention that impacts our learning environment is attendance. We will work to increase student attendance across the school. In the past year, attendance has become an area where we need to focus our attention, due to the direct impact it has on our school learning environment. We are using tangible incentives and creating excitement for student learning. We are also continuing our student success team meetings to work with families to increase student 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.

Based on Synergy data, our area of focus will be increasing student attendance. By using the strategies and the action plan as described in the School Improvement Plan, we will reduce

absenteeism 10% by the end of the 2025-2026 school year.

Monitoring

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

We will continue to use Hawk Tickets. We will continue to implement the 100% attendance display for classes. This creates a positive competition across the school. Teachers will continue creating a positive engaging class environment where students don't want to miss school. Class certificates are awarded for the classes per grade level with the highest attendance each nine weeks.

Person responsible for monitoring outcome

Kim Marks

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:

Creating a positive school and class environment will impact students creating an environment they will want to attend. We will use positive reinforcements. This year we have also increased opportunities for activities (art club, robotics, music) which we hope to create experiences students will want to participate in which will have a positive impact on attendance. Creating a welcoming environment where students are greeted each morning in a positive manner, will also help boost attendance.

Rationale:

Creating a school atmosphere where students are engaged in lessons and the school environment, will help aid in reducing the number of absences. We want to create a school culture where students will want to come to school.

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

Absences

Person Monitoring:

Administration Team

By When/Frequency:

Weekly

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

1. Soaring Hawk Tickets
2. 100% club
3. Teacher phone calls home
4. SST Meetings when necessary
5. PBIS Team will meet to create incentive initiatives based on the collected data

Action Step #2

Buddy Teacher- A check in teacher will be provided to check in with students who have been identified as having chronic absenteeism.

Person Monitoring:

Admin Team

By When/Frequency:

Weekly

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

Buddy teachers will be paired with students who have been identified as having chronic absenteeism. This will help promote a sense of belonging and community within the school environment. It is our hope that this will help boost our attendance which will have a positive impact on student achievement.

Action Step #3

Absences-Data Review

Person Monitoring:

Kim Marks

By When/Frequency:

Monthly

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

By reviewing the attendance data monthly, it is our hope that with the implementation of specific positive school wide initiatives, we will see a decrease in chronic absences.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

District staff are invited to our monthly data/problem solving meetings where we review all data sources and our teaching practices to determine the distribution and utilization of all available resources. This allows us to closely monitor student achievement and to make any necessary adjustments to meet the identified needs of our students.

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 following data will be used to address the needs of our students: beginning, middle and end of year progress monitoring (STAR/FAST); Acadience; Lexia; Benchmark End of Module Assessments.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

R. C. BANNERMAN LEARNING CENTER



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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

Bannerman Learning Center's mission is to create a positive, safe, and supportive environment that promotes excellence in teaching and learning. The unique potential of each individual is recognized and encouraged in a challenging and diverse setting. Through the growth and advancement of students and staff, knowledge and skills are gained to meet life's challenges and develop active, responsible citizens for our democratic society.

Provide the school's vision statement

R. C. Bannerman Learning Center exists to prepare non-traditional students for success in a global and competitive workplace by acquiring positive life skills and becoming life-long learners.

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

Stephanie Palmer

stephanie.palmer@myoneclay.net

Position Title

Principal and Title IX Coordinator

Job Duties and Responsibilities

Responsible for implementing and facilitating PBIS programs while providing professional development for staff that fosters growth in PBIS, SEL programs, and raising the academic expectations of students, faculty and staff.

Leadership Team Member #2

Employee's Name

Brian Cox

brian.cox@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Assist the principal in all aspects of instruction and operation of school functions

Leadership Team Member #3

Employee's Name

Bridget Payne

bridget.payne@myoneclay.net

Position Title

School Counselor

Job Duties and Responsibilities

School counselor who works with guidance team and others to support students' academic success. Primary person responsible for coordinating social emotional learning activities during the school day.

Leadership Team Member #4

Employee's Name

Jennifer Zimmerman

jennifer.zimmerman@myoneclay.net

Position Title

ESE Curriculum Specialist

Job Duties and Responsibilities

As the ESE Curriculum Specialist, Ms. Zimmerman monitors ESE compliance and PBIS data

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.

Our School Improvement Plan (SIP) development process is built upon a collaborative framework that ensures broad stakeholder involvement, reflecting our commitment to shared ownership and continuous improvement. Input from various groups is systematically gathered, analyzed, and integrated into the plan to ensure it is comprehensive, responsive, and relevant to the needs of our school community.

The process for involving stakeholders is as follows:

1. School Leadership Team (Ongoing Involvement):

- Process: The School Leadership Team (Administration: Mrs. Palmer and Mr. Cox, Dean Mcghghy, School Counselor Mrs. Payne), teacher leaders and department heads, served as the core development team for the SIP. They met regularly throughout the spring semester (March-May 2026) to analyze prior year data, identify areas of focus, research evidence-based interventions, and draft initial action steps.
- Input Use: Their deep understanding of instructional practices, school operations, and student data formed the foundational elements of the SIP's areas of focus, measurable outcomes, and intervention strategies. Their expertise ensured that proposed actions were feasible, data-driven, and aligned with district goals.

2. Teachers and School Staff (Monthly PLCs & Dedicated Work Sessions):

- Process: Teachers and other school staff were actively involved through existing monthly Professional Learning Community (PLC) meetings during April and May 2025. Dedicated SIP work sessions were held within these PLCs. Staff provided feedback on preliminary data analysis, brainstormed potential contributing factors for low performance, and proposed specific instructional strategies and supports for each Area of Focus. A survey was also distributed to all staff to gather perspectives on school climate and academic challenges.
- Input Use: Teacher input was crucial for refining the "Description of Action Needed" for each action step, ensuring practicality and alignment with classroom realities. Their insights directly shaped the selection of specific evidence-based interventions (e.g., Marzano's 6-Step Vocabulary Process, differentiation strategies in Math) and informed the "Monitoring Description" to ensure effective implementation.

3. Parents and Families (Meetings & Surveys):

- Process: Input from parents and families was solicited in May 2025, where the school's preliminary data and proposed improvement areas were presented. Parents were given opportunities to ask

questions, offer suggestions, and complete a feedback survey. Specific questions focused on their perception of communication, support for academic challenges, and school environment.

- Input Use: Parental feedback primarily informed the "Positive Learning Environment" area of focus, particularly concerning attendance and behavior supports. Suggestions for improved communication about early warning signs and strategies for encouraging school attendance (e.g., communication methods, incentive ideas) were incorporated into the attendance intervention plans and family engagement strategies.

4. Students (Student Focus Groups & Surveys):

- Process: For our secondary school, student input was mandatory and gathered through structured focus groups held during school hours in April 2025. Representatives from various grade levels were invited to share their perspectives on academic challenges, school climate, engagement, and effective support systems. An anonymous student survey was also administered to a broader student population.

- Input Use: Student feedback provided invaluable qualitative data on the "Impact on Student Learning" for all areas, particularly highlighting the challenges associated with chronic absenteeism and disciplinary issues from a student perspective. Their input directly influenced the emphasis on restorative practices and the design of reengagement strategies to make the learning environment more supportive and inclusive.

5. Business or Community Leaders:

- Process: Key business and community leaders, including representatives from local non-profits (e.g., Young Lives for TAPP program, Boomers for Bannerman, UF Master Gardeners), participated in providing feedback in April 2025. They were presented with the preliminary SIP components and asked to provide feedback on potential partnerships, resource alignment, and broader community needs that the school could address.

- Input Use: Their input primarily reinforced the importance of comprehensive support for students beyond academics, particularly for programs like TAPP, and strengthened our commitment to addressing social-emotional needs. Their insights helped validate the need for external resources and partnerships in addressing complex issues like chronic absenteeism.

Through this comprehensive stakeholder engagement process, the School Improvement Plan evolved from a leadership team draft into a robust, community-informed document that reflects the collective wisdom and priorities of our entire school ecosystem, ensuring that the plan is truly responsive to our students' most critical needs.

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)).

Our School Improvement Plan (SIP) is designed as a living document, subject to continuous monitoring and iterative revision to ensure its effective implementation and measurable impact on student achievement, especially for those with the greatest achievement gaps. This ongoing process is multi-faceted and deeply integrated with our existing school operations and stakeholder involvement structures.

A. Regular Monitoring for Effective Implementation and Impact:

Monitoring of the SIP's effective implementation and its impact on student achievement, particularly for students with the greatest achievement gaps (e.g., 7th Grade ELA and 8th Grade Math, identified as 57 percentage points below state average, and students with chronic absenteeism/suspensions), will occur through:

1. **Weekly Administrative Walkthroughs:** The administrative team (Mrs. Palmer, Mr. Cox, Dean Mcghghy) will conduct weekly targeted walkthroughs across all classrooms and relevant school areas. These observations will specifically focus on the fidelity of implementation of the identified evidence-based interventions for ELA (vocabulary instruction), Math (differentiated instruction, conceptual understanding), and Positive Learning Environment (restorative practices, PBIS strategies). Feedback will be provided to teachers promptly, and observations will inform immediate coaching or adjustments.
2. **Bi-Weekly Attendance Team Meetings:** The attendance team (Dean Mcghghy, School Counselor Mrs. Payne, Social Worker, Attendance Secretary) will meet bi-weekly to review the "Attendance Percentage Synergy Report." This includes identifying students whose attendance falls below the 90% threshold, tracking the implementation and effectiveness of tiered attendance interventions (Check & Connect, intensive case management), and making real-time adjustments to support strategies for students with chronic absenteeism.
3. **Monthly Professional Learning Communities (PLCs) and Data Meetings:** ELA and Math PLCs, alongside cross-functional data meetings with the School-Based Leadership Team, will occur monthly. These sessions will be dedicated to:

- **Data Analysis:** Reviewing progress monitoring assessments, Vocabulary.com data, ALEKS growth tracking, and behavioral data (referrals, suspensions) to assess student achievement and growth. Specific attention will be given to the performance of students identified with the greatest achievement gaps.
- **Instructional Alignment:** Discussing the alignment of teaching strategies with curriculum maps and pacing guides.
- **Intervention Effectiveness:** Evaluating the effectiveness of implemented interventions and problem-solving barriers to success.
- **Action Planning:** Developing immediate action plans for individual students or groups needing additional support, and refining instructional approaches.

4. **Quarterly Data Chats with Teachers:** Teachers will hold structured quarterly data chats with the administrative team and/or instructional coaches to deeply analyze individual student data. These discussions will pinpoint specific learning gaps, identify students who are not responding to interventions, and collaboratively plan differentiated strategies or adjustments to support their progress towards state academic standards.

5. **Quarterly Review of Resource Utilization:** During designated leadership team meetings, the use and impact of specific resources (e.g., Vocabulary.com, Math Support Facilitators, Restorative Practices materials) will be reviewed. This ensures resources are effectively leveraged to meet student needs, particularly those with the greatest achievement gaps.

B. Revision of the Plan with Stakeholder Feedback for Continuous Improvement: The SIP will be revised as necessary through a structured process that integrates ongoing monitoring data and continuous stakeholder feedback:

1. **Mid-Year SIP Review (January/February 2026):** The School Leadership Team will conduct a comprehensive mid-year review of the SIP, utilizing all cumulative data from weekly, bi-weekly, and monthly monitoring cycles. This review will specifically assess progress towards the measurable outcomes for ELA, Math, and Attendance, with a sharp focus on the achievement of students with the greatest gaps compared to state averages.

- **Stakeholder Feedback Integration:** Input gathered through ongoing informal feedback mechanisms (e.g., teacher suggestions in PLCs, parent conversations with counselors, student feedback) will be summarized and presented to the leadership team.
- **Revision Decision:** Based on the mid-year data and stakeholder feedback, the leadership team will identify interventions that require immediate adjustment, new strategies that need to be introduced, or

areas of focus that may need re-prioritization.

2. Annual SIP Review and Development for Next Cycle (May/June 2026): At the conclusion of the academic year, the comprehensive annual evaluation (as described in Part VI) will take place. This extensive review will form the foundation for revising the current SIP and developing the plan for the subsequent academic year.

- Formal Stakeholder Input: This review will include formal presentations to and feedback sessions with all key stakeholders:
- School Leadership Team: Will lead the data analysis and proposed revisions.
- Teachers and School Staff: Will participate in dedicated SIP work sessions in PLCs to review annual data, reflect on intervention effectiveness, and propose revisions to instructional strategies and support structures.
- Parents and Families: Will be invited to an annual forum (e.g., Meetings, Surveys) where overall SIP progress and proposed revisions for the next year will be shared, and their feedback will be actively solicited through surveys and open discussion.
- Students: (Mandatory for secondary schools) will provide feedback through end-of-year surveys and focus groups on their experiences with learning interventions, school climate, and areas where they felt supported or needed more help. Their perspectives are crucial for refining interventions, especially for those with the greatest gaps.
- Business and Community Leaders: Will provide input during meetings on how external partnerships can better support school goals, particularly regarding student well-being and attendance.
- Data-Driven Revision: All revisions will be explicitly tied to the analysis of student achievement data and feedback, ensuring that the plan remains dynamic and responsive to evolving student needs and school performance. This commitment to continuous improvement ensures the SIP is consistently adapted to support all students in meeting state academic standards, with particular emphasis on accelerating the progress of those with the greatest achievement gaps.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK, 6-12
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL IMPROVEMENT RATING HISTORY	2025-26: 2024-25: MAINTAINING 2023-24: I 2022-23: 2021-22: MAINTAINING

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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								10	17	27
Absent 10% or more school days								8	9	17
One or more suspensions								4	3	7
Course failure in English Language Arts (ELA)								1	2	3
Course failure in Math								9	12	21
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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								9	13	22

Current Year 2026-27

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	2	3	
Students retained two or more times								0	0	0	

Prior Year (2025-26) 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	
School Enrollment										0
Absent 10% or more school days								9	20	29
One or more suspensions								7	22	29
Course failure in English Language Arts (ELA)								1	4	5
Course failure in Math								2	4	6
Level 1 on statewide ELA assessment								8	23	31
Level 1 on statewide Math assessment								8	18	26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) 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								4	17	21

Prior Year (2025-26) 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								1	4	5
Students retained two or more times								1	1	2

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 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
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days	25	20	22	24	91
One or more suspensions	16	16	14	2	48
Course failure in English Language Arts (ELA)	7	4	2	0	13
Course failure in Math	1	0	0	1	2
Level 1 on statewide ELA assessment			9	12	21
Level 1 on statewide Algebra assessment	4				4

Current Year (2026-27)

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
	9	10	11	12	
Students with two or more indicators	19	12	17	8	56

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	17	14	15	1	47

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	0	0
Students retained two or more times	0	0	0	0	0

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	6	60	64	5	57	61	0	54	58
Grade 3 ELA Achievement		67	64		66	62		58	59
ELA Learning Gains	54	57	62	22	56	61		51	59
ELA Lowest 25th Percentile		52	55		50	55		49	54
Math Achievement*	10	61	64	4	58	62	8	57	59
Math Learning Gains	43	56	61	31	54	60		57	61
Math Lowest 25th Percentile		49	52		49	53		51	56
Science Achievement		58	60	13	55	57		53	54
Social Studies Achievement*	25	77	77	31	75	74	33	74	72
Graduation Rate	75	84	77	70	82	72	61	77	71
Middle School Acceleration		66	79		67	75		68	71
College and Career Acceleration	7	37	61	9	40	56	9	43	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					66	61		59	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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	31%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	220
Total Components for the FPPI	7
Percent Tested	67%
Graduation Rate	75%

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
31%	23%	22%	17%	16%	27%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	30%	Yes	7	2
Black/African American Students	46%	No		
Hispanic Students	42%	No		
Multiracial Students	52%	No		
White Students	25%	Yes	7	2
Economically Disadvantaged Students	33%	Yes	7	

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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	6%		54%		10%	43%			25%		75%	7%	
Students With Disabilities	20%				18%				30%		79%	5%	
Black/African American Students											92%	0%	
Hispanic Students											75%	8%	
Multiracial Students											86%	17%	
White Students	8%				18%						65%	10%	
Economically Disadvantaged Students	14%		50%		23%						73%	6%	

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	5%		22%		4%	31%		13%	31%		70%	9%	
Students With Disabilities	7%		17%		0%	20%					80%	10%	
Black/African American Students											69%	10%	
Hispanic Students											75%	6%	
White Students	15%		20%								66%	10%	
Economically Disadvantaged Students	5%		19%		7%	25%		9%	27%		68%	12%	

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	0%				8%				33%		61%	9%	
Students With Disabilities									30%		63%	8%	
Black/African American Students											63%	8%	
Hispanic Students											72%	3%	
Multiracial Students											69%	18%	
White Students									40%		54%	10%	
Economically Disadvantaged Students	0%				25%				23%		62%	10%	

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	7	22%	62%	-40%	62%	-40%
ELA	8	6%	61%	-55%	60%	-54%
ELA	9	8%	66%	-58%	60%	-52%
ELA	10	0%	69%	-69%	61%	-61%
Math	7	24%	50%	-26%	53%	-29%
Math	8	0%	71%	-71%	61%	-61%
Science	8	14%	61%	-47%	52%	-38%
Civics	8	15%	82%	-67%	75%	-60%
Biology	10	13%	67%	-54%	60%	-47%
Geometry	12	0%	16%	-16%	19%	-19%
History	11	20%	83%	-63%	75%	-55%
Biology	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

ELA Learning gains went up 32%

Math Learning gains went up 12%

Yondr Bag Implementation

Explicit Instruction- Vocab/Intervention

SST Meetings for attendance

Lowest Performance

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

10th Grade ELA was 0%

8th Grade Math 0%

Attendance

Communication conflict- PBIS

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science Achievement went down 6%

ESE students think they just have to sit for it- communication;focus on accomodations

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.

ELA 10th grade was 61% below the state average
see above

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance, behavior, and academics

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Continue focus on explicit instruction- vocabulary/intervention

Continue focus on chronic absenteeism

Continue focus on positive behavior support

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), White Students (WHT), 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.

Description: Explicit Instruction- Vocabulary Acquisition/Intervention. This focus involves the clear and direct teaching of new information, specifically targeting the acquisition and use of academic vocabulary within benchmark-aligned content. As part of the OneClay Vision for Strong Instruction, teachers will model vocabulary usage, breaking complex terms into manageable steps and communicating success criteria clearly.

Impact on Student Learning: Strengthening explicit instruction ensures students move beyond basic memorization to deep application. Students will be able to explain their thinking, use academic vocabulary meaningfully in real-world contexts, and solve non-routine problems (Indicator C.2).

Rationale: This area was identified because last year's data showed critical performance deficits, with 0% proficiency reported in both 10th-grade ELA and 8th-grade Math. Furthermore, "explicit instruction" was ranked as a top priority for school improvement to address these academic gaps.

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.

By May 2027, ELA and Math achievement levels will increase by at least 10 percentage points, as measured by statewide assessments. We will also monitor walkthrough data to ensure that in 80% of observations, students are observed authentically using nuanced vocabulary in real-world contexts (Indicator S.1 Advanced).

Targeted Growth Goal:

- 2025-2026 Baseline Proficiency: ELA 10th grade 0%
- 2025-2026 Federal Percent of Points Index in ESSA Subgroups- White 25%, SWD-30%, ED-33%
- 2026-2027 Goal: 41% federal percent of points index or higher

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress toward desired outcomes will be monitored through:

- Daily Classroom Walkthroughs: Administrators will conduct daily walkthroughs to collect data on school specific indicators aligned with our vocabulary focus, specifically looking for the cognitive lift where students-not just the teacher- are using nuanced academic language.
- Weekly Professional Learning Communities: Teachers will engage in the Inquiry Cycle to analyze student work samples related to vocabulary benchmarks. This allows teams to identify which students have met success criteria and which require immediate intervention.
- Monthly School-Based Leadership Team (SBLT) Meetings: The SBLT will utilize the Tier 1 Problem Solving Protocol to review aggregated walkthrough trends and achievement data. This monthly review ensures that our professional learning sessions are adjusted in real-time to address any identified deficits in vocabulary instruction.
- Weekly Admin Team Meetings: Principal and Assistant Principal will meet weekly to align walkthrough feedback, ensuring that messaging to staff regarding vocabulary implementation remains cohesive and rigorous.

Impact: Ongoing monitoring will directly impact student achievement outcomes by transforming data in leading indicators. Rather than waiting for end-of-year assessments, this system allows us to:

- Perform Real-Time Instructional Pivots: By identifying instructional gaps through daily walkthroughs, teachers can adjust Tier 1 instruction immediately to close gaps before they impact benchmark results.
- Targeted Resource Allocation: The SBLT will use real-time data trends to proactively reallocate coaching support and instructional resources to the grade levels or subgroups demonstrating the greatest need for vocabulary support.
- Foster Instructional Coherence: Consistent monitoring ensures that the “how-to” strategies provided in professional learning sessions are being implemented with fidelity in every classroom, ensuring a high-quality, rigorous experience for all students.

Person responsible for monitoring outcome

Principal Stephanie Palmer/Assistant Principal Brian Cox/Interventionist Teacher

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:

Evidence-based intervention: The school will implement Explicit Instruction, which involves the clear and direct teaching of academic vocabulary. This practice includes teacher modeling of complex terms, breaking down work-solving strategies into manageable steps, and providing clear success criteria for student usage. Additionally, SRA curriculum will be purchased through UniSIG grant to help support reading instruction. **Monitoring:** This intervention will be monitored through daily classroom walkthroughs to observe the cognitive lift where students authentically apply nuanced vocabulary. Additionally, weekly PLCs will use the Inquiry Cycle to analyze student work to determine if students are meeting vocabulary benchmarks.

Rationale:

This strategy was selected because last year's data showed 0% performance in 10th grade ELA and 8th grade Math. Explicit instruction is a proven method that significantly improves student learning by removing ambiguity and building foundational knowledge systematically.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

Teachers will implement explicit modeling of new vocabulary, breaking complex terms into manageable steps and using academic scaffolds like graphic organizers.

Person Monitoring:

Classroom Teachers

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To monitor the impact of explicit modeling of new vocabulary and the use of academic scaffolds like graphic organizers, the school will utilize a continuous improvement cycle consisting of daily, week, and monthly data reviews.

1. Admin will use school-specific indicators aligned with the OneClay Vision to verify that teachers are explicitly modeling the how-to of academic language.

a. Admin will observe if the student tasks match the rigor of the benchmark (Instructional Indicator C.2) and if students are doing the cognitive lift- authentically using the new vocabulary in context rather than just copying definitions.

b. Real-time feedback will be provided to teachers to ensure that scaffolds like graphic organizers are being implemented effectively and removed once students demonstrate proficiency (Instructional Indicator T.2).

2. Teachers will meet weekly to engage in the PLC Inquiry Cycle

a. Teachers will bring student work samples, such as completed graphic organizers, to analyze the depth of student understanding.

b. If data shows students are struggling, the PLC will plan immediate instructional pivots or different scaffolds.

3. The SBLT will meet monthly to provide systemic oversight using the Tier 1 Problem Solving Protocol.

a. The team will review aggregated walkthrough trends from the Walkthrough Dashboard to see if explicit modeling is consistent across all grade levels.

b. By correlating walkthrough data with monthly student performance data, the SBLT can determine if the focus on vocabulary is closing achievement gaps. If a deficit is identified, the SBLT will proactively adjust the next professional learning session to address specific instructional needs.

4. The admin team will meet weekly to align walkthrough feedback. This ensures that all leaders are looking for the same manageable steps in vocabulary modeling and that the monitoring of academic scaffolds remains cohesive and rigorous across the entire campus.

Action Step #2

Principal/Assistant Principal/Intervention Teacher will facilitate monthly whole-group interactive sessions and peer-observation cycles focused on high-leverage vocabulary strategies.

Person Monitoring:

Principal/Assistant Principal/Intervention Teacher

By When/Frequency:

PLC meetings monthly and peer-observations as needed.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To monitor the impact of our monthly interactive professional learning sessions and peer-observation cycles on high-leverage vocabulary strategies, we will utilize the structured school improvement cycle to ensure that teacher growth translates directly to student achievement. The effectiveness of these professional learning sessions and peer cycles will be monitored through several key leadership layers:

1. Daily Classroom Walkthroughs
2. Weekly Admin Team Meetings
3. Monthly SBLT Oversight
4. Artifact Analysis in PLCs

Ongoing monitoring of this action step will impact student achievement in the following ways:

1. Increased Tier 1 Proficiency
2. Real-Time Instructional Pivots
3. Instructional Coherence

Action Step #3

The SBLT will meet monthly to analyze student work samples to determine effectiveness of Tier 1 Vocabulary interventions.

Person Monitoring:

Admin/SBLT/Intervention Teacher

By When/Frequency:

Monthly Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To monitor the impact of the SBLT meeting monthly to analyze student work samples, we will utilize the following structured monitoring processes to ensure our Tier 1 Vocabulary interventions are driving the desired academic growth:

1. Tier 1 Problem Solving Protocol
2. Responsiveness to the PLC Inquiry Cycle
3. Correlation with Walkthrough Trends (Instructional Indicator C.2)
4. Leading Indicators Analysis

This monthly review by the SBLT ensures that our Tier 1 interventions are not static, but are constantly refined to resolve learning gaps before they impact high-stakes benchmark results.

1. Real-time Instructional Pivots
2. Proactive Resource Allocation
3. Ensuring Cognitive Lift

Action Step #4

Targeted Subgroup Support through hiring an Interventionist Teacher

Person Monitoring:

Principal Stephanie Palmer

By When/Frequency:

Hiring process to be completed by November 2026; impact monitoring will occur monthly through the SBLT and weekly through PLCs.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school will recruit and hire a content-specific intervention teacher to provide targeted Tier 2 and Tier 3 support, directly addressing the Every Student Succeeds Act (ESSA) subgroup performance gaps and critical academic deficits. This role is essential for moving subgroups with a Federal Index below 41% (ATSI) toward proficiency.

1. Academic Deficits: Providing small-group, explicit instruction for students in the 0% proficiency areas of 10th-grade ELA and 8th-grade Math.
2. Students with Disabilities (SWD): Implementing specific accommodations and communication strategies to shift the subgroup's mindset from "just having to sit for" assessments to active achievement, particularly in Biology and Geometry where scores declined by 22% and 18% respectively.
3. White and Economically Disadvantaged (ED/FRL) Subgroups: Utilizing the Early Warning System (EWS) to identify at-risk students within these groups who are among the 118 chronically absent students or the 56 secondary students with two or more indicators.

To monitor the impact of the intervention teacher through the structured School Improvement Cycle, the team will utilize:

1. Subgroup Data Disaggregation
2. Instructional Coherence (PLCs)
3. Walkthroughs for "Cognitive Lift"
4. Mid-Year January Data Chats
5. Attendance-Achievement Correlation

Action Step #5

Procurement of Evidence-Based SRA Curriculum for Targeted Subgroup Support

Person Monitoring:

Principal Stephanie Palmer / Assistant Principal Brian Cox

By When/Frequency:

Procurement to be completed by November 2026; implementation and impact monitoring will occur through monthly SBLT meetings and weekly PLCs throughout the 2026-2027 school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school will purchase additional SRA curriculum materials to serve as a Tier 2 and Tier 3 evidence-based intervention framework. This action specifically targets the needs of ESSA subgroups, including Students with Disabilities (SWD), White, and Economically Disadvantaged (ED) students, to move them toward the Federal Index threshold of 41%.

1. Explicit, Systematic Instruction: Utilizing SRA materials to resolve critical academic deficits identified in pre-work data.
2. Critical Proficiency Deficits: Directly addressing the 0% proficiency areas in 10th-grade ELA and 8th-grade Math.
3. SWD Achievement Declines: Reversing severe performance drops in Biology (-22%) and Geometry (-18%) where SWD performance was a key contributing factor.

To ensure the SRA curriculum effectively closes achievement gaps, the school will utilize a tiered monitoring system:

1. Monthly SBLT Subgroup Analysis
2. Weekly PLC Inquiry Cycles
3. Daily Classroom Walkthroughs
4. Mid-Year January Data Chats

Action Step #6

Hiring of Computer Lab Assistants for Targeted Academic Recovery

Person Monitoring:

Principal Stephanie Palmer / Assistant Principal Brian Cox

By When/Frequency:

Hiring process to be completed by November 2026; impact monitoring will occur monthly through the School-Based Leadership Team (SBLT) and weekly through administrative oversight

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school will recruit and hire two computer lab assistants to provide direct support for testing coordination, credit recovery (via Edgenuity), and intensive test prep. This action step specifically targets ESSA subgroups (Students with Disabilities, White, and Economically Disadvantaged) who represent the 56 secondary students with two or more early warning indicators. These assistants will ensure that students in the 0% proficiency areas of 10th-grade ELA and 8th-grade Math have the supervised time and technical support necessary to engage with rigorous, benchmark-aligned digital content (Instructional Indicator C.2). They will also facilitate accommodations for SWD students during testing to shift the mindset from "just having to sit for it" to active achievement.

The school will evaluate the effectiveness of these lab assistants through the structured CCDS School Improvement Cycle:

1. Monthly SBLT Data Deep Dives
2. Walkthroughs for Cognitive Engagement
3. Weekly Admin Alignment
4. Mid-Year January Data Chats

Action Step #7

Consistent Explicit Intervention through Supplemental Instructional Support Substitutes

Person Monitoring:

Principal Stephanie Palmer

By When/Frequency:

Hiring process to be completed by November 2026; implementation will be daily, with impact monitoring occurring monthly through the School-Based Leadership Team (SBLT).

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school will hire qualified substitutes specifically for ELA and Math classes to ensure the uninterrupted delivery of explicit Tier 2 and Tier 3 interventions. This action step is designed to provide instructional consistency for ESSA subgroups (Students with Disabilities, White, and Economically Disadvantaged) who are currently performing below the 41% Federal Index threshold. These substitutes will either facilitate small-group sessions or provide classroom coverage so that lead teachers can provide high-intensity, explicit instruction focused on vocabulary acquisition and essential benchmarks. This is a direct response to the 0% proficiency reported in 10th-grade ELA and 8th-grade Math.

The school will ensure this supplemental support remains aligned with the SIP through the following structured monitoring cycles:

1. Monthly SBLT Data Review

2. Daily Classroom Walkthroughs
3. Weekly PLC Artifact Analysis
4. Mid-Year January Data Chats

By providing consistent staffing for interventions, the school transforms its data into leading indicators, allowing for real-time pivots that protect the learning time of its most vulnerable student populations.

Action Step #8

Procurement of Data-Monitoring Technology, test prep, testing fees, and supplies for ESSA Subgroup Performance

Person Monitoring:

Principal Stephanie Palmer / Assistant Principal Brian Cox

By When/Frequency:

Procurement and training to be completed by November 2026; impact monitoring will occur monthly through the School-Based Leadership Team (SBLT) and weekly through administrative oversight

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school will purchase instructional technology, test prep, testing fees, and supplies to facilitate the continuous monitoring of ESSA subgroups (Students with Disabilities, White, and Economically Disadvantaged). This technology will enable the SBLT and teachers to instantly disaggregate academic, attendance, and behavioral data, ensuring a rapid response to the needs of subgroups currently performing below the 41% Federal Index threshold (ATSI). Specifically, these tools will be used to track the 118 chronically absent students and the 56 secondary students with multiple early warning indicators identified in the pre-work, ensuring they receive consistent access to core instruction.

The impact of this technology, test prep, testing fees, and the supplies will be evaluated through the CCDS School Improvement Cycle:

1. Monthly SBLT Data Deep Dives
2. Daily Classroom Walkthroughs
3. Weekly Admin Team Meetings
4. Mid-Year January Data Chats

By implementing this technology, the school transforms static data into leading indicators, allowing for real-time instructional pivots that directly support student achievement outcomes.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), White Students (WHT), 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.

This focus targets the multiple ESSA subgroups (SWD, White, and ED) identified through the Early Warning System (EWS) as being absent for 10% or more school days. The school will use Tier 1

Problem-Solving Protocols to identify barriers and foster a sense of belonging in the classroom community.

Impact: Attendance is a primary early warning indicator that directly affects student proficiency. By reducing absenteeism, we ensure that students have consistent access to core instruction, which is essential for closing achievement gaps and staying on track for graduation.

Rationale: Pre-work data from the 2025-2026 school year identifies a significant concern with 27 students in grades 7-8 and 91 students in grades 9-12 meeting the threshold for chronic absenteeism. Attendance was explicitly ranked as one of the school's highest concerns.

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.

For the 26/27 school year, we aim to reduce the number of students in the multiple subgroups with a 10% or higher absence rate by 20% through proactive family engagement and building a stronger sense of student belonging.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress toward reducing chronic absenteeism will be monitored through several key leadership structures:

- Weekly Admin Team Meetings: Principal and Assistant Principal will review school-wide Tier 1 attendance data every week to identify immediate trends and students who are beginning to meet the 10% absence threshold.
- Monthly SBLT Meetings: The SBLT will use a Tier 1 Problem Solving Protocol to analyze monthly attendance data, identifying systemic barriers and ensuring resources are aligned to support students who are off track.
- Grade-Grade Level Data Chats: In January, the admin team will lead data chats with teachers to specifically review PM2 academic progress alongside attendance trends, facilitating a deep dive into the correlation between presence in class and student mastery.

Impact: Ongoing monitoring of attendance acts as a leading indicator, allowing the leadership team to forecast which students are at risk for potential deficiencies in reading or math before high-states testing occurs. By ensuring students are present for core instruction, we maximize their opportunity to engage with rigorous, benchmark-aligned tasks, which is the primary driver for increasing

proficiency and ensuring on-time graduation.

Person responsible for monitoring outcome

Admin/SBLT/Interventionist Teacher

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:

Evidence-based intervention: We will utilize the Tier 1 Problem-Solving Protocols within a Multi-Tiered System of Support (MTSS) framework. This focuses on building a “Culture of Learning” where students feel they belong and see value in their education through morning meetings and proactive family engagement. Monitoring: The SBLT will meet monthly to analyze EWS data to identify students missing 10% or more school days. In January, admin will lead grade-level data chats to review PM2 data and attendance trends, adjusting support for students who are off track.

Rationale:

This strategy addresses the 118 total students identified as chronically absent last year (27 junior high and 91 high school). Attendance is the primary early warning indicator that directly impacts student proficiency and overall school safety and success

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

The SBLT and Intervention teacher will conduct monthly Tier1 Problem-Solving Protocols to identify attendance barriers and reallocate resources to support at-risk students.

Person Monitoring:

Admin/SBLT/Intervention Teacher

By When/Frequency:

Monthly Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To monitor the impact of the SBLT and Intervention Teacher conducting monthly Tier 1 Problem-Solving Protocols for attendance, the school will utilize a structured cycle of data review and resource alignment as outlined in the CCDS School Improvement Playbook.

1. Monthly SBLT Data Reviews
2. Tier 1 Problem-Solving Protocols
3. Resource Allocation

4. Admin Oversight**5. Mid-Year Data Chats**

Ongoing monitoring of this action step directly influences student success by transforming attendance data in leading indicators.

1. Proactive Intervention
2. Instructional Coherence
3. Forecasting Needs

Action Step #2

Teachers will utilize morning meetings and collaborative structures to foster a culture where students feel they belong in the classroom community.

Person Monitoring:

Classroom Teachers

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To monitor the impact of morning meetings and collaborative structures designed to foster a sense of belonging, our school will utilize the CCDS School Improvement Cycle, focusing on real-time climate data and long-term behavioral trends.

1. Daily Classroom Walkthroughs (Instructional Indicator S.3 & C.3)
2. Weekly Admin Team Meetings
3. Monthly School-Based SBLT Oversight

Ongoing monitoring of our classroom culture directly impacts student success by addressing the foundational needs for learning:

1. Increased Engagement
2. Maximizing Instructional Time
3. Removing Barriers to Proficiency

Action Step #3

The admin team will lead grade-level data chats in January to review PM2 data and attendance trends, adjusting support for students who are off track.

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

Quarterly for attendance and Mid-Year to review PM2 data.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To monitor the impact of the Mid-Year grade-level data chats, the school will utilize the structured cycles of the CCDS School Improvement System to ensure that these discussions translate into immediate, actionable changes in student support.

1. Weekly Admin Team Meetings
2. SBLT Monthly Review using the Tier 1 Problem-Solving Protocol
3. Daily Classroom Walkthrough Data
4. Master Schedule Adjustments

Ongoing monitoring of these January chats directly impacts achievement by transforming data from a report of past performance into a forecast of future needs.

1. Real-time Instructional Pivots
2. Proactive Resource Allocation
3. Fostering Attendance for Proficiency
4. Ensuring Rigor for All

Action Step #4

Strategic Hiring of an Attendance & Belonging Intervention Teacher

Person Monitoring:

Principal Stephanie Palmer

By When/Frequency:

Recruitment and hiring to be completed by November 2026 ; Impact monitoring will occur weekly through Administrative Team Meetings and monthly through the School-Based Leadership Team (SBLT) .

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school will hire a dedicated intervention teacher to provide intensive support for the multiple ESSA subgroups (Students with Disabilities, White, and Economically Disadvantaged) identified as chronically absent. This position will focus on the 118 total students (27 in grades 7-8 and 91 in grades 9-12) who met the threshold for chronic absenteeism during the 2025-2026 school year. The interventionist will work with the SBLT to implement Tier 1 Problem-Solving Protocols to identify root causes and systemic barriers to attendance. Additionally, the teacher will facilitate structures designed to foster a sense of belonging ("I belong"), ensuring students see the value in their education and feel connected to the classroom community.

The school will ensure the effectiveness of this role through a structured continuous improvement cycle:

1. Monthly SBLT Data Deep Dives
2. Weekly Administrative Oversight
3. January Mid-Year Data Chats
4. Climate Survey Analysis

Ongoing monitoring of this action step ensures that the school proactively addresses attendance—a primary early warning indicator—to guarantee that every student has the consistent access to core instruction required for on-time graduation.

Action Step #5

Leadership Professional Development in Dropout Prevention and Student Motivation

Person Monitoring:

Principal Stephanie Palmer / Assistant Principal Brian Cox/Dean Linda Mcghghy

By When/Frequency:

National Dropout Prevention Conference attendance in Fall 2026; ongoing impact monitoring monthly through the School-Based Leadership Team (SBLT) .

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration and the Dean will attend the National Dropout Prevention Conference to obtain evidence-based professional development specifically aligned with motivating at-risk students and improving attendance. This action step targets the 118 chronically absent students (27 in grades 7-8 and 91 in grades 9-12) identified in the pre-work data, with a specific focus on the ESSA subgroups (Students with Disabilities, White, and Economically Disadvantaged) performing below the 41% Federal Index threshold. The team will focus on acquiring strategies to remove systemic barriers to attendance and build a "Culture of Learning" where students feel they belong ("I belong") and see clear value in master-aligned instruction.

The school will ensure the professional development translates into measurable outcomes through the CCDS School Improvement Cycle:

SBLT Strategy Implementation: Insights and motivational frameworks from the conference will be presented to the School-Based Leadership Team (SBLT) to refine the school's Tier 1 Problem-Solving Protocols for attendance.

1. Monthly EWS Data Analysis
2. Walkthroughs for Active Participation
3. Climate Survey Correlation
4. Mid-Year January Data Chats

IV. Positive Learning 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.

Description: This focus centers on the Positive Behavior and Intervention System (PBIS), where Tier 1 behavior expectations are intentionally planned, explicitly taught, and consistently reinforced within the context of instruction (Instructional Indicator C.3). Teachers will model self-regulation strategies and “I” statements to resolve conflicts respectfully.

Impact: Explicitly teaching behavioral expectations help students understand the direct link between their conduct and their ability to achieve learning targets. It fosters a safe, supportive culture where students can collaborate respectfully, increasing overall engagement and reducing time lost to disruptions.

Rationale: Last year, a total of 65 (17 in 7-8 and 48 in 9-12) received one or more suspensions. Additionally, the School Climate Survey showed that while students feel safe, students, staff, and parents all agree that student-to-student respect is a critical area for growth. Behavior supports were subsequently ranked as a high priority for the 26/27 school year.

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.

Decrease the total number of suspensions by 15% and increase positive responses on the “Student-to-Student Respect” portion of the School Climate Survey by 10%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The effectiveness of our PBIS framework will be monitored through the following methods:

- **Daily Classroom Walkthroughs:** Admin will conduct daily visits to observe the implementation of Instructional Indicator C.3, specifically looking for teachers who intentionally plan and explicitly reinforce Tier 1 behavior expectations within the context of their instruction.
- **Walkthrough Dashboard Reviews:** During weekly admin meetings, the team will review aggregated walkthrough trends to verify if the “look fors” for positive behavior and student self-regulation are evident across all grade levels.
- **Monthly Data Analysis:** The SBLT will monitor behavioral data, including the number of students with one or more suspensions, to determine if our targeted behavioral response plans are reducing disruptions and fostering student-to-student respect.

Impact: Consistent monitoring of our behavior support system ensures that instructional time is maximized and that students are emotionally and mentally activated for learning. When behavioral expectations are clear and reinforced, students can focus their cognitive energy on explaining their thinking and solving non-routine problems rather than navigating social conflict. Ultimately, this monitoring allows us to resolve learning gaps caused by behavioral disruptions before they negatively impact our mid-year and end-of-year benchmark results.

Person responsible for monitoring outcome

Admin/SBLT/Intervention Teacher

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:

Evidence-based intervention: The school will implement Explicit Teaching of Behavioral Expectations (Tier 1 PBIS). Behavior expectations will be intentionally planned and taught within the context of instruction. Teachers will also utilize Moment of Disruption de-escalation strategies and model “I” statements to foster self-regulation. Monitoring: Progress will be monitored via Daily Walkthroughs looking for the intentional reinforcement of positively stated expectations during transitions and tasks. The SBLT will conduct monthly reviews of suspension data and School Climate Survey trends regarding “student-to-student respect”.

Rationale:

Rationale: This focus is driven by the 65 students who received one or more suspensions last year and survey data indicating that student respect is a critical opportunity for growth. Explicitly teaching these behaviors ensures students understand the link between their actions and their academic success

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

At the start of each task, teachers will explicitly state behavioral expectations. Ex: “We are working in small groups; our expectation is respectful collaboration

Person Monitoring:

Classroom Teachers

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To monitor the impact of teachers explicitly stating behavioral expectations at the start of each task, we will utilize the layers of the CCDS School Improvement System to ensure this practice is implemented with fidelity and is improving our school culture.

1. Daily Classroom Walkthrough Data
2. Weekly Admin Team Meetings
3. Monthly SBLT Meetings
4. PLC Inquiry Cycles

Ongoing monitoring of this action step directly impacts student success by creating a culture of learning that maximizes instructional time.

1. Increased Instructional Efficiency
2. Fostering Academic Ownership
3. Safe and Supportive Environment

Action Step #2

Staff will receive professional learning on Moment of Disruption strategies, such as “acknowledging student power” and using “I” statements to model self-regulation.

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

Pre-planning meeting

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To monitor the impact of professional learning on Moment of Disruption Strategies and use of “I” statements, we will utilize the layers of the CCDS School Improvement System to ensure these de-escalation techniques are effectively fostering a culture of self-regulation.

1. Daily Classroom Walkthroughs (Instructional Indicator T.3)
 - a. Look Fors
 - b. Modeling Regulation
 - c. Real-time Feedback
2. Weekly Admin Meetings
 - a. Feedback Alignment
 - b. Evaluation of PL
3. Monthly SBLT Oversight
 - a. Leading Indicators

b. Data Correlation

4. PLCs

a. Artifact Analysis

Ongoing monitoring of this action step ensures that students are not just compliant, but are internally motivated to maintain a positive learning environment. By resolving social conflicts through modeled self-regulation and "I" statements, we maximize instructional time, allowing students to focus their cognitive energy on rigorous, benchmark-aligned tasks rather than the stress of classroom disruptions

Action Step #3

Teachers will co-create classroom norms with students, allowing them to take accountability for their own behavior and its impact on the learning environment.

Person Monitoring:

Classroom Teachers

By When/Frequency:

By the end of the week of school

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To monitor the impact of teachers co-creating classroom norms with students, our leadership team will implement a comprehensive monitoring cycle anchored in the OneClay Vision and the CCDS School Improvement Playbook. This action step is designed to move our school toward the Advanced Implementation level of Instructional Indicator C.3, where students internalize expectations and understand the direct link between their behavior and their ability to achieve learning targets.

1. Daily Classroom Walkthroughs

2. Weekly Admin Meetings

3. Monthly SBLT Oversight

4. PLC Inquiry Cycles

Ongoing monitoring of this action step will transform our school culture from one of compliance to one of collective responsibility, directly impacting achievements in the following ways:

1. Maximizing Instructional Times

2. Building a Supportive Community

3. Fostering Lifelong Skills

Action Step #4

Targeted Behavioral Interventionist for ESSA Subgroup Support

Person Monitoring:

Principal Stephanie Palmer

By When/Frequency:

Recruitment and hiring to be completed by November 2026 ; impact monitoring will occur weekly through administrative team meetings and monthly through the School-Based Leadership Team (SBLT) .

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school will hire a dedicated intervention teacher to provide intensive Tier 2 and Tier 3 support specifically for students within the ESSA subgroups (SWD, White, and ED) who are exhibiting high-frequency disruptive behaviors. This role will focus on the 65 students (17 in grades 7-8 and 48 in grades 9-12) who received one or more suspensions last year, aiming to resolve the "student-to-student respect" gap identified in the School Climate Survey. The interventionist will ensure that Tier 1 behavior expectations (Indicator C.3) are explicitly taught and reinforced, while modeling self-regulation strategies and "I" statements to foster a safe, supportive culture for these targeted subgroups.

The effectiveness of this action step will be monitored through a subgroup-specific continuous

improvement cycle:

1. Subgroup Data Disaggregation
2. Walkthroughs for Subgroup Engagement
3. Weekly Admin Alignment
4. Mid-Year Data Chats

By explicitly targeting these subgroups, the school ensures it meets ESSA compliance and moves all student groups toward the Federal Index threshold of 41%.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (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.

Our school will implement a continuous cycle of review for all resources, particularly those allocated to address the identified needs of students as a CSI-identified school. This process is embedded within our existing data analysis and PLC structures and will involve:

1. Quarterly Resource Allocation Review: During quarterly data chats and leadership team meetings, we will specifically review how resources (e.g., funding, personnel, technology, curriculum materials, professional development) are being utilized to support the interventions for ELA, Math, and Positive Learning Environment. This review will assess fidelity of implementation and initial impact on student data.
2. Annual Resource Effectiveness Evaluation: At the end of each academic year, a comprehensive evaluation of all resource effectiveness will be conducted. This will involve analyzing cumulative student achievement data (state assessments, benchmark data, attendance, behavior records) in relation to the resources deployed. Stakeholder feedback (teachers, parents, students) will also be collected regarding the perceived usefulness and impact of resources.
3. Needs-Based Resource Adjustment: Based on the quarterly and annual reviews, decisions will be made regarding resource adjustments. Resources that demonstrate strong positive impact on student outcomes will be maintained or expanded, while those showing limited effectiveness will be re-evaluated for modification, replacement, or reallocation to better meet student needs. This ensures resources are dynamically aligned with the most pressing identified needs

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).

Given the identified areas of concern (ELA Achievement, Math Achievement, and Chronic Absenteeism/Suspensions), the following specific resources will be utilized and monitored:

1. Resource: Vocabulary Lessons and Support

- Rationale (Data): Prior year data indicated a 61% deficit in ELA achievement below the district average, with vocabulary mastery being a key contributing factor. Our 0% ELA proficiency baseline highlights the urgent need for targeted vocabulary intervention.
- Plan/Timeline:
- Initial Training: All ELA teachers and relevant content-area teachers will receive initial training on

maximizing Vocabulary Lessons for differentiated instruction by the end of August 2026.

- Weekly Integration & Monitoring: Teachers will integrate Vocabulary Lessons into weekly lesson plans, and student engagement/progress will be tracked weekly by teachers and the administrative team starting September 2026.
- Quarterly Review: Student data from Vocabulary Lessons will be a core component of quarterly data chats to inform instructional adjustments.
- Annual Effectiveness: Evaluate platform's impact on ELA proficiency and vocabulary sections of state assessment by June 2027.

2. Resource: Additional Math Support Facilitators (Personnel)

- Rationale (Data): Math achievement showed the greatest need dropping to 0% proficiency, and there's a 61-percentage point gap in 8th Grade Math compared to the state average. The decline also suggested a gap in adequate support for Students with Disabilities (SWD) in math.
- Plan/Timeline:
- Weekly Collaboration: Support Facilitators will collaborate weekly with classroom teachers to plan differentiated activities and small-group instruction.
- Weekly Monitoring: Administrators (Mrs. Palmer and Mr. Cox) will conduct weekly walkthroughs to observe the effectiveness of push-in services.
- Monthly Data Review: The impact on SWD and overall math proficiency will be a focus of monthly data meetings (reviewing PM Assessments, ALEKS growth).
- Annual Effectiveness: Evaluate the correlation between increased support and improved math proficiency, particularly for SWD, by June 2027.

3. Resource: Restorative Practices Training and Materials

- Rationale (Data): 65 students (17 JHS, 48 HS) experienced suspensions in the prior year, indicating a high rate of disciplinary incidents impacting instructional time. Chronic absenteeism is also highly correlated with suspensions.
- Plan/Timeline:
- Initial Staff Training: All faculty and relevant staff will receive foundational training in restorative practices by the end of August 2026.
- Quarterly Advanced PD: Quarterly follow-up professional development sessions will focus on specific restorative techniques (e.g., restorative practices, conflict resolution strategies) starting October 2026.
- Monthly Behavior Data Review: Dean Mcghghy and Admin team will review disciplinary referral data and suspension rates monthly to track reductions and shifts in behavior.
- Implementation Tracking: Use logs of restorative conversations to monitor the fidelity and frequency of restorative interventions.
- Annual Effectiveness: Assess reduction in suspension rates and improvement in school climate (through informal surveys/focus groups) by June 2026.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

Clay County Schools

RIDEOUT ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (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

Our mission is to increase the academic performance of all students. RideOut Elementary, working in conjunction with all stakeholders, will provide a public education experience that is motivating, challenging and rewarding for all children. Based on the premise that all students can learn, our teachers will provide opportunities for each child to experience maximized academic success within a safe and inviting environment.

Provide the school's vision statement

RideOut Elementary School exists to prepare life-long learners for personal success in a global and technologically advanced society.

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

Trish Stewart

Trisha.Stewart@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

The principal will be responsible for providing leadership in the development, revision and implementation of the school improvement plan. Provide clear, strategic leadership aligned with the

goals of the School Improvement Plan. Collaborate with stakeholders (teachers, staff, parents, and district officials) to develop or revise the SIP. Use data (academic, behavioral, attendance, etc.) to identify areas of need and prioritize improvement goals. Assign roles and responsibilities to staff members to ensure accountability. Communicate SIP goals, strategies, and progress regularly to staff, parents, and the wider school community. Organize and facilitate training sessions aligned with school improvement strategies. Ensure SIP implementation addresses achievement gaps and promotes equity for all student groups.

Leadership Team Member #2

Employee's Name

Bree Hellwig

Bree.Hellwig@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Assist the principal in executing the strategies and objectives outlined in the School Improvement Plan. Collect, organize, and analyze student performance, behavior, attendance, and teacher instructional data. Monitor progress of special populations (ELLs, students with disabilities, economically disadvantaged students) to ensure SIP equity goals are being addressed. Lead efforts to improve student behavior, attendance, and engagement through initiatives such as PBIS, mentoring, or restorative practices. Track progress toward goals, prepare updates, and help prepare reports for district and state accountability. Participate in school improvement team meetings and assist with communication of SIP updates to stakeholders.

Leadership Team Member #3

Employee's Name

Natalie Ray

Natalie.Ray@myoneclay.net

Position Title

Kindergarten Team Leader

Job Duties and Responsibilities

As a member of the school based leadership team each member will be able to collaborate in developing, reviewing, and revising the School Improvement Plan. They will use data to identify needs, set priorities, and establish realistic, measurable goals. Each member will monitor progress

on SIP action steps, timelines, and goal achievement. They will serve as a resource for grade-level or department teams to align instruction with SIP goals. An important aspect will be supporting the implementation of MTSS (Multi-Tiered System of Supports), PBIS, and other school wide initiatives.

Leadership Team Member #4

Employee's Name

Jana Jourdan

Jana.Jourdan@myoneclay.net

Position Title

First Grade Team Leader

Job Duties and Responsibilities

As a member of the school based leadership team each member will be able to collaborate in developing, reviewing, and revising the School Improvement Plan. They will use data to identify needs, set priorities, and establish realistic, measurable goals. Each member will monitor progress on SIP action steps, timelines, and goal achievement. They will serve as a resource for grade-level or department teams to align instruction with SIP goals. An important aspect will be supporting the implementation of MTSS (Multi-Tiered System of Supports), PBIS, and other school wide initiatives.

Leadership Team Member #5

Employee's Name

Cheyenne Pomeroy

Cheyenne.Pomeroy@myoneclay.net

Position Title

Second Grade Team Leader

Job Duties and Responsibilities

As a member of the school based leadership team each member will be able to collaborate in developing, reviewing, and revising the School Improvement Plan. They will use data to identify needs, set priorities, and establish realistic, measurable goals. Each member will monitor progress on SIP action steps, timelines, and goal achievement. They will serve as a resource for grade-level or department teams to align instruction with SIP goals. An important aspect will be supporting the implementation of MTSS (Multi-Tiered System of Supports), PBIS, and other school wide initiatives.

Leadership Team Member #6

Employee's Name

Denise Erwin

Denise.Erwin@myoneclay.net

Position Title

Third Grade Team Leader

Job Duties and Responsibilities

As a member of the school based leadership team each member will be able to collaborate in developing, reviewing, and revising the School Improvement Plan. They will use data to identify needs, set priorities, and establish realistic, measurable goals. Each member will monitor progress on SIP action steps, timelines, and goal achievement. They will serve as a resource for grade-level or department teams to align instruction with SIP goals. An important aspect will be supporting the implementation of MTSS (Multi-Tiered System of Supports), PBIS, and other school wide initiatives.

Leadership Team Member #7**Employee's Name**

Bryna Williams

Bryna.Williams@myoneclay.net

Position Title

Fourth Grade Team Leader

Job Duties and Responsibilities

As a member of the school based leadership team each member will be able to collaborate in developing, reviewing, and revising the School Improvement Plan. They will use data to identify needs, set priorities, and establish realistic, measurable goals. Each member will monitor progress on SIP action steps, timelines, and goal achievement. They will serve as a resource for grade-level or department teams to align instruction with SIP goals. An important aspect will be supporting the implementation of MTSS (Multi-Tiered System of Supports), PBIS, and other school wide initiatives.

Leadership Team Member #8**Employee's Name**

Anna Pasternak

Anna.Pasternak@myoneclay.net

Position Title

Fifth Grade Team Leader

Job Duties and Responsibilities

As a member of the school based leadership team each member will be able to collaborate in developing, reviewing, and revising the School Improvement Plan. They will use data to identify

needs, set priorities, and establish realistic, measurable goals. Each member will monitor progress on SIP action steps, timelines, and goal achievement. They will serve as a resource for grade-level or department teams to align instruction with SIP goals. An important aspect will be supporting the implementation of MTSS (Multi-Tiered System of Supports), PBIS, and other school wide initiatives.

Leadership Team Member #9

Employee's Name

Hannah Coussens

Hannah.Coalwell@myoneclay.net

Position Title

Fifth Grade Team Leader

Job Duties and Responsibilities

As a member of the school based leadership team each member will be able to collaborate in developing, reviewing, and revising the School Improvement Plan. They will use data to identify needs, set priorities, and establish realistic, measurable goals. Each member will monitor progress on SIP action steps, timelines, and goal achievement. They will serve as a resource for grade-level or department teams to align instruction with SIP goals. An important aspect will be supporting the implementation of MTSS (Multi-Tiered System of Supports), PBIS, and other school wide initiatives.

Leadership Team Member #10

Employee's Name

Mallory King

Mallory.King@myoneclay.net

Position Title

ESE Team Leader/ITF

Job Duties and Responsibilities

As a member of the school based leadership team each member will be able to collaborate in developing, reviewing, and revising the School Improvement Plan. They will use data to identify needs, set priorities, and establish realistic, measurable goals. Each member will monitor progress on SIP action steps, timelines, and goal achievement. They will serve as a resource for grade-level or department teams to align instruction with SIP goals. An important aspect will be supporting the implementation of MTSS (Multi-Tiered System of Supports), PBIS, and other school wide initiatives.

Leadership Team Member #11

Employee's Name

Michelle Robbins

Michelle.Robbins@myoneclay.net

Position Title

ESE Team Leader

Job Duties and Responsibilities

As a member of the school based leadership team each member will be able to collaborate in developing, reviewing, and revising the School Improvement Plan. They will use data to identify needs, set priorities, and establish realistic, measurable goals. Each member will monitor progress on SIP action steps, timelines, and goal achievement. They will serve as a resource for grade-level or department teams to align instruction with SIP goals. An important aspect will be supporting the implementation of MTSS (Multi-Tiered System of Supports), PBIS, and other school wide initiatives.

Leadership Team Member #12**Employee's Name**

Tara Barnett

Tara.Barnett@myoneclay.net

Position Title

3rd Grade Teacher

Job Duties and Responsibilities

As a member of the school based leadership team each member will be able to collaborate in developing, reviewing, and revising the School Improvement Plan. They will use data to identify needs, set priorities, and establish realistic, measurable goals. Each member will monitor progress on SIP action steps, timelines, and goal achievement. They will serve as a resource for grade-level or department teams to align instruction with SIP goals. An important aspect will be supporting the implementation of MTSS (Multi-Tiered System of Supports), PBIS, and other school wide initiatives.

Leadership Team Member #13**Employee's Name**

Dyann Replogle

Dyann.Replogle@myoneclay.net

Position Title

2nd Grade Teacher

Job Duties and Responsibilities

As a member of the school based leadership team each member will be able to collaborate in

developing, reviewing, and revising the School Improvement Plan. They will use data to identify needs, set priorities, and establish realistic, measurable goals. Each member will monitor progress on SIP action steps, timelines, and goal achievement. They will serve as a resource for grade-level or department teams to align instruction with SIP goals. An important aspect will be supporting the implementation of MTSS (Multi-Tiered System of Supports), PBIS, and other school wide initiatives.

Leadership Team Member #14

Employee's Name

Jennifer Herrera

Jennifer.Herrera@myoneclay.net

Position Title

4th Grade Teacher

Job Duties and Responsibilities

As a member of the school based leadership team each member will be able to collaborate in developing, reviewing, and revising the School Improvement Plan. They will use data to identify needs, set priorities, and establish realistic, measurable goals. Each member will monitor progress on SIP action steps, timelines, and goal achievement. They will serve as a resource for grade-level or department teams to align instruction with SIP goals. An important aspect will be supporting the implementation of MTSS (Multi-Tiered System of Supports), PBIS, and other school wide initiatives.

Leadership Team Member #15

Employee's Name

Danielle Burgett

Christina.Burgett@myoneclay.net

Position Title

Resource Team Leader

Job Duties and Responsibilities

As a member of the school based leadership team each member will be able to collaborate in developing, reviewing, and revising the School Improvement Plan. They will use data to identify needs, set priorities, and establish realistic, measurable goals. Each member will monitor progress on SIP action steps, timelines, and goal achievement. They will serve as a resource for grade-level or department teams to align instruction with SIP goals. An important aspect will be supporting the implementation of MTSS (Multi-Tiered System of Supports), PBIS, and other school wide initiatives.

Leadership Team Member #16

Employee's Name

Vee Clark-Alexander

Vee.ClarkAlexander@myoneclay.net

Position Title

School Guidance Counselor

Job Duties and Responsibilities

As a member of the school based leadership team each member will be able to collaborate in developing, reviewing, and revising the School Improvement Plan. They will use data to identify needs, set priorities, and establish realistic, measurable goals. Each member will monitor progress on SIP action steps, timelines, and goal achievement. They will serve as a resource for grade-level or department teams to align instruction with SIP goals. An important aspect will be supporting the implementation of MTSS (Multi-Tiered System of Supports), PBIS, and other school wide initiatives.

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.

A diverse School Leadership Team (SBLT) was established, including the principal, assistant principal, department/grade-level chairs, and representatives from various student services (e.g., special education, ELL support). As the Principal of the school I provided data components, from current and historical standardized test, attendance and behavioral records. We looked at data that would desegregate and identify gaps and prioritize needs. Grade-level and content-area teams review data and provide input on strengths, challenges, and instructional needs. The SBLT met and discussed these areas and determined areas of focus and SMART goals that aligned with this area of focus. As the SIP is developed components are identified as resources and needs to improve practices. Once the SIP is completed, the plan is presented to our School Advisory Council that consists of staff, instructional and support, parents and business partners. This expresses the importance of full transparency of the process and inclusivity of all stakeholder.

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)).

Our school leadership team along with our literacy leadership team, will meet to discuss the SIP monthly and our progress towards the goals set within the plan. As there is a need to adjust based on progress or lack of progress we will work as a team to develop adjustments to meet the needs of all students being served at RideOut Elementary. Each team will meet weekly for PLC work with an alignment to our SIP. This will allow teams to determine their specific needs and the progress towards our Areas of Focus and our goals for each one.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	50.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL)* BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: B 2023-24: B 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	94	108	100	104	103	96				605
Absent 10% or more school days	20	10	18	20	21	13				102
One or more suspensions	4		1	5	1	4				15
Course failure in English Language Arts (ELA)	5	6	1	1						13
Course failure in Math	1		1							2
Level 1 on statewide ELA assessment				16	12	14				42
Level 1 on statewide Math assessment				13	10	11				34
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1	6							7
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)			1							1

Current Year 2026-27

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	11	5	12	11	16	10				65

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	5		8						18
Students retained two or more times										0

Prior Year (2025-26) 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	
School Enrollment	116	109	109	117	114	118	129			812
Absent 10% or more school days	18	24	19	15	18	14	34			142
One or more suspensions	3			4	9	9	9			34
Course failure in English Language Arts (ELA)	7	10	1	1						19
Course failure in Math	3	7		1		6	6			23
Level 1 on statewide ELA assessment				10	23	20	14			67
Level 1 on statewide Math assessment				6	18	19	6			49
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						4
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) 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	14	20	2	11	24	22	14			107

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	9	5	3	1					23
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	59	66	62	59	63	59	61	62	57
Grade 3 ELA Achievement	62	66	61	67	66	59	69	65	58
ELA Learning Gains	60	63	63	58	62	60	58	62	60
ELA Lowest 25th Percentile	69	60	58	55	60	56	57	60	57
Math Achievement*	69	69	66	64	67	64	62	67	62
Math Learning Gains	70	69	64	67	65	63	59	68	62
Math Lowest 25th Percentile	64	58	50	49	57	51	39	59	52
Science Achievement	67	67	62	55	62	58	49	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				72		63		55	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	520
Total Components for the FPPI	8
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
65%	60%	57%	65%	62%	69%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	56%	No		
English Language Learners	37%	Yes	1	
Black/African American Students	52%	No		
Hispanic Students	61%	No		
Multiracial Students	55%	No		
White Students	69%	No		
Economically Disadvantaged Students	58%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	59%	62%	60%	69%	69%	70%	64%	67%					
Students With Disabilities	33%	35%	64%	76%	47%	71%	72%	48%					
English Language Learners	25%	30%			56%								
Black/African American Students	40%	31%	75%		48%	67%							
Hispanic Students	49%	54%	61%	60%	59%	78%	83%	45%					
Multiracial Students	48%		47%		60%	65%							
White Students	65%	72%	61%	82%	75%	67%	57%	76%					
Economically Disadvantaged Students	49%	56%	59%	66%	61%	61%	56%	56%					

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	59%	67%	58%	55%	64%	67%	49%	55%					67%
Students With Disabilities	36%	59%	56%	59%	48%	61%	33%	42%					
English Language Learners	27%				64%								67%
Black/African American Students	36%		56%	47%	39%	56%	36%	47%					
Hispanic Students	61%	65%	56%	58%	64%	67%	55%	46%					
Multiracial Students	55%	91%	48%	30%	53%	64%		36%					
White Students	63%	66%	60%	64%	69%	69%	51%	62%					
Economically Disadvantaged Students	53%	57%	57%	52%	58%	66%	38%	45%					

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	61%	69%	58%	57%	62%	59%	39%	49%					58%
Students With Disabilities	35%	45%	44%	59%	41%	50%	48%	34%					
English Language Learners	50%				70%								58%
Black/African American Students	47%		41%	20%	50%	63%	54%						
Hispanic Students	66%	61%	65%	90%	55%	57%		50%					
Multiracial Students	48%		63%		45%	58%							
White Students	64%	75%	58%	58%	68%	59%	31%	48%					
Economically Disadvantaged Students	54%	57%	53%	49%	53%	50%	36%	43%					

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	62%	65%	-3%	60%	2%
ELA	4	52%	64%	-12%	60%	-8%
ELA	5	60%	60%	0%	61%	-1%
Math	3	71%	69%	2%	66%	5%
Math	4	63%	65%	-2%	65%	-2%
Math	5	68%	61%	7%	62%	6%
Science	5	67%	66%	1%	60%	7%

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?

RideoUt Elementary made improvment in many areas this school year.

Our BQ Learning Gains increased 16% in ELA,, Our Bottoem Qurtile Learning Gains increased 15% in Math

Our overall 5th Grade Science increased by 12% gain in proficiency, we are 1% above the county average and 7% above the states proficiency rate.

As a school we were more intentional with individual data chats (quadrant-focus) ingrades 3-5, intentional work/discussions with inclusion teachers. We met quarterly as a school and discussed our School Improvment Plan, goals, current data and our progress towards these goals. This year we focused on intentioal ELA/Science teacher collaboration on departmentalized teams. As a school during SBLT we focused on Oral Reading Fluency with use of all subjects especially articles that supported Science standards..

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

4th Grade ELA with 52% proficiency was our lowest school performance

4th Grade ELA showed an 8% performance gap when compared to the state (60%)

This area, 4th ELA, has widened since last year

Contributing factors include new curriculum, 1st year teacher teaching ELA, one self-contained teacher teaching ELA for the first time, mid-year teaching change, working on team cohesiveness

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

3rd Grade ELA proficiency showed the biggest decline from 67% to 62%

New team, new curriculum, teaching partner changes mid-year

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

4th Grade ELA showed an 8% performance gap when compared to the state (60%)

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance and the correlation of attendance to FAST performance

Kindergarten behavior and attendance

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Attendance

Benchmark Aligned Instruction

ELA Proficiency

Science Proficiency

SWD Proficiency/LG

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

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.

Benchmark Alignment: Implementation of district curriculum resources through PLC cycles focus on alignment of B.E.S.T standards.

Ensuring student learning aligns with the rigor of grade level benchmarks, students will develop proficiency in grade level content.

Rationale: Data indicates that instructional practices such as small group interventions, student ELA proficiency has plateaued

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.

Walkthrough data will show C1 occurs 85% of the time and C2 occurs 70% of the time across all classrooms. The percentage of students scoring at or above a level 3 on the FAST ELA in grades 3-5 will be at or above 65%. The percentage of students scoring at or above a level 3 on the FAST Math in grades 3-5 will be at or above 72%. The percentage of students scoring at or above a level 3 on the FAST Science in grade 5 will be at or above 70%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Share outcome of the walkthrough data with teams quarterly via PLC's Provide training and supports for implementation of C1 & C2 through PLC work, curriculum specialists, & ongoing peer collaboration Conduct individual data chats at PM1, PM2 and prior to PM3 with teachers to help drive instructional decisions

Person responsible for monitoring outcome

Administration

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:

Teachers will implement benchmark aligned instruction by utilizing weekly PLC's to identify, understand and monitor student progress toward essential B.E.S.T benchmarks. The daily classroom tasks should ensure rigor in order to stretch students' thinking and learning.

Rationale:

We will monitor impact by PLC reviews/ reflection from teacher to administration weekly on the use of benchmarks to deepen student learning Administrators will monitor use of materials, aligning rigorous tasks to benchmarks during weekly walkthroughs. Data Triangulation: School based leadership team correlated benchmark aligned assessment results with classroom artifacts monthly to identify and correct discrepancies between daily tasks and assessments. Impact: This cycle ensures instructional consistency by verifying student work remains at grade level complexity.. Misalignment can be identified and corrected immediately/ Supports can be provided and grade level discussions can ensure alignment for the team

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

Teachers will implement benchmark aligned instruction by utilizing weekly PLC's to identify, understand and monitor student progress toward essential B.E.S.T benchmarks. The daily classroom tasks should ensure rigor in order to stretch students' thinking and learning.

Person Monitoring:

Classroom Teachers and School Administrators

By When/Frequency:

Content PLC 2X's a month

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor impact by

PLC reviews/ reflection from teacher to administration weekly on the use of benchmarks to deepen student learning

Administrators will monitor use of materials, aligning rigorous tasks to benchmarks during weekly walkthroughs.

Data Triangulation: School based leadership team correlated benchmark aligned assessment results with classroom artifacts monthly to identify and correct discrepancies between daily tasks and assessments.

Impact: This cycle ensures instructional consistency by verifying student work remains at grade level complexity.. Misalignment can be identified and corrected immediately/ Supports can be provided and grade level discussions can ensure alignment for the team

Action Step #2

Data informed school based professional learning sessions will be facilitated monthly in the form of whole group interactive sessions and peer observations. Teacher leaders can provide exemplars of benchmark aligned and rigorous tasks and welcome teachers to observe instruction in their classroom. School based leadership will meet monthly to discuss the alignment of instruction and provided data.

Person Monitoring:

Administration and Teacher Leaders

By When/Frequency:

Monthly PLC Sessions

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor impact by: Professional Learning Audits: Administration will meet to discuss participant reflections and work products from monthly sessions. to ensure faculty can properly identify the required complexity of state standards. (Could be used on MTSS cycle as well)

Peer Observation Trends: Track professional learning into instructional practice in the classrooms of teacher observers. Identifying benchmarks that may need further guidance and support.

Implementation tracking during weekly walkthroughs, will look for specific instructional strategies modeled in PL sessions, documenting frequency and quality of rigorous tasks. implementation across all grade levels.

Impact: This systematic monitoring ensures that professional learning results in measurable changes in teacher practices. In order to determine the design and use of rigorous instruction, monitor and feedback cycles will be ongoing

Action Step #3

School-based Leadership Team meetings will be held monthly to reflect on how benchmark aligned instruction is impacting student achievement by correlating walkthrough data for indicators C1 & C2 with common formative assessments to identify and address instructional gaps

Person Monitoring:

Administration, School Based leadership team

By When/Frequency:

Monthly School Based leadership meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor impact by: Data Correlation during monthly SBLT meetings leadership will cross reference walkthrough data specifically C1 (Benchmark aligned learning targets and success criteria are communicated verbally, in writing, and evident throughout the lesson) and C2 (Rigorous tasks allow students to demonstrate the success criteria and achieve the learning target) with the use of CFA (Common Formative Assessments)

Gap Identification: The team will closely analyze walkthrough indicators to indicate if teacher behaviors are resulting in corresponding mastery on assessments (4th Grade focus)

Responsive Planning; Next steps when student data is not aligning with the walkthrough indicators/ data. SBLT will reallocate instructional resources or professional learning opportunities to meet the needs of staff. Classroom practices should lead to student achievement, this ensures that time and resources are focused on improving student proficiency

Area of Focus #2

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**

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.

Description: ELA instruction Across each grade level ensuring rigorous instruction, with a focus on student engagement.

Impact of student learning with direct engagement of ELA instruction daily will increase ELA proficiency and Learning gains for all students.

Rationale: Our overall proficiency has been static over the last 2 years at 59% overall proficiency. 3rd-grade proficiency decreased to 62% in 25-26 from 68% in 24-25. 4th-grade proficiency decreased from 53% in 24-25 to 52% in 25-26 and 5th-grade proficiency increased from 54% in 24-25 to 60% in 25-26.

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.

Walkthrough data will show C1 occurs 85% of the time and C2 occurs 70% of the time across all classrooms. The percentage of students scoring at or above a level 3 on the FAST ELA in grades 3-5 will be at or above 65%. The percentage of students scoring at or above a level 3 on the FAST Math in grades 3-5 will be at or above 72%. The percentage of students scoring at or above a level 3 on the FAST Science in grade 5 will be at or above 70%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Share outcome of the walkthrough data with teams quarterly via PLC's

Provide training and supports for implementation of C1 & C2 through PLC work, curriculum specialists, & ongoing peer collaboration

Conduct individual data chats at PM1, PM2 and prior to PM3 with teachers to help drive instructional decisions

Person responsible for monitoring outcome

Administration

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:

Teachers will implement benchmark aligned instruction. The daily classroom tasks should ensure rigor in order to stretch students' thinking and learning. This will be evident in focusing on small groups, differentiated instruction and targeted high-impact interventions. ELA standards aligned instruction will be structured through small group, independent tasks and grade level aligned assessments. Common formative assessments that each grade level uses as a guide to adjust instructional practices based on the needs of students.

Rationale:

We will monitor impact by PLC reviews/ reflection from teacher to administration weekly on the use of standard aligned instruction to deepen student learning Administrators will monitor use of materials, aligning rigorous tasks to benchmarks during weekly walkthroughs. Data Triangulation: School based leadership team correlated benchmark aligned assessment results with classroom artifacts monthly to identify and correct discrepancies between daily tasks and assessments. Impact: This cycle ensures instructional consistency by verifying student work remains at grade level complexity.. Misalignment can be identified and corrected immediately/ Supports can be provided and grade level discussions can ensure alignment for the team

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

Teachers will implement standards based ELA instruction. The daily classroom tasks should ensure rigor in order to stretch students' thinking and learning. This will be evident in focusing on small groups, differentiated instruction and targeted high-impact interventions.

Person Monitoring:

Administration/ Literacy Leadership/PLC leader

By When/Frequency:

Weekly evident in walkthroughs and discussions during PLC's

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

PLC reviews/ reflection from teacher to administration weekly on the use of benchmarks to deepen student learning

Administrators will monitor use of materials, aligning rigorous tasks to benchmarks during weekly walkthroughs.

Data Triangulation: School based leadership team correlated benchmark aligned assessment results with classroom artifacts monthly to identify and correct discrepancies between daily tasks and assessments.

Monitoring Impact: This cycle ensures instructional consistency by verifying student work remains at grade level complexity. Misalignment can be identified and corrected immediately/ Supports can be provided and grade level discussions can ensure alignment for the team.

Action Step #2

Professional learning will be provided in the format of PLC sessions which will include intentionally planning peer observations, by administration and grade level teams and will focus on the instructional needs of students and delivery of instruction based on the individual and group needs of the students.

Person Monitoring:

Administration/ Leadership Members

By When/Frequency:

This will occur monthly (PLC discussions/PD and Peer Observations)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Monthly PLC meetings to discuss specific student data, based on common data points.

Peer Observation Trends: Track professional learning into instructional practice in the classrooms of teacher observers. Identifying benchmarks that may need further guidance and support.

Implementation tracking during weekly walkthroughs, will look for specific instructional strategies modeled in PL sessions, documenting frequency and quality of rigorous tasks. implementation across all grade levels. (Maybe a good school indicator?)

Monitored Impact: This PLC, PD and peer observation cycle will allow teachers to share data collection, gain next steps and support through PD supports, peer observations will provide support in areas of growth to ensure rigorous learning.

Action Step #3

Individual Teacher Data meetings will be held quarterly to reflect on how ELA instructional practices are impacting student achievement by monitoring trends, strengths, needs for support based on student specific data for each teacher. SBLT will also identify specific needs based on universal screeners, common formative assessments and teacher assessments.

Person Monitoring:

Administration

By When/Frequency:

Quarterly Data meetings, Monthly PLC Meetings/
Monthly SBLT meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During quarterly data meetings, we will identify students data per teacher and then academic needs for support. We will determine next steps for small groups, intervention and supports based on student needs, assessments and weekly/ monthly data points collected per teacher based on their students data.

All of these data chats and progress monitoring steps will be monitored based on the academic area of support. All data will be collected and compared as a team during monthly PLC's and monthly SBLT meeting. The impact is monitored for next steps and guided by student progress and need.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to English Language Learners (ELL)**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.

Description: Identifying, supporting and assessing the academic needs of our English Language Learners

Impact: Our ELL students are performing at 37% prof which is below the ATSI threshold of 41%, Our ELL students are in need of academic supports in order to close the academic gaps present.

Rationale:Data indicates that our ELL students are performing far below their peers.

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.

Increased ELL academic small group instruction will increase our students academic progress. Our students will increase from 37% to 55% proficiency We will monitor progress from PM 1 to PM2 to PM3

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

During our SBLT meetings we will discuss our ELL students progress in all academic areas. We will monitor their progress from PM1-PM2-PM3. The use of academic specific curriculum to deepen the foundation for our ELL students will be provided during small group instruction. This will be monitored during classroom walkthroughs as well as planned monitoring of ELL plans.

Person responsible for monitoring outcome

Administration/Teacher

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:

Teachers will create a language based classroom that is supportive and accessible to all students, especially their ELL students, Students will have access to daily explicit vocabulary instruction, weekly progress monitoring based on student language needs, ongoing collaboration between classroom teachers and ELD supports, visual language that allows students to acquire the skills and supports needed to become proficient students.

Rationale:

Developing a language-rich classroom environment is essential to ensuring English Language

Learners (ELLs) have equitable access to grade-level instruction and opportunities to achieve academic proficiency. By creating classrooms that are supportive, accessible, and intentionally designed to develop academic language, teachers provide all students—especially multilingual learners—with the tools needed to engage successfully with rigorous content.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

Implement Language-Rich Classroom Practices Teachers will establish classrooms that intentionally promote language development through daily opportunities for speaking, listening, reading, and writing across all content areas. Teachers will post and teach both content and language learning targets during instruction.

Person Monitoring:

Administration

By When/Frequency:

Weekly Walkthroughs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implementation will be monitored through regular classroom walkthroughs by school administrators. Walkthrough tools will include indicators for evidence of language-rich instruction, such as clearly posted and referenced content and language learning targets, opportunities for student speaking, listening, reading, and writing, and the use of language development strategies across content areas. During PLC meetings teachers will reflect on student engagement and analyze formative assessment and progress monitoring data to determine the effectiveness of language-rich instructional practices.

Action Step #2

Provide Targeted Small-Group Instruction ELL Students identified through progress monitoring will receive additional language and literacy support in small groups focused on vocabulary development, oral language, reading comprehension, and academic discourse.

Person Monitoring:

Administration

By When/Frequency:

Weekly/ Monthly SBLT Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The implementation and effectiveness of targeted small-group instruction will be monitored through weekly progress monitoring, intervention documentation, and regular data reviews. Teachers will maintain intervention logs that document student participation, instructional focus, frequency of sessions, and student response to instruction. Student growth will be measured using formative assessments, vocabulary checks, oral language samples, reading comprehension assessments, and classroom performance data. Administrators will conduct classroom walkthroughs and observations to ensure small-group instruction is implemented with fidelity and aligned to identified student needs.

Action Step #3

Increase Opportunities for Academic Discourse Teachers will intentionally incorporate structured partner talk, collaborative learning, Think-Pair-Share, and sentence frames to increase students' use

of academic language during instruction.

Person Monitoring:
Administration

By When/Frequency:
Weekly/ Walktroughs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implementation will be monitored through regular administrative walkthroughs monitoring evidence of structured academic discourse, including Think-Pair-Share, collaborative learning, partner discussions, and the use of sentence frames. Teachers will also collect student work samples and monitor participation in academic conversations using classroom observation checklists, language rubrics, and formative assessments. During Professional Learning Community (PLC) meetings and data chats, teachers and administration will review student language development data, discuss implementation of discourse strategies, and adjust instructional practices based on student needs. The effectiveness of these strategies will ultimately be measured through improvements in classroom participation, formative assessment data, weekly progress monitoring, and growth on English language proficiency assessments.

IV. Positive Learning Environment

Area of Focus #1

Multiple Early Warning Signs

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.

Description: Identifying and monitoring students who show multiple early warning signs. Impact: Attendance impacts instruction, missing instruction impacts students ability to properly demonstrate proficiency of skills. Rationale: Early Warning signs such as attendance, behavior (suspensions), impact learning and student achievement .

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.

65 students showed 2 or more early warning signs. Based on this information and the plan to improve these EWS's we will work to improve this by over half to have no more than 30 students with 2 or more early warning signs.

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.

This will be monitored by monthly attendance, behavioral and academic meetings to discuss students' concerns. Share outcomes of home communication to parents/ guardians with teachers who academically support each student we are monitoring. Conducting SST meetings for attendance, academic and behavioral concerns with parents to decrease the number of days absent, academic and behavioral deficiencies. The Early Warning Committee will consist of administration, school counselor,

Person responsible for monitoring outcome

Administration, Attendance Committee, School Counselor

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

Administration will monitor attendance data monthly with an EWS committee. Through monitoring attendance we will create a continuous loop of communication to support families in need that may arise. This communication will also allow our teachers to focus on academics so that consistent attendance will improve and support.

Person Monitoring:

EWS Committee and Administration

By When/Frequency:

Weekly Monitor/ Monthly Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor impact by

Pulling monthly attendance data for frequent/ excessive excused and unexcused absences as well at tardies/ leave early.

Data Discussions with teams on impact attendance has on academics.

Steps will be in place to communicate with parents, postcards, emails, letters, friendly check-in phone calls. Encourage attendance and see if there are barriers that can be supported prior to excessive

marks and the students falls into the EWS category.

Impact: This cycle ensures consistency by verifying student attendance is consistent to allow optimal academic and behavioral support. Excessive attendance can be identified and corrected immediately with the support of a Student Success team meeting involving parent/guardian, teacher or staff input.

Action Step #2

Administration will monitor behavioral data monthly with an EWS committee. Through monitoring behavior we will create a continuous loop of communication to inform parents/guardians of concerns and work as a team to improve behaviors. This communication will also allow our teachers to focus on academics so that behaviors will not impede the students' learning as well as their classmates learning environment.

Person Monitoring:

EWS Committee and Administration

By When/Frequency:

Weekly Monitor/ Monthly Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor impact by

Pulling monthly behavior data for frequent and excessive behavioral trends that impact the learning and social environment.

Data Discussions with teams on impact attendance has on academics.

Steps will be in place to communicate with parents, postcards, emails, letters, friendly check-in phone calls.

Impact: This cycle ensures consistency by verifying student attendance is consistent to allow optimal academic and behavioral support. Excessive attendance can be identified and corrected immediately with the support of a Student Success team meeting involving parent/guardian, teacher or staff input.

Action Step #3

Parent Communication about the importance of attendance, rules of illness and attendance, communicating with parents about behavioral expectations, sharing information with parents about discipline and expectations shared with students to ensure aligned and cohesive messaging. In order to gain parent support and partnership.

Person Monitoring:

Administration

By When/Frequency:

Beginning of the Year and Updates Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor the impact by:

Pulling email/ newsletter details, opportunities will be provided for parents to provide feedback on attendance and behavior concerns that impact our school and their students. Feedback will allow us to communicate with our staff to ensure aligned communication and support with home. This cycle allows us to ensure communication is clear and consistent with all families and parents feedback benefits our school and supports the impact of decreasing EWS for our school.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (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 throughout the school year to ensure resources are effectively allocated to meet the academic and language development needs of English Language Learners (ELLs). This collaborative process begins with a review of student achievement data, English language proficiency assessment results, classroom performance, progress monitoring data, and teacher feedback to identify areas of need and prioritize supports.

The effectiveness of allocated resources is reviewed during data meetings and school improvement planning sessions. When data indicate that student needs are not being fully met, the school and district collaboratively adjust instructional strategies, redistribute resources, and implement additional supports as needed. This continuous improvement cycle ensures that resources remain aligned with student needs and that English Language Learners receive equitable access to high-quality instruction, targeted interventions, and the supports necessary to achieve language proficiency and academic success.

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).

Current English language proficiency data indicate that only **37% of ELL students are proficient**, demonstrating the need for increased targeted language instruction and intervention. Student performance data show that academic vocabulary is a barrier to reading comprehension and content mastery. Daily instruction will strengthen students' academic language across all subject areas. Classroom walkthroughs and student achievement data support the need for increased opportunities for speaking, listening, reading, and writing using academic language. Teachers will implement language objectives, structured academic discourse, and language scaffolds in every lesson. Progress monitoring data will identify students requiring additional support in vocabulary, oral language, reading, and writing. Targeted intervention will accelerate language growth. Through the implementation of these evidence-based resources and instructional supports, the school expects to increase English Language Learner proficiency from **37% to 55%** as measured by the state English language proficiency assessment and ongoing progress monitoring data by the end of the 2026–2027 school year.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

Clay County Schools

RIDGEVIEW ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (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

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

Ridgeview Elementary School exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

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

Courtney Schumacher

courtney.schumacher@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

- Overseeing the daily operations of the school, including facilities management, scheduling, and ensuring a safe learning environment.
- Budget Management: Developing and managing the school budget, ensuring resources are

allocated effectively.

- Ensuring that the curriculum meets educational standards and is effectively delivered.
- Supporting teachers in curriculum development and instructional strategies.
- Hiring, training, and evaluating teachers and staff. Providing professional development opportunities and support.
- Monitoring and promoting student academic performance. Implementing programs to improve student outcomes.
- Building strong relationships with parents and the community. Communicating regularly through meetings, newsletters, and other channels.
- Using data to inform decision-making and track progress toward school goals. Analyzing student performance data to identify areas for improvement. Developing and implementing emergency response plans. Conducting drills and ensuring the school is prepared for emergencies.

Leadership Team Member #2

Employee's Name

Lina Myers

lina.myers@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

To support the principal in all administrative, educational, and community engagement duties, ensuring the effective operation of the school and the academic success and well-being of the students.

Leadership Team Member #3

Employee's Name

Stephanie Moran

stephanie.moran@myoneclay.net

Position Title

Guidance Counselor

Job Duties and Responsibilities

Addressing student emotional health, student well being and attendance issues. Promoting mental health within the school community. Collaborate with the leadership team to implement programs that support student well-being and create a positive school climate.

Leadership Team Member #4

Employee's Name

Kristen Makar

kristen.makar@myoneclay.net

Position Title

MTSS/ITF

Job Duties and Responsibilities

Responsible for leading and managing the implementation of a multi-tiered system of supports, ensuring that all students receive the appropriate level of academic and behavioral interventions.

Leadership Team Member #5

Employee's Name

Wendy Wade

wendy.wade@myoneclay.net

Position Title

Team Lead

Job Duties and Responsibilities

Ensure effective collaboration, decision-making, and implementation of initiatives that support the school's mission and goals. Facilitates meetings and PLCs, ensuring all members have opportunities to contribute, discussions are productive, and decisions are made efficiently. Coordinate agendas, timelines, and action plans for the team.

Leadership Team Member #6

Employee's Name

Edward Stevers

edward.stevers@myoneclay.net

Position Title

Team Lead

Job Duties and Responsibilities

Ensure effective collaboration, decision-making, and implementation of initiatives that support the school's mission and goals. Facilitates meetings and PLCs, ensuring all members have opportunities to contribute, discussions are productive, and decisions are made efficiently. Coordinate agendas, timelines, and action plans for the team.

Leadership Team Member #7

Employee's Name

Marlene Perea

marlene.perea@myoneclay.net

Position Title

Team Lead

Job Duties and Responsibilities

Ensure effective collaboration, decision-making, and implementation of initiatives that support the school's mission and goals. Facilitates meetings and PLCs, ensuring all members have opportunities to contribute, discussions are productive, and decisions are made efficiently. Coordinate agendas, timelines, and action plans for the team.

Leadership Team Member #8

Employee's Name

Sarah Prichard

Sarah.prichard@myoneclay.net

Position Title

Team Lead

Job Duties and Responsibilities

Ensure effective collaboration, decision-making, and implementation of initiatives that support the school's mission and goals. Facilitates meetings and PLCs, ensuring all members have opportunities to contribute, discussions are productive, and decisions are made efficiently. Coordinate agendas, timelines, and action plans for the team.

Leadership Team Member #9

Employee's Name

Jamie Tufano

jamie.tufano@myoneclay.net

Position Title

Team Lead

Job Duties and Responsibilities

Ensure effective collaboration, decision-making, and implementation of initiatives that support the school's mission and goals. Facilitates meetings and PLCs, ensuring all members have opportunities

to contribute, discussions are productive, and decisions are made efficiently. Coordinate agendas, timelines, and action plans for the team.

Leadership Team Member #10

Employee's Name

Miriam Bodie

miriam.bodie@myoneclay.net

Position Title

Team Lead

Job Duties and Responsibilities

Ensure effective collaboration, decision-making, and implementation of initiatives that support the school's mission and goals. Facilitates meetings and PLCs, ensuring all members have opportunities to contribute, discussions are productive, and decisions are made efficiently. Coordinate agendas, timelines, and action plans for the team.

Leadership Team Member #11

Employee's Name

Kelsie Austin

kelsie.austin@myoneclay.net

Position Title

Team Lead

Job Duties and Responsibilities

Ensure effective collaboration, decision-making, and implementation of initiatives that support the school's mission and goals. Facilitates meetings and PLCs, ensuring all members have opportunities to contribute, discussions are productive, and decisions are made efficiently. Coordinate agendas, timelines, and action plans for the team.

Leadership Team Member #12

Employee's Name

Melissa Doukmak

melissa.doukmak@myoneclay.net

Position Title

Media Specialist

Job Duties and Responsibilities

- Ensure compliance with state law and district policy.
- Develop resources that support the academic goals of the school, ensuring that students have access to relevant and diverse materials.
- Develop resources that support the academic goals of the school, ensuring that students have access to relevant and diverse materials.
- Manage digital resources, provide technical support to staff and students, and promote digital citizenship and internet safety

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.

Ridgeview Elementary uses surveys and questionnaires to gather input from all stakeholders on key areas such as academic performance, school climate, resources, and community involvement. Quantitative data is collected and analyzed, including student performance metrics, attendance records, and behavioral reports. Data is shared with selected stakeholders to provide a comprehensive overview of the school's current status. A draft SIP will be shared with all stakeholders for review and feedback. Opportunities for stakeholders to suggest revisions and offer additional input will be provided through quarterly SAC meetings and Parent Engagement Nights.

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)).

Monitoring the SIP plan will involve a structured approach that includes defining clear metrics, developing a monitoring plan, collecting and analyzing data, conducting regular progress reviews, making adjustments, communicating with stakeholders, conducting semi annual reviews, and providing ongoing professional development. We will involve our SAC committee to review data, provide input and feedback to assist with revisions and updates to our SIP during our semi annual and annual reviews. This comprehensive approach ensures that the SIP is effectively implemented

and continuously improved to achieve the desired outcomes.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: B 2022-23: B 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	37	89	75	77	85	83	92			538
Absent 10% or more school days	18	18	17	13	16	14	15			111
One or more suspensions	2	5	14	4	13	19	15			72
Course failure in English Language Arts (ELA)	1	2	1	2	8	1	0			15
Course failure in Math	1	0	0	2	6	0	0			9
Level 1 on statewide ELA assessment		16	20	8	16	12	6			78
Level 1 on statewide Math assessment	7	10	14	11	37	26	7			112
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	0	3	7						14
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	5	3	6	4	6	4				28

Current Year 2026-27

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	7	3	18	6	18	17	7			76

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	2	2	2	1	0	1			8
Students retained two or more times										0

Prior Year (2025-26) 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		
School Enrollment	46	88	78	74	83	83	92			544	
Absent 10% or more school days		13	14	15	18	16	15			91	
One or more suspensions		7	6	6	15	11	14			59	
Course failure in English Language Arts (ELA)							2			2	
Course failure in Math										0	
Level 1 on statewide ELA assessment				21	26	20	18			85	
Level 1 on statewide Math assessment	22	21	24	26	46	25	4			168	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				3						3	
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0	

Prior Year (2025-26) 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	7	7	8	17	35	21	11			106

Prior Year (2025-26) 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	1	1	3	6	1		1			13
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	60	66	62	55	63	59	55	62	57
Grade 3 ELA Achievement	70	66	61	57	66	59	59	65	58
ELA Learning Gains	58	63	63	61	62	60	54	62	60
ELA Lowest 25th Percentile	66	60	58	66	60	56	53	60	57
Math Achievement*	61	69	66	63	67	64	62	67	62
Math Learning Gains	72	69	64	69	65	63	64	68	62
Math Lowest 25th Percentile	66	58	50	60	57	51	67	59	52
Science Achievement	65	67	62	78	62	58	71	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					72	63		55	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	518
Total Components for the FPPI	8
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
65%	67%	61%	58%	65%	64%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	50%	No		
English Language Learners	57%	No		
Black/African American Students	57%	No		
Hispanic Students	68%	No		
Multiracial Students	59%	No		
White Students	67%	No		
Economically Disadvantaged Students	63%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	60%	70%	58%	66%	61%	72%	66%	65%					
Students With Disabilities	39%		43%	59%	44%	59%	67%	39%					
English Language Learners	54%		47%		57%	68%							
Black/African American Students	49%	50%	59%	53%	51%	72%	62%	60%					
Hispanic Students	68%	77%	55%	69%	64%	73%		71%					
Multiracial Students	56%		43%		64%	74%							
White Students	61%	69%	60%	78%	64%	71%	64%	67%					
Economically Disadvantaged Students	57%	65%	56%	69%	55%	70%	67%	68%					

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	55%	57%	61%	66%	63%	69%	60%	78%					95%
Students With Disabilities	39%	36%	43%	50%	38%	52%	46%	60%					
English Language Learners	57%		92%	100%	86%	85%							95%
Black/African American Students	49%	47%	53%	46%	59%	56%	29%						
Hispanic Students	55%	53%	72%	94%	73%	77%	67%	93%					94%
Multiracial Students	65%		70%		62%	60%							
White Students	56%	59%	59%	58%	61%	72%	72%	77%					
Economically Disadvantaged Students	50%	51%	60%	64%	57%	69%	67%	74%					93%

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	55%	59%	54%	53%	62%	64%	67%	71%					
Students With Disabilities	40%	17%	60%	47%	52%	61%	65%	50%					
English Language Learners	40%		55%		70%	91%							
Black/African American Students	53%	57%	48%		55%	82%		69%					
Hispanic Students	47%	38%	57%	67%	56%	65%	67%	67%					
Multiracial Students	41%		35%		64%	59%							
White Students	58%	67%	56%	49%	65%	59%	67%	75%					
Economically Disadvantaged Students	48%	54%	53%	53%	57%	64%	68%	66%					

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	70%	65%	5%	60%	10%
ELA	4	44%	64%	-20%	60%	-16%
ELA	5	53%	60%	-7%	61%	-8%
ELA	6	75%	72%	3%	62%	13%
Math	3	64%	69%	-5%	66%	-2%
Math	4	57%	65%	-8%	65%	-8%
Math	5	47%	61%	-14%	62%	-15%
Math	6	77%	70%	7%	60%	17%
Science	5	68%	66%	2%	60%	8%
Algebra	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

3rd ELA demonstrated the most improvement from 57% proficiency to 70% proficiency. The team made an effort to learn the Benchmarks curriculum with fidelity and aligned to standards, they were intentional with targeted remediation and prioritized common planning and plc work to improve instruction and learning. School wide tutoring was offered all year long and teachers included a spiral review to promote retention of learned skills.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

2nd Grade ELA proved to be the lowest performing group as well as the group with the greatest decline from the previous year with 42% proficiency compared to 60% proficiency the previous year, an 18 percentage point decrease. The team felt dynamics, attendance, and chronic misbehavior were factors in the decline. All student subgroups demonstrated a decline across the board.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

2nd grade demonstrated the most significant drop from the previous year, a 18 percentage point decline from the previous year in ELA and 12 percentage point decrease in math. Again, team dynamics and cohesion are factors to consider when evaluating the decline.

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.

4th ELA demonstrated the greatest gap when compared to the state average. 44% of students were proficient compared to the 60% proficiency of the state.

Changes were made to improve 4th ELA from RAISE status and showed positive momentum at the mid year but fell in the final quarter. We lost a lead teacher at spring break which is a contributing factor for student success and preparation for the end of year assessment.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

2nd and 4th grades both show high levels of absenteeism, suspensions, and low achievement. These grade levels also show the highest number of students with two or more indicators in the early warning systems report.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Achievement- 2 and 4th ELA, 5th math

Attendance- 2 and 4th- focus group of students absent 10% or more

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

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.

Description: Aligning daily tasks to state requirements through plc work and whole group professional development opportunities using state and district resources to empower teachers' instructional methods to provide checks for understanding and corrective feedback when necessary to improve ELA achievement.

Impact on student learning: Students are actively participating in complex tasks that prepare them for the rigor and stamina necessary for proficiency on state assessments.

Rationale: Data indicates that all grade levels would benefit from stronger and more consistent implementation of standards based instruction with rigorous tasks and to positively impact student achievement.

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.

Walkthrough data indicates that 63% of the time a walkthrough was completed, benchmark learning targets and success criteria was evident, however when evaluating rigorous tasks that were aligned, we observed this only 44% of the time. Additionally, only 27% of the time did we observe students engaged in differentiated learning tasks based on need to support acquisition of knowledge. There is a discrepancy between the learning target and success criteria and student interaction with the benchmarks which is a factor in our overall ELA proficiency.

Our overall ELA proficiency was at 60%, an increase of 5 percentage points. By the end of 2027, we expect to achieve 65% overall ELA proficiency.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monthly problem solving team meetings with school leaders and teachers to discuss progress and areas of need.

Professional Learning Communities focused on strong instructional strategies to improve the student experience in class with more complex tasks that ready them for state expectations on the FAST. Administration meetings to review and respond to walkthrough data, specifically in ELA and work around the instructional core indicators C.2, S.2 and T.1.

Person responsible for monitoring outcome

Courtney Schumacher, Principal; Lina Myers, Assistant Principal

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

Design and implement rigorous tasks that allow students to demonstrate their understanding of the learning target and success criteria.

Person Monitoring:

Courtney Schumacher, Principal, Lina Myers,
Assistant Principal

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will create rigorous tasks that allow students to demonstrate the success criteria and achieve the learning target. Teachers will use the OneClay Vision for C.2, what students are learning, as a guide to design tasks that require application of the knowledge and skills from the learning target over basic recall and simple routine skills, include levels of questions that encourage students to explain their thinking, use academic vocabulary, and make decisions to solve problems.

Action Step #2

Professional learning will be provided around understanding the depth and rigor of grade level benchmarks and developing tasks that align.

Person Monitoring:

Courtney Schumacher, Principal, Lina Myers,
Assistant Principal

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided monthly in whole group sessions around understanding the depth and rigor of grade level benchmarks and developing tasks that align facilitated by admin, school leaders, and district specialists. Teachers will apply their knowledge in weekly content and vertical professional learning communities to develop rigorous tasks and reflect on the impact of instruction on student achievement.

Action Step #3

School Based Leadership Team Reflection and Problem Solving.

Person Monitoring:

Courtney Schumacher, Principal, Lina Myers,
Assistant Principal

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school based leadership team will meet monthly to review data and reflect on the effect of professional learning efforts to improve instruction with increased rigor. The team will determine next steps in problem solving to continue prioritizing strong instruction in all classrooms.

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**

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.

Description: Aligning rigorous tasks to state requirements through plc work and whole group professional development opportunities using state and district resources to empower teachers' instructional methods to provide rigorous tasks that allow students to demonstrate their understanding of the success criteria and learning target in order to improve math achievement.

Impact on student learning: Students are actively participating in complex tasks that prepare them for the rigor and stamina necessary for proficiency on state assessments.

Rationale: Data indicates that all grade levels would benefit from stronger and more consistent implementation of standards based instruction with rigorous tasks and to positively impact student achievement.

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.

Walkthrough data indicates that 75% of the time a walkthrough was completed, benchmark learning targets and success criteria was evident in math classes, however only 60% of the time did we observe students demonstrating the learning target and success criteria. Additionally, 71% of the time we observed students engaged in total participation techniques. There is a discrepancy between the communication of the learning intentions and the level of participation in class when it comes to student achievement on the PM 3. We would like to continue the positive progress made but increase the rigor of the learning tasks to meet the depth and stamina necessary to be successful on state assessments.

Our overall math proficiency was at 61%, a 2 percentage point decrease from the previous year. We would like to see a 4 percentage point increase raising our overall math achievement to 65% by the end of 2027.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monthly problem solving team meetings with school leaders and teachers to discuss progress and areas of need.

Professional Learning Communities focused on strong instructional strategies to improve the student experience in class with more complex tasks that ready them for state expectations on the FAST. Administration meetings to review and respond to walkthrough data, specifically in math and work around the instructional core indicators C.2 and T.1.

Person responsible for monitoring outcome

Courtney Schumacher, Principal; Lina Myers, Assistant Principal

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

Design and implement rigorous tasks that allow students to demonstrate their understanding of the learning target and success criteria.

Person Monitoring:

Courtney Schumacher, Principal, Lina Myers,
Assistant Principal

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will create rigorous tasks in math that allow students to demonstrate the success criteria and achieve the learning target. Teachers will use the OneClay Vision for C.2, what students are learning, design tasks that require application of the knowledge and skills from the learning target over basic recall and simple routine skills, include levels of questions that encourage students to explain their thinking, use academic vocabulary, and make decisions to solve problems.

Action Step #2

Professional learning will be provided around understanding the depth and rigor of grade level benchmarks and developing tasks that align.

Person Monitoring:

Courtney Schumacher, Principal, Lina Myers,
Assistant Principal

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided monthly in whole group sessions around understanding the depth and rigor of grade level benchmarks and developing tasks that align facilitated by admin, school leaders, and district specialists. Teachers will apply their knowledge in weekly content and vertical professional learning communities to develop rigorous tasks and reflect on the impact of instruction on student achievement.

Action Step #3

School Based Leadership Team Reflection and Problem Solving.

Person Monitoring:

Courtney Schumacher, Principal, Lina Myers,
Assistant Principal

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school based leadership team will meet monthly to review data and reflect on the effect of professional learning efforts to improve instruction with increased rigor. The team will determine next steps in problem solving to continue prioritizing strong instruction in all classrooms.

IV. Positive Learning Environment**Area of Focus #1**

Multiple Early Warning Signs

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.

Description: Prioritizing students identified in the Early Warning Signs report to positively impact student achievement and school culture.

Impact on student learning: Students are actively engaged in their education by attending class regularly resulting in higher daily attendance, reduced discipline referrals, and higher academic confidence and success in the classroom and on state assessments.

Rationale: Data indicates that all students would benefit from stronger and more consistent implementation of standards based instruction with rigorous tasks to positively impact student achievement, desire to attend, and reduce suspension rates equating in loss of instruction due to disruptive behavior.

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.

School wide, we will see a 20% (13/65 students) reduction of students that have two or more early warning indicators.

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.

EWS reports will be run monthly to identify students exhibiting early warning indicators for academic deficiency. Admin and/or guidance will meet with them to discuss corrective measures to improve outcomes.

Person responsible for monitoring outcome

Courtney Schumacher, Principal; Lina Myers, Assistant Principal; Stephanie Moran, Guidance Counselor

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

Increase awareness of early warning signs that affect student achievement.

Person Monitoring:

Courtney Schumacher, Principal, Lina Myers, Assistant Principal, Stephanie Moran, School Counselor, Kristen Waldorf, School Social Worker

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will monitor the EWS to identify and support students with academic, behavior, and attendance challenges. In a school flex plc, teachers will dedicate time to discuss students and ways to improve in any and all early warnings and reflect on the impact of their efforts.

Action Step #2

Targeted intervention

Person Monitoring:

Courtney Schumacher, Principal, Lina Myers,
Assistant Principal, Stephanie Moran, School
Counselor, Kristen Waldorf, School Social Worker

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school counselor will provide small group instruction to support students and improve daily attendance, academic success, and positive behavior.

Action Step #3

Leadership and Attendance Teams review and reflect on impact of heightened awareness of EWS and its impact on student success.

Person Monitoring:

Courtney Schumacher, Principal, Lina Myers,
Assistant Principal, Stephanie Moran, School
Counselor, Kristen Waldorf, School Social Worker

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Attendance team will include a discussion of EWS in monthly meetings. We will continue to use incentives and rewards to recognize academic, behavioral and attendance improvement. Additionally, the school based leadership team will include a discussion of EWS in monthly meetings and confer to problem solve unique situations.

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.

<https://www.oneclay.net/o/rve>

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)).

Ridgeview Elementary involves parents in the planning, review, and improvement of the Title 1 programs through the responses and comments on the annual Parent Climate Survey, recommendations submitted by the quarterly School Advisory Council meetings, and parent suggestions throughout the year gathered from feedback forms completed at parent involvement activities as well as the feedback provided on the Federal Programs Annual Parent Survey. Title I funds will be used for parent/family engagement activities to provide parents with opportunities to support their children's academic progress. Funds will be utilized to purchase materials for takeaways, books, supplies, and other educational materials that will help parents support academics. Light refreshments will be provided at events offered during meal times only and pending covid restrictions. K-2 will also send home Summer Take Home Bags with learning activities for our families to engage in over the summer to prevent learning loss. We will also continue One Book One School -Home and School wide reading program for grades 3-6th in the spring. Our school will ensure adequate representation of parents participating in the decision making progress through

parent feedback forms, surveys, and input through the School Advisory Council - we'd like to look at combining PFA and SAC meetings to increase participation.

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)).

To strengthen the Academic Program we will

- Ensure that all instruction aligns with state and national standards, providing a rigorous and comprehensive academic program.
- Offer ongoing professional development for teachers to deepen their understanding of the curriculum and effective instructional strategies. Focus areas include differentiated instruction, data driven instruction, and integrating technology.
- Implement regular assessments and use data to inform instruction, identify student needs, and tailor teaching strategies. Intervention Programs
- Continue to implement a multi-tiered system of supports to identify and provide targeted interventions for students who are struggling academically.
- Offer before and after-school tutoring sessions led by qualified teachers and trained volunteers to provide additional academic support.
- Strengthen special education services to ensure students with disabilities receive the support and resources they need to succeed

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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

RVE has a dedicated school counselor who provides individual and group counseling sessions to support students' social, emotional, and academic development. The Counselor, in conjunction with parents, completes BRAVE referrals for students in need. We employ licensed mental health professionals, including psychologists and social workers, to provide comprehensive mental health services. These professionals conduct mental health assessments, individual and group therapy, and provide support for students dealing with trauma, anxiety, depression, and other mental health issues. We collaborate with local mental health organizations to offer additional resources and referrals for students needing intensive support. ESE teachers and support staff work closely with students who have Individualized Education Programs (IEPs) and 504 Plans to ensure they receive appropriate accommodations and modifications. They provide specialized instruction, speech and language therapy, occupational therapy, and physical therapy as needed. They ensure integration when appropriate. We have implemented character education programs that focus on core values such as respect, responsibility, and empathy. This includes classroom lessons and school-wide initiatives to reinforce positive behavior and social skills. By ensuring comprehensive counseling, school-based mental health services, specialized support services, mentoring programs, and other strategies, our school aims to support the holistic development of students, equipping them with the skills they need to succeed both academically and personally.

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)).

At RVE, we are dedicated to ensuring our students are prepared for college and career success. To achieve this, we offer accelerated classes and Extended Studies (gifted) programs across all grade levels. Recognizing the importance of technological proficiency in today's world, we are committed to providing each student a computer to work on in every class. Additionally, RVE benefits from strong partnerships with Orange Park Junior High and Ridgeview High School, which allow us to create a

seamless educational pathway for our students. Through these collaborations, we offer advanced learning opportunities and resources that further enrich our students' academic experiences and readiness for future challenges.

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)).

RVE has been dedicated to implementing and expanding our Positive Behavioral Interventions and Supports (PBIS) program. Each year, we strive to enhance the program, ensuring it effectively fosters a positive school culture. We offer weekly PRIDE lessons, where we intentionally teach and reinforce the behaviors and values we hold dear. Our PRIDE values are: • Perseverance • Respect • Integrity • Determination • Empathy The PBIS Team has created comprehensive resources, including signage, songs, videos, and lesson plans, to be used across all grade levels and school areas. These materials help ensure a consistent and engaging approach to promoting our PRIDE values. Our weekly PRIDE Academy also incorporates lessons from the 7 Mindsets program, further enriching our students' social-emotional learning and helping them develop a positive and growth-oriented mindset.

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)).

At RVE, we collaborate closely with the district to provide ongoing professional development (PD) and facilitate productive, focused Professional Learning Communities (PLCs). Our PLCs cater to a variety of learning opportunities, including grade-level teams, subject-specific vertical teams, and whole group sessions. We also offer monthly PD sessions specifically designed for new teachers to support their growth and integration into our school community. Additionally, RVE encourages our academic support personnel to pursue microcredentials to expand their knowledge of the science of reading, further enhancing our instructional capabilities and student outcomes.

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)).

Students entering Kindergarten at RVE are prescreened for school readiness in the weeks before the academic year begins. This screening process allows our team to accurately place students and

identify the supports needed from the start. At the beginning of the school year, our Speech Pathologists assess all Kindergarten students to identify any speech and language needs early on. To ensure a smooth transition, we implement a staggered start during the first week of school, allowing students to gradually acclimate to the school environment. Additionally, an ESE (Exceptional Student Education) specialist is assigned to Kindergarten to provide support and assist in the early identification of any special needs. This comprehensive approach ensures that every student receives the appropriate resources and support from day one.

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 (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.

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

Clay County Schools

RIDGEVIEW HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (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

Ridgeview High School empowers lifelong learners by providing a rigorous and inclusive educational experience that develops essential 21st-century skills. We embrace diversity, foster unity, and intentionally cultivate integrity, character, and leadership while promoting Respect, Honor, and Scholarship in all that we do.

Provide the school's vision statement

Preparing lifelong learners for success in a global and competitive workplace and acquiring applicable life skills is the purpose for the Clay County School District. To support the District's purpose, Ridgeview High School serves all students with diligence to provide the academic, workforce and life skills needed for success. Providing a safe working and learning environment is a priority and a key to the success of RHS. Continual professional development for teachers, support staff, and administrators provides assurance that the students of Ridgeview High School will get the best education possible.

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

Ivin J. Gunder

ivin.gunder@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Principal Gunder serves as the facilitator of the school-based MTSS Leadership Team, providing a shared vision for data-based decision-making and ensuring effective implementation of the MTSS framework. He leads planning for schoolwide systems of intervention and professional development, manages the school budget and communications, and conducts teacher evaluations alongside regular classroom walkthroughs. Through the PLC process, he promotes shared decision making by supporting collaborative teacher teams engaged in continuous cycles of inquiry aligned with district learning goals. Principal Gunder also ensures that all staff members consistently comply with districtwide school site standards.

Leadership Team Member #2**Employee's Name**

Caitlyn Hayes

caitlyn.hayes@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principals support the Principal in a wide range of responsibilities, including data collection and analysis, implementation of Tier 1 interventions, and enforcement of schoolwide discipline plans. They play a key role in ensuring that adequate professional development is provided to support effective MTSS implementation. To maintain instructional quality, Assistant Principals conduct frequent classroom walkthroughs and provide timely, actionable feedback to teachers, ensuring that instruction is standards-aligned, grade level appropriate, and rigorous. As instructional leaders, they actively participate in Professional Learning Communities (PLCs), collaborate with teachers, and monitor departmental data to drive continuous improvement in student achievement.

Leadership Team Member #3**Employee's Name**

Rex Knight

rex.knight@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principals support the Principal in a wide range of responsibilities, including data collection and analysis, implementation of Tier 1 interventions, and enforcement of schoolwide discipline plans.

They play a key role in ensuring that adequate professional development is provided to support effective MTSS implementation. To maintain instructional quality, Assistant Principals conduct frequent classroom walkthroughs and provide timely, actionable feedback to teachers, ensuring that instruction is standards-aligned, grade level appropriate, and rigorous. As instructional leaders, they actively participate in Professional Learning Communities (PLCs), collaborate with teachers, and monitor departmental data to drive continuous improvement in student achievement.

Leadership Team Member #4

Employee's Name

Jillian Stoltzfus

jillian.stoltzfus@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principals support the Principal in a wide range of responsibilities, including data collection and analysis, implementation of Tier 1 interventions, and enforcement of schoolwide discipline plans. They play a key role in ensuring that adequate professional development is provided to support effective MTSS implementation. To maintain instructional quality, Assistant Principals conduct frequent classroom walkthroughs and provide timely, actionable feedback to teachers, ensuring that instruction is standards-aligned, grade level appropriate, and rigorous. As instructional leaders, they actively participate in Professional Learning Communities (PLCs), collaborate with teachers, and monitor departmental data to drive continuous improvement in student achievement.

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.

The school leadership team played a key role in drafting individual sections and goal areas, utilizing student achievement data and trend analyses to inform their decisions. Department chairs provided input during this phase to ensure alignment with instructional priorities and departmental needs. As the school year begins, additional input will be gathered from teachers, students, and members of the

School Advisory Council (SAC). Families and community stakeholders, including business and civic partners, will also have opportunities to review and provide feedback. This inclusive approach ensures the SIP reflects the needs and priorities of the entire school community. Input from each stakeholder group will be used to refine the SIP goals, action steps, and progress monitoring strategies. This continuous input cycle ensures that the SIP remains responsive, relevant, and focused on improving student outcomes.

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 implementation and impact of the School Improvement Plan (SIP) will be regularly monitored through ongoing analysis of Progress Monitoring data and state assessment results. Particular attention will be given to student subgroups with the greatest achievement gaps to ensure that targeted interventions are driving measurable improvement. SIP goal teams, in collaboration with the school leadership team, will meet on a scheduled basis to review student performance data and evaluate the effectiveness of action steps. These teams will adjust strategies as needed to stay aligned with the SIP goals and address any emerging needs. Stakeholder feedback, including input from teachers, students, families, and SAC members, will be solicited throughout the year. This feedback will inform ongoing revisions to the SIP to promote continuous schoolwide improvement and ensure that all students, especially those furthest from proficiency, are supported in meeting state academic standards.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH PK, 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	56.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) 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>	2025-26: A 2024-25: B 2023-24: A 2022-23: A 2021-22: B

D. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 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
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2026-27)

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
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	65	47	59	26	197

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	0	0
Students retained two or more times	0	0	0	0	0

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	67	69	62	64	66	59	64	64	55
Grade 3 ELA Achievement									
ELA Learning Gains	61	62	59	56	60	58	62	62	57
ELA Lowest 25th Percentile	58	59	55	49	59	56	58	62	55
Math Achievement*	62	61	52	52	59	49	54	61	45
Math Learning Gains	49	44	45	51	48	47	58	60	47
Math Lowest 25th Percentile	39	41	44	46	42	49	57	61	49
Science Achievement	79	82	74	83	82	72	78	80	68
Social Studies Achievement*	79	85	76	79	84	75	86	83	71
Graduation Rate	97	97	94	96	95	92	94	94	90
Middle School Acceleration									
College and Career Acceleration	57	67	74	50	63	69	53	60	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					69	52		51	49

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	651
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	97%

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
65%	64%	63%	68%	55%	55%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	50%	No		
English Language Learners	45%	No		
Asian Students	81%	No		
Black/African American Students	64%	No		
Hispanic Students	62%	No		
Multiracial Students	69%	No		
White Students	66%	No		
Economically Disadvantaged Students	61%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

	2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	67%		61%	58%	65%	49%	39%	79%	79%		97%	57%	
Students With Disabilities	46%		53%	45%	51%	39%	26%	59%	55%		99%	22%	
English Language Learners	45%		58%	62%	40%	40%	40%	37%	36%		93%	0%	
Asian Students	73%		60%		83%				79%		100%	90%	
Black/African American Students	61%		64%	69%	58%	45%	45%	75%	77%		97%	49%	
Hispanic Students	63%		58%	55%	59%	48%	48%	76%	72%		99%	40%	
Multiracial Students	69%		57%	53%	74%	53%	70%	70%	87%		94%	65%	
White Students	72%		61%	54%	71%	52%	26%	84%	82%		96%	64%	
Economically Disadvantaged Students	61%		56%	55%	61%	47%	37%	77%	76%		96%	44%	
28/2026													

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 PROGR
All Students	64%		56%	49%	54%	51%	46%	83%	79%		96%	50%	72%
Students With Disabilities	40%		47%	43%	38%	49%	53%	64%	60%		94%	18%	
English Language Learners	38%		38%	41%	45%	43%	50%	50%	55%		96%	17%	72%
Asian Students	87%		61%		86%			73%	100%		100%	77%	
Black/African American Students	58%		54%	49%	49%	54%	54%	81%	69%		97%	48%	55%
Hispanic Students	59%		56%	47%	46%	48%	43%	79%	78%		99%	45%	81%
Multiracial Students	63%		57%	44%	50%	42%		79%	82%		96%	48%	
White Students	68%		57%	51%	60%	52%	43%	86%	83%		93%	52%	
Economically Disadvantaged Students	59%		52%	44%	51%	50%	49%	79%	75%		94%	42%	70%

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 PROGR
All Students	64%		62%	58%	54%	58%	57%	78%	86%		94%	53%	29%
Students With Disabilities	34%		48%	49%	31%	50%	53%	53%	83%		98%	19%	
English Language Learners	35%		38%	20%	38%	41%		60%	70%		95%	33%	29%
Asian Students	88%		69%		90%			100%			100%	70%	
Black/African American Students	58%		63%	49%	49%	59%	58%	74%	91%		97%	41%	
Hispanic Students	63%		49%	39%	45%	44%	33%	67%	81%		95%	60%	24%
Multiracial Students	65%		63%	64%	56%	61%		85%	86%		96%	41%	
White Students	65%		66%	74%	58%	63%	63%	82%	85%		92%	57%	
Economically Disadvantaged Students	61%		59%	52%	50%	57%	48%	76%	85%		91%	45%	26%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	66%	66%	0%	60%	6%
ELA	10	65%	69%	-4%	61%	4%
Biology	9	98%	95%	3%	87%	11%
Biology	10	65%	67%	-2%	60%	5%
Algebra	9	79%	63%	16%	41%	38%
Algebra	10	50%	39%	11%	31%	19%
Geometry	9	89%	87%	2%	75%	14%
Geometry	10	50%	53%	-3%	40%	10%
Geometry	11	24%	26%	-2%	26%	-2%
History	11	79%	83%	-4%	75%	4%
Biology	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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 data component with the most significant growth was Mathematics achievement, which surged by 10% (moving from 52% to 62%). This progress was largely driven by substantial gains within the Geometry lower quartile, highlighting improved outcomes for struggling students. To achieve these results, our school implemented the following targeted actions: Strengthened PLCs: We fostered robust Professional Learning Communities centered on collaboration and shared instructional strategies. Data-Driven Instruction: Teams consistently analyzed student data to identify learning gaps and deploy timely interventions. Common Assessments: Teachers developed and utilized aligned, common assessments to ensure rigorous standards and consistent pacing across all classrooms.

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 data component showing the lowest performance was the Mathematics lower quartile, which dropped 11% (from 46% to 35%). Two primary, intersecting factors contributed to this decline: Expanded High-Need Cohort: The school saw a trend of an exceptionally large Algebra 1A cohort. This increased the volume of students requiring intensive, foundational math support. Instructional Transition: This influx coincided with the hiring of a new Algebra teacher. Navigating a large, high-need cohort is a steep challenge for a new educator, which likely impacted the consistency of targeted interventions. The trend indicates that a high concentration of struggling students combined with instructional transitions creates a vulnerability for our lowest-performing students, highlighting a critical need for enhanced structural support in introductory Algebra moving forward.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that experienced the greatest decline was the Mathematics lower quartile, which dropped significantly by 11% (falling from 46% to 35%). Two primary factors directly contributed to last year's decline: Expanded High-Need Cohort: The school saw an exceptionally large Algebra 1A

cohort. This substantial increase in enrollment heavily concentrated a high volume of students who require intensive, foundational math support into a single track. Instructional Transition: This influx of struggling students coincided with the placement of a new Algebra teacher. Navigating a large, high-need cohort presents a steep learning curve for any educator new to the environment, which impacted the consistency of the targeted interventions required to lift lower quartile performance.

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 data component with the smallest margin of growth compared to the state average was Geometry, which outperformed the state by a narrow +2%. While still a positive margin, this represented our school's narrowest gap of improvement over the state baseline. Two primary strategic factors and ongoing trends directly influenced this outcome: Intentional Staffing: The school strategically placed highly specialized, experienced educators into targeted math tracks. While this fortified other math segments, it left Geometry with fewer veteran resources, balancing out the overall gains. Strategic Scheduling: Remediation and advanced scheduling priority were funneled into foundational algebra courses to address critical lower-quartile gaps. This trend demonstrates that while targeted scheduling and staffing successfully lift high-priority areas, it can narrow our growth margin in secondary courses like Geometry, indicating a need for more balanced resource distribution.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One area of concern identified through Early Warning System (EWS) data is student attendance. Chronic absenteeism is a strong predictor of academic risk and has a direct impact on student achievement. To address this concern, attendance data will be pulled and analyzed monthly, and targeted attendance review meetings will be held to identify patterns and intervene early. Special attention will be given to lower-quartile students who are at increased risk of falling further behind due to inconsistent school attendance.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Lower Quartile- Math
2. Learning gains- ELA
3. SWD & ELL Lower Quartile- Math
4. Attendance

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 Small-group Instruction

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.

Our Area of Focus across all grade levels is implementing data-driven, intentional small group instruction to target Students with Disabilities (SWD) and English Language Learners (ELL) in the lower quartile for ELA and Math.

Rationale & Data Identification: Prior data revealed critical performance gaps in our SWD and ELL subgroups. To address this, we are adopting flexible grouping and partnering with the Florida Inclusion Network (FIN) to deploy diverse support facilitation models. Teachers will use common assessments to dynamically shift groups based on real-time mastery.

Impact on Student Learning: This approach replaces one-size-fits-all lectures with tailored, close-proximity instruction. Students receive immediate feedback, reduced cognitive load, and targeted language support, directly accelerating their proficiency in core ELA and Math concepts.

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.

Prior Year Data Baseline: 35% proficiency

Historical Benchmark Baseline: 46% proficiency

For the upcoming school year, our target is to completely reclaim those losses across all relevant grade levels. Specifically, the school will increase the Mathematics lower quartile learning gains from the prior year baseline of 35% to a minimum objective of 46%, restoring our historical performance benchmark through targeted support and intensive interventions.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach

the desired outcome.

- Weekly administrative meetings to review walkthrough data
- Department meetings analyzing common assessment data- utilizing released B.E.S.T. and FAST Assessment questions
- Intentional PLC focus
- Lower quartile monitoring

Person responsible for monitoring outcome

All Administrators

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:

Individual & Small Group Instruction Explicit Direct Instruction

Rationale:

Provide focused, intensive small-group interventions for English learners determined at risk for reading problems. Although the amount of time in small-group instruction and the intensity of this instruction should reflect the degree of risk, determined by reading assessment data and other indicators, the interventions should include the five core reading elements (phonological awareness, phonics, reading fluency, vocabulary, and comprehension). Explicit, direct instruction should be the primary means of instructional delivery.

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

Targeted Small Group Instruction

Person Monitoring:

Administration, Classroom Teachers

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement targeted small-group instruction during dedicated intervention time, based on weekly progress monitoring data. Lessons will focus on prerequisite skills and standards-aligned remediation tailored to each student's area of deficit. Student groups and instructional plans will be reviewed during weekly Professional Learning Community (PLC) meetings. Exit ticket trends,

intervention data trackers, and formative assessments will guide weekly adjustments to groupings and instructional strategies.

Action Step #2

Data-driven Coaching Cycles

Person Monitoring:

Administrators, Instructional Leaders

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided monthly in the format of data-driven coaching cycles and targeted sessions facilitated by the MTSS team and Instructional Coaches. These sessions will focus on: Unpacking FAST and PM assessment strands; Using data protocols to identify and address learning gaps; Differentiation strategies for scaffolding instruction High-leverage intervention routines for fluency, comprehension, and math reasoning; Fidelity of intervention program implementation and documentation. Attendance, follow-up walkthroughs, and teacher reflection logs will be used to gauge implementation. Coaching cycle feedback forms and student achievement data will guide mid-year adjustments.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Differentiation

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.

Our primary Area of Focus across all grade levels is implementing data-driven, intentional small group instruction to maximize ELA learning gains utilizing differentiation.

Rationale & Data Identification: Prior year data revealed stagnant growth and widening achievement gaps in reading and language arts. To address this crucial need, teachers will leverage ongoing diagnostic data to design flexible, differentiated ELA tracks that meet students at their precise instructional levels.

Impact on Student Learning: This focus deeply impacts student learning by transforming passive listening into active, tailored engagement. Within small groups, differentiation allows teachers to provide scaffolded decoding support for struggling readers while delivering complex text-analysis tasks to advanced students. This targeted approach minimizes frustration, closes foundational gaps, and provides the immediate, individualized feedback necessary to rapidly accelerate overall ELA learning gains.

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.

To maintain a trajectory of steady academic growth and close lingering achievement gaps, the school has established a data-based, objective target for English Language Arts across all relevant grade levels.

Prior Year Data Baseline: 60% of students achieved ELA learning gains.

For the upcoming school year, the school will optimize differentiated instructional frameworks to expand overall student growth. Specifically, the school plans to increase the percentage of students demonstrating ELA learning gains from the prior year baseline of 60% to a minimum objective of 62%, representing an objective 2 percentage point increase in year-over-year growth.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Trends from walkthroughs will be analyzed during instructional leadership team meetings to provide coaching and adjust support as needed. Performance will be reviewed monthly during data chats. FAST PM1, PM2, and PM3 scores will be disaggregated. Additional practices include a biweekly review of intervention group data during Professional Learning Communities (PLCs), walkthroughs targeting Tier 2 instruction, and quarterly student conferences to review growth and set learning goals. Intervention rosters will be updated regularly based on progress monitoring and teacher input.

Person responsible for monitoring outcome

All Administrators

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:

Teachers will analyze ongoing diagnostic data to continuously regroup students, ensuring that small-group tasks are dynamically aligned with real-time student mastery. By delivering scaffolded foundational support to struggling readers while simultaneously challenging advanced students with high-level text-analysis, this intervention directly targets individual learning gaps to accelerate overall literacy growth.

Rationale:

Provide explicit and systematic intervention instruction to struggling students should receive explicit instruction to ensure that they have the foundational skills and conceptual knowledge necessary for understanding grade level content.

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

Data Driven flexible grouping

Person Monitoring:

All Administrators

By When/Frequency:

Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will use a shared data matrix during bi-weekly Professional Learning Community (PLC) meetings to analyze common formative assessments and diagnostic metrics. Based on this real-time data, students will be dynamically shuffled into fluid small groups, ensuring no student remains stuck in a static tier once they demonstrate mastery of a specific ELA skill.

Action Step #2

Tiered Task Scaffolding

Person Monitoring:

All Administrators

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will utilize varied instructional materials and strategies tailored to meet the diverse academic needs of learners within the classroom. This involves providing supportive adjustments for students requiring extra assistance while offering extended learning opportunities for those ready for advancement.

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 area of focus will be to increase the Daily average attendance rate to 92% Build systems of recognition, mentoring, and early intervention to address attendance and behavioral barriers to learning. Impact on Student Learning: Improved attendance ensures more consistent access to instruction, increasing students' ability to make learning gains.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase daily average attendance to 92% or higher.

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.

Weekly attendance reports will be reviewed with guidance and deans. Students missing five or more days will be flagged for intervention. Monthly Attendance Review Team meetings will assess trends and action plans. Additional practices include sending monthly home reports to the families of chronically absent students, implementing Tiered Attendance Interventions (including letters, parent calls, and meetings), and tracking attendance improvements during quarterly student data chats.

Person responsible for monitoring outcome

All Administrators

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:

Our interventions aim to reduce unexcused absences by fostering a positive school environment through Positive Behavioral Interventions and Supports (PBIS), which builds strong student-staff connections and reinforces attendance. It also focuses on cultivating student success by personalizing learning and providing academic support, ensuring students feel capable and motivated to attend. Crucially, the plan emphasizes meaningful two-way communication between schools and families, engaging parents as partners and connecting them with vital resources. Finally, it promotes high student engagement through active, interactive classroom environments where learning is relevant and stimulating, inspiring students to be present and participate.

Rationale:

Unexcused absences pose a significant barrier to student academic success, social-emotional development, and overall well-being. When students are consistently absent from school without valid reasons, they miss crucial instructional time, fall behind in their coursework, and become disengaged from the learning process and the school community. This disengagement can lead to a cycle of further absences, academic failure, and increased risk of dropping out. Beyond individual student impact, high rates of unexcused absences negatively affect the entire school environment. They disrupt classroom instruction, strain teacher resources, and can indicate underlying issues within the school culture or community. Addressing unexcused absences is not merely about enforcing attendance policies; it is about creating a supportive and engaging environment where every student feels a sense of belonging, purpose, and motivation to attend school regularly.

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

Proactive Attendance Monitoring

Person Monitoring:

All Administrators, Dean, Attendance Clerk,
Counselors, Social Worker

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers and staff will implement proactive attendance monitoring and student engagement strategies to enhance student learning. This includes daily attendance tracking, positive reinforcement through incentives, and building mentor connections with high-absence students. Pull Attendance data weekly. Tier 1, 2, and 3 students will be flagged and tracked. Interventions and progress will be monitored via attendance review logs and mentor check-in records.

Action Step #2

Professional Learning on the impacts of chronic absenteeism

Person Monitoring:

Assistant Principals, Deans, School Counselors

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided quarterly through faculty meetings, team leader sessions, and grade-level AP-led small groups. Sessions will focus on: Understanding chronic absenteeism and its impact; Building classroom community and student-teacher relationships; Positive behavior interventions and recognition systems; Early warning indicators and intervention pathways. Attendance patterns and discipline data will be reviewed quarterly. Feedback surveys from staff will measure the implementation of strategies. Behavior referrals and engagement metrics (class participation, club involvement) will be analyzed for trends.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (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.

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

Clay County Schools

ROBERT M. PATERSON ELEMENTARY



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (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

Our mission is to create and maintain a culture for all stakeholders to ensure their educational experience fosters high academic exposure, metacognition and is personally rewarding for all students. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend to meet the expectations of the twenty-first century beyond the boundaries of the school walls. We will ensure a culture and learning environment built upon integrity, respect, and accountability. Through these values, we will maximize student potential and promote individual successes.

Provide the school's vision statement

For PES teachers to continue to improve their knowledge and enhance their teaching strategies through continuous resources, professional development, collaboration and personal growth in order to implement the best teaching practices in the classroom that will directly impact students' personal and academic growth, and prepare students for successful careers in the twenty-first century.

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

John O'Brian

john.obrian@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Oversee the daily functions of the school, staff, students, etc., to ensure the safety, well-being, and academic progress is being implemented daily to enhance students' success.

Leadership Team Member #2

Employee's Name

Lori Stokes

lori.stokes@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Assist the Principal in the daily operations of the school to ensure the school is providing students, staff, etc., with a safe environment to enhance student personal and academic growth.

Leadership Team Member #3

Employee's Name

Sarah Kilcoin

Sarah.kilcoin@myoneclay.net

Position Title

First grade teacher and team leader

Job Duties and Responsibilities

To be an ambassador for her team and serve as a leader on our campus for all students, parents, community faculty and staff. Her responsibilities are to facilitate information to her teams, provide input on governance and functionality of our campus to ensure we are fostering student growth and serving our campus, community and district with the utmost professional standards.

Leadership Team Member #4

Employee's Name

Stephanie Muhleman

Stephanie.muhleman@myoneclay.net

Position Title

Front office secretary, PFA member, Yearbook Sponsor and Parent

Job Duties and Responsibilities

To be an ambassador for her team and serve as a leader on our campus for all students, parents, community faculty and staff. Her responsibilities are to facilitate information to her teams, provide input on governance and functionality of our campus to ensure we are fostering student growth and serving our campus, community and district with the utmost professional standards.

Leadership Team Member #5

Employee's Name

Jenny Creswell

jennifer.creswell@myoneclay.net

Position Title

6th Grade teacher and team leader

Job Duties and Responsibilities

To be an ambassador for her team and serve as a leader on our campus for all students, parents, community faculty and staff. Her responsibilities are to facilitate information to her teams, provide input on governance and functionality of our campus to ensure we are fostering student growth and serving our campus, community and district with the utmost professional standards.

Leadership Team Member #6

Employee's Name

Lisa Pierson

Lisa.pierson@myoneclay.net

Position Title

Fourth Grade team leader and building union rep.

Job Duties and Responsibilities

To be an ambassador for her team and serve as a leader on our campus for all students, parents, community faculty and staff. Her responsibilities are to facilitate information to her teams, provide input on governance and functionality of our campus to ensure we are fostering student growth and serving our campus, community and district with the utmost professional standards.

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.

The process involved discussing the 2025 - 26 school data based on FAST results and our Spring 2026 Climate Survey. We evaluated the data and determined based on declines in certain academic areas and the lowest climate survey result category as our three areas of focus. The decision were based on School Leadership Teams, school staff, parents, and PES families. Each individual was presented with the results and were provided the opportunity for input. The areas were agreed upon and acknowledged as the areas of focus for the SIP 2026 - 27 school year.

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 SIP plan will be monitored through PES team leader meetings, curriculum council and scheduled SAC meetings. During those meetings, stakeholders will discuss topics, provide input, evaluate data, etc., that will directly have an impact on the continuous progress of our PES and SIP goals. During this time, options, implementations, and revisions, if necessary, will be tabled and future amendments will be developed and parliamentary procedures will be implemented for final approval(s).

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	32.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) 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>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	88	89	89	88	109	99	93			655
Absent 10% or more school days	5	1	3	8	13	10	12			52
One or more suspensions	3	4	2	3	6	6	10			34
Course failure in English Language Arts (ELA)	1	1	1							3
Course failure in Math			1							1
Level 1 on statewide ELA assessment	5	4	6	1	3	1	5			25
Level 1 on statewide Math assessment	5	1	6	1	4	3	3			23
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	6						10
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		1								1

Current Year 2026-27

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	2	2	8	5	3	3	2			25

Current Year 2026-27

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	2	2	0	0	0	1			6
Students retained two or more times										0

Prior Year (2025-26) 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	
School Enrollment	76	68	72	91	83	88	108			586
Absent 10% or more school days	4	6	6	8	8	6	9			47
One or more suspensions	5	3	4	4	4	7	9			36
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment	5	4	3	1						13
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) 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	5	2	3	8	8	6	1			33

Prior Year (2025-26) 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	3	3		2						8
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	88	66	62	88	63	59	85	62	57
Grade 3 ELA Achievement	90	66	61	94	66	59	87	65	58
ELA Learning Gains	70	63	63	78	62	60	76	62	60
ELA Lowest 25th Percentile	78	60	58	68	60	56	70	60	57
Math Achievement*	90	69	66	93	67	64	93	67	62
Math Learning Gains	84	69	64	81	65	63	89	68	62
Math Lowest 25th Percentile	82	58	50	81	57	51	84	59	52
Science Achievement	84	67	62	86	62	58	92	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					72	63		55	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	83%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	666
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
83%	83%	82%	77%	71%	63%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	61%	No		
English Language Learners	72%	No		
Asian Students	88%	No		
Black/African American Students	84%	No		
Hispanic Students	77%	No		
Multiracial Students	95%	No		
White Students	84%	No		
Economically Disadvantaged Students	83%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	88%	90%	70%	78%	90%	84%	82%	84%					
Students With Disabilities	58%	54%	60%	67%	64%	59%	65%	62%					
English Language Learners	64%		50%		84%	88%							
Asian Students	88%		73%		100%	91%							
Black/African American Students	88%	100%	80%		81%	69%							
Hispanic Students	76%	70%	66%	73%	85%	80%	92%	77%					
Multiracial Students	96%		100%		96%	86%							
White Students	89%	91%	68%	77%	91%	85%	83%	86%					
Economically Disadvantaged Students	87%	95%	68%	82%	85%	82%	83%	78%					

28/2026

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	88%	94%	78%	68%	93%	81%	81%	86%					82%
Students With Disabilities	73%	89%	60%	63%	84%	78%	90%	50%					
English Language Learners	56%				94%								82%
Asian Students	72%		55%		100%	82%							
Black/African American Students	84%		67%		68%	67%							
Hispanic Students	77%	73%	76%	64%	84%	79%	82%	85%					
Multiracial Students	70%	90%	62%		87%	69%							
White Students	92%	100%	81%	74%	95%	82%	83%	92%					
Economically Disadvantaged Students	83%	89%	73%	62%	84%	80%	79%	74%					85%

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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 PROGR
All Students	85%	87%	76%	70%	93%	89%	84%	92%					61%
Students With Disabilities	69%	80%	69%	67%	83%	85%	71%	80%					
English Language Learners	64%		73%		82%	100%							61%
Asian Students	100%				100%								
Black/African American Students	81%		71%		94%	86%							
Hispanic Students	74%	75%	79%	65%	89%	93%	88%	64%					
Multiracial Students	54%				62%								
White Students	89%	89%	76%	75%	95%	89%	84%	95%					
Economically Disadvantaged Students	73%	65%	69%	59%	83%	84%	76%	86%					57%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	91%	65%	26%	60%	31%
ELA	4	87%	64%	23%	60%	27%
ELA	5	83%	60%	23%	61%	22%
ELA	6	90%	72%	18%	62%	28%
Math	3	88%	69%	19%	66%	22%
Math	4	91%	65%	26%	65%	26%
Math	5	90%	61%	29%	62%	28%
Math	6	90%	70%	20%	60%	30%
Science	5	84%	66%	18%	60%	24%

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 overall ELA Lower Quartile Gains increased by 10%. It went from 68% to a 78% proficiency. The consistency of reviewing student data and having data discussions throughout the year kept the growth and progress consistent. Common assessments, PLC's, strategic scheduling, interventions and progress monitoring was evident. This provided the teachers and students to maintain their area of focus as it moniotred and paralleled student growth.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our ELA overall gains was 70% which was a 8% decrease form the previous year (78%.) The change in our ELA teachers, retirements, long term subs, new curriculum, etc., contributed to the teachers not being familiar with the expectations and processes. Our scores were still tops in our district and well above the district and state averages.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our ELA overall gains was 70% which was a 8% decrease form the previous year (78%.) The change in our ELA teachers, retirements, long term subs, new curriculum, etc., contributed to the teachers not being familiar with the expectations and processes. Our scores were still tops in our district and well above the district and state averages.

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.

N/A, All categories were well above the District and State averages.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. Level 1 students in grades K - 2.
2. Level 1 Students in grades K & 2.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Maintaining our overall academic success through established and proven instructional strategies and methods,
2. Integrating new staff into the campus and providing them with the resources that will foster their growth to integrate into our school culture and academic expectations successfully.
3. Providing students, families, teachers, and staff with a new group of student with certain exceptionalities with resources to ensure they are successfull in academics and behavior.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

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.

Our overall ELA Gains was our lowest category. PES dropped 8% points from the previous year. The learning gains for all of our students are extremely important. Evaluating our data with specifics, we noticed that students were still scoring 3's, 4's and 5's at a high volume, but did not move to another level. We have evaluated strategies moving forward for the 2026 - 27 school year to foster and enhance this to ensure growth. Teachers and students will be provided with interventions, resources, etc., to assist in pursuing and reaching set forth goals.

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.

PES ELA overall gains for the 24 - 25 school year were 78%. This year, 25 - 26, this category dropped to 70%. We have included all grade level and specific content level teachers to develop their 26 - 27 schedules. We were strategic in deciding which teachers will have specific students based on current year ELA data and any exceptional circumstances that would have a possible impact on their obtaining growth. In addition, we included our ESE inclusion teachers with their specific specialty to maximize student achievement within a specific content area specifically ELA. If all strategies are consistent in their tier 1 and tier 2 instruction (when applicable), continuous small group instruction on a daily and weekly basis, and identification of each students' learning deficiencies; then PES should see data results of at least 75% or better proficiency level after PM3. These outcomes will be measured and evaluated by formal and informal observations, classroom data, PLC's, and walkthroughs with a consistent above 50% of small group instruction within the classroom intervention strategies. The data will show a progressive increase of at least 58% or better lower quartile proficiency after PM2.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Our teachers have had a one year introduction and experience with the new ELA curriculum which provided some perils of not providing specific content and resources to properly expose students to FAST testing format. The following criteria will be used to evaluate progress and monitor growth through weekly PLC's, differentiated small group instruction, ELA Progress monitoring via FAST assessments, Lexia. Core 5 and power up data, District ELA grade level collaborative meetings, Acadience data, School based data discussions and evaluations with Administration, formal and informal observations.

Person responsible for monitoring outcome

Lori Stokes and John O'Brian

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

Teachers will continuously monitor instructional strategies through the evaluation of data and the effectiveness of tier 1 instruction. Stakeholders will evaluate data during formal and non-formal assessments and Progress Monitoring to ascertain the success of tier 1 instruction and adjustments, interventions, Tier 2, etc., will be integrated to assure progress and production are being achieved.

Person Monitoring:

Lori Stokes and John O'Brian

By When/Frequency:

May 27, 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Through formal and informal observations, monitoring and evaluation of data. Collecting data from Lexia, FAST Performance Matters, academic growth, and Acadiece.

Action Step #2

Targeted professional learning will be provided monthly in the format of whole group PLCs, teacher conferences, content area PLC's, data discussions, and specific content planning. Data driven decision making will take place to ensure Tier 1 instructional practices are aligned to standards based instruction and specific student's needs.

Person Monitoring:

Lori Stokes and John O'Brian

By When/Frequency:

May 27, 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

PLC's, small group instruction, Data discussions and evaluations with Administration, formal and informal observations.

Action Step #3

Data meetings will be held quarterly with each grade level. The data will reflect how the ALL students are progressing and the effectiveness of the current implemented strategies to enhance student growth. Collaboration will take place with common content and grade level teachers. Specific data will be evaluated based on certain content areas, topics, etc.

Person Monitoring:

Lori Stokes and John O'Brian

By When/Frequency:

May 27, 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Integrating small group instruction within the classroom with purpose using data to drive small groups and content of focus. Professional Development with peers, grade level and content PLCs, new content training, ESE department intervention and guidance, modeling instruction from peers and coaches to maximize students' understanding of the content.

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

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.

PES overall math proficiency at 90%, but evaluating grade level performance, we found some concerns regarding certain grade levels students' proficiency. The overall proficiency for mathematics is very important, but we had three grade levels, although performed above the district and state levels, dropped from the previous year. We want to ensure they are maximizing their instructional strategies, training, etc., in order for teachers and students to maximize their implementation and understanding of their grade level mathematics content.

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.

Our KG proficiency was at 82 which was an increase of 16% from the previous year, but ranked 10th in our district compared to our other schools. 2nd grade proficiency dropped from 87% to 82% from the previous year and 3rd in the district and our 3rd grade proficiency dropped from 94% to 88% and finished 4th in the district. We met with these specific grade level content teachers to evaluate what perils, obstacles, etc., that might have contributed to these decreases and/or results. When preparing for the 26 - 27 school year, we were specific in our scheduling, inclusion teachers, specific student placement based on PM3 performance in order to maximize student knowledge, comprehension and growth. Also, we moved some teachers that have demonstrated specific content success with students in the area of mathematics from previous grade levels, mathematical understanding, etc. If all strategies are consistent in tier 1 and tier 2 instruction (when applicable) , effective planning and implementation of small group instruction on a daily and weekly basis, will result in at least a 4 % growth for grades KG and 2nd and 3rd grade will increase to at least a 90% proficiency. These outcomes will be measured and evaluated by formal and informal observations, walkthroughs with a consistency of above 55% of small group instruction within classroom intervention strategies and instructional content delivery. Data should demonstrate at least a 65% to 70% proficiency in all grades after PM2.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

PM data, objective content and standards, parallel evaluation tools that promote rigor, data conversations with grade level content teachers and team leaders, vertical content discussions and PLCs, formal and informal observations, peer observations of same content curriculum, discussion and development of assessments and evaluation of student work, and progress monitoring data via FAST PM1 and PM2 performance. In addition, the maximizing of district provided and approved resources will be evaluated and monitored to validate the effectiveness of tier 1 instructional strategies.

Person responsible for monitoring outcome

Lori Stokes and John O'Brian

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

Teachers will continuously monitor instructional strategies through the evaluation of data and the effectiveness of tier 1 instruction. Formative assessments will be used to monitor students' progress. The collaboration and utilization of District Curriculum Specialist for guidance, modeling, etc.

Person Monitoring:

Lori Stokes and John O'Brian

By When/Frequency:

May 27, 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Integrating small group instruction within the classroom with purpose using data to drive small groups and specific standard based content focus. Professional Development with peers, grade level and content PLCs, new content training, ESE department intervention and guidance, modeling instruction from peers and content coaches, to maximize students' understanding and academic growth of the grade level content.

Action Step #2

Professional learning will be provided weekly and monthly within the format of whole group and grade level content PLCs, teacher conferences, data evaluation and discussions, and specific student and/or group content planning and interventions. Also, the support from District Content Specialists.

Person Monitoring:

Lori Stokes and John O'Brian

By When/Frequency:

May 27, 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Integrating small group instruction within the classroom with purpose using data to drive small groups and specific standard based content focus. Professional Development with peers, grade level and content PLCs, new content training, ESE department intervention and guidance, modeling instruction from peers and content coaches, to maximize students' understanding and academic growth of the grade level content.

Action Step #3

Data meetings will be held quarterly as a grade level and more individual if needed to provide the necessary support, guidance, etc., to ensure the teacher and students are progressing. The data will reflect how the specific grade level students are progressing and effectiveness of the ongoing current implemented strategies, curriculum, and resources are parallel with student progression and growth.

Collaboration will take place with common content and grade level teachers. Specific data will be evaluated based on certain observable and measurable content, concepts, etc.

Person Monitoring:

Lori Stokes and John O'Brian

By When/Frequency:

May 27, 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Integrating small group instruction within the classroom with purpose using data to drive small groups and specific standard based content focus. Professional Development with peers, grade level and content PLCs, new content training, ESE department intervention and guidance, modeling instruction from peers and content coaches, to maximize students' understanding and academic growth of the grade level content.

IV. Positive Learning Environment

Area of Focus #1

Other: Family Communication

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.

Based on our 2025 - 26 Climate Survey from our Parents, the area that was our lowest at 91.2% approval was 'I receive regular updates from my child's school through our official communication tools (like OneClay app, Rooms, ParentVUE, emails, etc.)' The lack of timely and consistent communication regarding students' concerns, progress, specific information, etc., can impact a student's progress and success in their school experience. The timely and efficient communication with parents pertaining to their student(s) has a direct correlation to their overall success. The deficient or lack of communication will certainly impact a student in a negative way by not taking measures, communication, or integrating resources in a timely manner. This may affect a student's overall mental, emotional and physical well being.

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.

To improve and enhance this area of communication between teachers and all stakeholders. This data did not have the previous year's data, but it was our lowest indicator for the 2025 - 26 school year at 91.2%. After communication with teachers, integrating the expectations, and providing resource and procedure education will foster an acceptable increase between teacher and

stakeholder communication. This information will be provided to stakeholders through our social media, teacher communication protocols, and information platforms.

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.

Front Office and District resources, teacher and staff education, integrated protocols and procedures, Guidance lessons, Attendance Team, , Discipline Data, Teacher Input, SST (Student Success Team), etc. Social Media Platforms, Orientation, Open House, Teacher Communication, Guidelines, etc., will be ongoing and resources to provide continuous updated information. When applicable, specific interventions and resources will be evaluated and integrated to ensure there is efficient, progress, and resolution articulation between all stakeholders that will maximize the overall students' success.

Person responsible for monitoring outcome

Lori Stokes and John O'Brian

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

Teachers will communicate and facilitate weekly with parents that will enhance their knowledge and understanding of their students(s) progress and success.

Person Monitoring:

Lori Stokes and John O'Brian

By When/Frequency:

May 27, 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Providing clear expectations for teachers through inservice opportunities, coaching opportunities, peer modeling and conferencing to ensure their understanding and professional responsibilities. These measures will serve as an education and protocols to establish clear rituals and expectations to foster communication between teachers and parents. These resources will be disseminated to the students and their families through exposure, classroom folders, reminders, platforms, etc.

Action Step #2

Professional learning will be provided monthly in the format of Team Leader meetings, Administration emails, private teacher conferences, Guidance Training and Communication, District Resources, and District Communication.

Person Monitoring:

Lori Stokes and John O'Brian

By When/Frequency:

May 27, 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Providing clear expectations for teachers through inservice opportunities, coaching opportunities, peer modeling and conferencing to ensure their understanding and professional responsibilities. These measures will serve as an education and protocols to establish clear rituals and expectations to foster communication between teachers and parents. These resources will be disseminated to the students and their families through exposure, classroom folders, reminders, platforms, etc.

Action Step #3

Professional learning will be provided monthly in the format of Team Leader meetings, Administration emails, private teacher conferences, Guidance Training and Communication, District Resources, and District Communication. In addition, parent communication and concerns will be addressed as they arise to Administration, teachers and staff.

Person Monitoring:

Lori Stokes and John O'Brian

By When/Frequency:

May 27, 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Providing clear expectations for teachers through inservice opportunities, coaching opportunities, peer modeling and conferencing to ensure their understanding and professional responsibilities. These measures will serve as an education and protocols to establish clear rituals and expectations to foster communication between teachers and parents. These resources will be disseminated to the students and their families through exposure, classroom folders, reminders, platforms, etc.

Action Step #4

Maintaining proper documentation logs, calendars, teacher notes, etc., regarding the dissemination of information and/or communication with the parents.

Person Monitoring:

Lori Stokes and John O'Brian

By When/Frequency:

May 27, 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Weekly student folders that will be sent home, Monthly Team Leader Meetings, Monthly PFA/PTO Board and member meetings, and monitoring of social media platforms. These stakeholders will be able to provide feedback based on PES's continuous scheduled and documentation of providing parents with information, feedback, etc., regarding information that is schoolwide, their student, community, etc., information.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (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.

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

Clay County Schools

S BRYAN JENNINGS ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (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 faculty and staff of S. Bryan Jennings Elementary will collaboratively work with all stakeholders to establish an inclusive, equitable, and safe learning community to support high expectations and maximum achievement in all students by identifying and meeting the unique academic, social, and emotional needs of each individual student.

Provide the school's vision statement

S. Bryan Jennings Elementary School exists to prepare students to be adult-life ready by forming lifelong learners for success in a competitive global market.

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

Jocelyn Farber

jocelyn.farber@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Mrs. Farber is the instructional leader of the school. She leads the staff as they disaggregate all data

sources to identify areas of strength and opportunities to grow. She is responsible for the implementation of all state, district, and school initiatives.

Leadership Team Member #2

Employee's Name

Debbie Chapman

debbie.chapman@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Mrs. Chapman is a school administrator responsible for supporting the principal in the instructional leadership of our school, as well as to the overall well-being and safety of the scholars and staff.

Leadership Team Member #3

Employee's Name

Jordan Ruckersfeldt

jordan.ruckersfeldt@myoneclay.net

Position Title

Title 1 Lead, Math Coach

Job Duties and Responsibilities

Mrs. Ruckersfeldt leads math interventions, assists with small group practices and data analyses for differentiation, and advances Eureka instruction and implementation of the B.E.S.T. standards. Additionally, she serves as the Title I Lead.

Leadership Team Member #4

Employee's Name

Nancy Gleneski

nancy.gleneski@myoneclay.net

Position Title

ITF, ELA Coach

Job Duties and Responsibilities

Mrs. Gleneski is a Title I reading intervention teacher, as well as the Intervention Team Facilitator. She

also leads our school's PBIS committee and serves as our school SAC Chair.

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.

A School Advisory Council comprised of administrators, teachers, support staff, parents, and community members review and provide input to the School Improvement Plan. Additionally, teachers are made aware of School Improvement Plan goals- which are developed in conjunction with our Title I plan in response to student achievement data- at the start of the new school year in order to provide feedback.

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)).

Progress towards SIP goals is monitored through regular School Advisory Council meetings, as well as quarterly data meetings with teachers. During these meetings, student progress towards these goals are analyzed, the status of students who are in most need are discussed, and action steps and resources to close achievement gaps and reach our SIP goals are vetted.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: B 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	50	62	67	69	58	51	58			415
Absent 10% or more school days	13	12	18	14	11	10	9			87
One or more suspensions	0	3	4	9	0	6	14			36
Course failure in English Language Arts (ELA)	1	1	1	4	1	0	5			13
Course failure in Math	0	0	0	3	1	0	0			4
Level 1 on statewide ELA assessment	5	27	30	18	7	17	5			109
Level 1 on statewide Math assessment	6	17	25	16	7	12	5			88
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	3	3	0	0	0			6
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0			0

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Current Year 2026-27

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	2	0	2	12	0	0	0			16
Students retained two or more times										0

Prior Year (2025-26) 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	
School Enrollment	74	77	79	82	73	76	73			534
Absent 10% or more school days	16	21	10	14	14	11	17			103
One or more suspensions	1		3	5	1	4	8			22
Course failure in English Language Arts (ELA)	1						2			3
Course failure in Math										0
Level 1 on statewide ELA assessment		35	24	11	15	8	12			105
Level 1 on statewide Math assessment	15	17	17	13	11	14	5			92
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1				1	1	1			4
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)						1				1

Prior Year (2025-26) 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	15	24	21	18	13	14	12			117

Prior Year (2025-26) 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		4	3	4	1	2	1			15
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	64	66	62	59	63	59	58	62	57
Grade 3 ELA Achievement	60	66	61	56	66	59	68	65	58
ELA Learning Gains	70	63	63	61	62	60	65	62	60
ELA Lowest 25th Percentile	64	60	58	63	60	56	80	60	57
Math Achievement*	66	69	66	65	67	64	62	67	62
Math Learning Gains	71	69	64	74	65	63	78	68	62
Math Lowest 25th Percentile	56	58	50	64	57	51	72	59	52
Science Achievement	71	67	62	73	62	58	70	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				72		63		55	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	522
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
65%	66%	67%	57%	59%	46%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	48%	No		
English Language Learners	53%	No		
Black/African American Students	60%	No		
Hispanic Students	65%	No		
Multiracial Students	74%	No		
White Students	64%	No		
Economically Disadvantaged Students	65%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	64%	60%	70%	64%	66%	71%	56%	71%					
Students With Disabilities	38%		68%	75%	28%	45%	36%						
English Language Learners	45%	38%	61%	44%	35%	77%	71%						
Black/African American Students	52%	56%	70%	76%	54%	65%	56%	53%					
Hispanic Students	66%	61%	68%	57%	70%	78%	55%	67%					
Multiracial Students	76%		71%		76%	71%							
White Students	67%	57%	73%	40%	67%	64%	55%	85%					
Economically Disadvantaged Students	62%	61%	67%	65%	66%	71%	57%	71%					

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	59%	56%	61%	63%	65%	74%	64%	73%					77%
Students With Disabilities	24%		38%	58%	42%	59%	50%						
English Language Learners	50%	33%	66%	56%	55%	72%	45%						77%
Black/African American Students	43%	46%	60%	58%	56%	65%	50%	75%					71%
Hispanic Students	66%	59%	68%	79%	66%	86%	91%	63%					81%
Multiracial Students	64%		56%		77%	81%							
White Students	65%	53%	54%		66%	69%		73%					
Economically Disadvantaged Students	58%	49%	61%	65%	64%	75%	63%	72%					76%

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	58%	68%	65%	80%	62%	78%	72%	70%					54%
Students With Disabilities	40%	36%	59%	73%	51%	69%	70%	82%					
English Language Learners	39%		69%	77%	54%	73%							54%
Black/African American Students	48%	48%	59%	74%	53%	80%	63%	65%					48%
Hispanic Students	60%	71%	63%	83%	66%	80%		67%					56%
Multiracial Students	50%		57%		69%	67%							
White Students	67%	81%	73%	91%	62%	79%	91%	80%					
Economically Disadvantaged Students	56%	71%	60%	79%	61%	77%	73%	72%					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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	56%	65%	-9%	60%	-4%
ELA	4	66%	64%	2%	60%	6%
ELA	5	61%	60%	1%	61%	0%
ELA	6	69%	72%	-3%	62%	7%
Math	3	56%	69%	-13%	66%	-10%
Math	4	72%	65%	7%	65%	7%
Math	5	55%	61%	-6%	62%	-7%
Math	6	71%	70%	1%	60%	11%
Science	5	71%	66%	5%	60%	11%

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?

Overall ELA learning gains were up by 9 points. Kindergarten and grades 4-6 increased significantly in ELA proficiency. New actions included learning walks and working towards better teacher understanding of data (BQ students, counters, points to proficiency, etc.). We also continued targeted small group instruction and implementation of Total Participation Techniques.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Grade 3 ELA went up two points from last year, but is still lower at 58%. All of our 3rd grade teachers were new to the grade level and also had the challenge of learning the Benchmark curriculum. Our math bottom quartile gains decreased and ended at 57% this year.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Second grade math and reading data showed a significant decline from the prior year. 2 of the 4 teachers were new to the grade level and 1 of the teachers was new to teaching. They also had the added challenges of learning Foundations and Benchmark.

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.

1st grade math had the greatest gap when compared to the state average. This group of students

had very low math data coming up from Kindergarten, so they came into first grade with gaps. In first grade, 2 of the 3 teachers need growth in their instructional rigor and small group instruction.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

student attendance, level 1s on ELA and math FAST

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

small group instruction, student engagement, PBIS

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

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.

Description: Targeted small group instruction in ELA focusing on foundational skills and addressed learning gaps identified in prior year data.

Impact on Student Achievement: Increase proficiency, differentiated support for students needs, and decreasing the gap for students with reading deficiencies and for ELL students.

Rationale: While our overall proficiency increased 5% points in ELA and 4% points in 3rd grade, 1st and 2nd grade proficiency (41% and 35%) will be our next priority.

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.

1st and 2nd grade proficiency (41% and 35%) will be a priority in terms of providing support. We will monitor all grade levels' ELA data throughout the year, using Foundations data, Acadience data, and FAST assessments, with a goal of at least 60% proficiency in each grade level.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Acadience screeners completed 3x/year. Work with Ms Gleneski to respond to data and monitor

progress.

Monitor and respond to Acadience and Foundations data.

Regular walkthroughs and meetings with admin

Mid Year data meetings

Person responsible for monitoring outcome

Jocelyn Farber, principal

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:

Evidence-based program that addresses the identified gaps aligned with the 5 Components of Reading: adaptive blended learning program Systematic and structured approach to six areas of reading: phonological awareness, phonics, vocabulary, structural analysis, automaticity/fluency, and comprehension.

Rationale:

Lexia Core5 (Strong Evidence for All struggling students): We will implement with fidelity and track student progress through Acadience and FAST / STAR testing

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

Teachers will intentionally plan to incorporate targeted small group instruction based on student data and needs.

Person Monitoring:

Jocelyn Farber

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Interim check in with teachers

Walkthroughs

Content PLCs

Action Step #2

Professional learning will be provided in the format of whole group PL sessions, peer observations,

coaching as needed, and flexible choice PLC dates (with support from district personnel).

Person Monitoring:

Jocelyn Farber

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Walkthroughs

Student data

Action Step #3

Providing time and support to review and analyze student data, including consistently monitoring progress of BQ, ELL, and ESE subpopulations. After PM1, teachers will have a PLC open lab choice to work on analyzing / triangulating ELA data and making small groups. Resources and help will be available if needed. After PM2, we will have ½ day grade level data meetings.

Person Monitoring:

Jocelyn Farber, principal

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Foundations Unit assessment spreadsheets

FAST Reporting

Benchmark Unit assessment data online

Acadience Data

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

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.

Description: Targeted small group instruction in math focusing on foundational skills and closing learning gaps identified in the previous year data.

Impact on Student Achievement: Aim to close the gaps with the district and state proficiency averages in grades 1-2.

Rationale: Our overall math proficiency increased 1% point. We will focus on improving achievement in grades 1-3.

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.

STAR data will reflect a minimum of 55% proficiency by PM3, compared to 45% and 46% this year in grades 1 and 2. Third grade math data will increase from 56% to 60%. Monitor student growth percentile at PM2 data with a minimum of 25 growth points per student. Walkthrough data will indicate that at least 75% of math classrooms demonstrate evidence of differentiated instruction and targeted interventions.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitor STAR data to make instructional decisions. Look at each student's PM2 data to determine growth and needs. Mid Year Data meetings to plan for further instruction.

Person responsible for monitoring outcome

Jocelyn Farber, principal

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:

Teachers will provide learning targets and success criteria for lessons.

Rationale:

Sharing clear statements used throughout each lesson to help students understand what they are learning, why it's important, and how to measure their progress.

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

Teachers will intentionally plan to provide differentiated small group instruction based on student

assessment data.

Person Monitoring:
Jocelyn Farber, principal

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Interim check in with teachers
Walkthroughs
Content PLCs

Action Step #2

Professional learning will be provided in the format of whole group PL sessions, peer observations, coaching as needed, and flexible choice PLC dates (with support from district personnel).

Person Monitoring:
Jocelyn Farber, principal

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

walkthroughs

Action Step #3

Providing time and support to review and analyze student data, including consistently monitoring progress of BQ, ELL, and ESE subpopulations. After PM1, teachers will have a PLC day to work on analyzing / triangulating data. Resources and help will be available if needed. After PM2, we will have ½ day grade level data meetings.

Person Monitoring:
Debbie Chapman, assistant principal

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Notes from PLC, SBLT, and data meetings

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.

Description: Our overall attendance rate is improving yet have room for improvement.

Impact on Student Achievement: If we can provide incentive for these students to attend school through engagement, community, and positive relationships, we can improve their academic data by consistent exposure to rigorous instruction and support. This will also help when we need to start

MTSS problem solving with a student since attendance can prevent them from qualifying for MTSS support.

Rationale:Focusing on attendance with interventions and support for families would allow us to make a bigger impact on their learning.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our attendance rate in 24-25 was 93.19%. In 25-26, our attendance rate was almost stagnant at 93.32%.Our goal is to increase overall attendance to at least 94%.

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.

Students with perfect attendance each month will earn 20 minutes of additional recess.

Person responsible for monitoring outcome

Debbie Chapman, principal

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:

Continuation of focused mentoring and family communication to help build relationships and overcome attendance barriers. Continuation of Total Participation Techniques to engage all students in learning.

Rationale:

Overcoming barriers and creating an engaging learning environment will create a community where students want to be everyday.

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

Pull perfect attendance report monthly for attendance incentive.

Person Monitoring:

Jocelyn Farber

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Track the perfect attendance numbers monthly and compared to last year to determine impact.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (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.

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

Clay County Schools

SHADOWLAWN ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (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

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children.

We will increase student achievement by providing students with learning opportunities that are rigorous, relevant, and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

Shadowlawn Elementary School exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

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

Whitney Johnson

whitney.johnson@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

1. Ensure compliance with established rules, and laws in the daily operation of the school.
2. Develop and foster good public relations, efficient school volunteer/partnership programs,

effective conferencing and communications with parents, students, and teachers.

3. Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement Standards as established by the Florida Department of Education.
4. Coordinate school advisory council activities and implement a school improvement plan.
5. Coordinate efficient utilization of school facilities and ensure proper security, maintenance and cleanliness of the campus.
6. Be responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database.
7. Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data.
8. Be responsible for effective business management operations, the development of a school budget and efficient cost accounting.
9. Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County District Schools Code of Student Conduct.
10. Be responsible for faithfully and effectively implementing school/district personnel procedures including: interviewing, hiring, evaluating school staff and coordinating teacher induction programs, and administering master contracts.
11. Coordinate supervision of extra-curricular activities and duty assignments.
12. Provide a safe learning environment through preparation and implementation of emergency evacuation plans, fire drills, etc.
13. Be responsible for implementing programs designed to meet the needs of special student populations (Ex. ESE, Title I, 504s, Drop Out Prevention, etc.).
14. Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards.
15. Be responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory.
16. Provide for the purchase of appropriate textbooks, equipment and other instructional materials necessary to meet the needs of the students.
17. Serve on district wide committees when requested.
18. Be responsible for the development and implementation of a school technology plan.
19. Be responsible for the performance of all personnel employed by the School Board and assigned to the school site.
20. Provide leadership for the implementation of the Principles of Professional Conduct for the Education Profession.
21. Provide leadership in the implementation of the district and state assessments and other tests

designed and adopted to measure student achievement.

22. Communicate effectively, both orally and in writing, with parents, staff, students and community.
23. Maintain visibility and accessibility on the school campus.
24. Serve as coach/mentor to Assistant Principals, new Principals or others who are preparing for School Principal certification.
25. Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum.
26. Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position.

Leadership Team Member #2

Employee's Name

William Moore

william.moore@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

1. Assume all administrative duties in absence of the principal.
2. Assist in fulfilling any duties outlined on the principal's job description and delegated by the principal.

Leadership Team Member #3

Employee's Name

Lauren Studer

Lauren.studer@myoneclay.net

Position Title

School Advisory Chair

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4

Employee's Name

Ashley Parker

Ashley.parker@myoneclay.net

Position Title

Instructional

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #5

Employee's Name

Shiann Best

shiann.best@myoneclay.net

Position Title

Instructional

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #6

Employee's Name

Elaine Nabors

Elaine.nabors@myoneclay.net

Position Title

Instructional

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #7

Employee's Name

Lori Leslie

Lori.leslie@myoneclay.net

Position Title

Support

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #8

Employee's Name

Jeannie Griffin

Elizabeth.griffin@myoneclay.net

Position Title

support

Job Duties and Responsibilities

No Answer Entered

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.

Shadowlawn Elementary uses their School Advisory Council to involve stakeholders in the development of the School Improvement Plan. The School Advisory Council is composed of elected teachers, support staff, parents and community partners.

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 School Improvement Plan will be monitored by the Leadership Team to ensure goals are continuing to be met. Teachers and staff across the school will be working together to make the improvements needed to meet goals. Information will be shared with stakeholders at regular SAC (School Advisory Council) meetings.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	55.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) 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>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	80	89	106	100	98	96				569
Absent 10% or more school days	16	14	20	21	24	24				119
One or more suspensions	0	3	1	3	7	12				26
Course failure in English Language Arts (ELA)	0	0	0	2	0	0				2
Course failure in Math	0	0	0	0	0	2				2
Level 1 on statewide ELA assessment	0	0	0	0	0	0				0
Level 1 on statewide Math assessment	6	19	30	15	40	28				138
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	5	2	0	0				7
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	1	1	0	0				2

Current Year 2026-27

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	15	8	18	15				59

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	2	0	0					2
Students retained two or more times	0	0	0	0	0					0

Prior Year (2025-26) 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	
School Enrollment	82	96	84	87	92	91	89			621
Absent 10% or more school days	27	33	23	26	33	30	40			212
One or more suspensions		1	1	2	5	3	4			16
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment		7	17	4	20	14	7			69
Level 1 on statewide Math assessment	16	6	8	2	20	5	3			60
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							4
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		1								1

Prior Year (2025-26) 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	4	9	5	10	25	20	9			82

Prior Year (2025-26) 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	1		1				6
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	77	66	62	69	63	59	68	62	57
Grade 3 ELA Achievement	87	66	61	90	66	59	88	65	58
ELA Learning Gains	64	63	63	57	62	60	54	62	60
ELA Lowest 25th Percentile	78	60	58	58	60	56	58	60	57
Math Achievement*	81	69	66	78	67	64	84	67	62
Math Learning Gains	68	69	64	62	65	63	74	68	62
Math Lowest 25th Percentile	73	58	50	52	57	51	70	59	52
Science Achievement	72	67	62	70	62	58	78	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				72		63		55	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	75%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	600
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
75%	68%	72%	76%	61%	53%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	64%	No		
Black/African American Students	55%	No		
Hispanic Students	69%	No		
Multiracial Students	78%	No		
White Students	77%	No		
Economically Disadvantaged Students	71%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	77%	87%	64%	78%	81%	68%	73%	72%					
Students With Disabilities	58%	63%	53%		69%	60%	64%	83%					
Black/African American Students	45%				64%								
Hispanic Students	68%	82%	62%		70%	62%							
Multiracial Students	82%				73%								
White Students	80%	90%	65%	77%	85%	70%	79%	71%					
Economically Disadvantaged Students	73%	85%	59%	74%	79%	63%	71%	65%					

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	69%	90%	57%	58%	78%	62%	52%	70%					80%
Students With Disabilities	58%	89%	55%	62%	64%	53%	54%	53%					
English Language Learners													80%
Black/African American Students	70%		73%		70%	67%							
Hispanic Students	70%	80%	57%		79%	68%							
Multiracial Students	56%		50%		75%	75%							
White Students	70%	92%	56%	56%	79%	61%	49%	73%					
Economically Disadvantaged Students	70%	89%	57%	63%	74%	60%	53%	58%					

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	68%	88%	54%	58%	84%	74%	70%	78%					
Students With Disabilities	54%	74%	45%	44%	71%	71%	62%	68%					
Black/African American Students	43%		64%		62%	79%							
Hispanic Students	67%		50%	50%	86%	79%		80%					
Multiracial Students	44%		25%		72%	44%							
White Students	71%	88%	56%	67%	86%	75%	75%	78%					
Economically Disadvantaged Students	63%	86%	50%	49%	78%	66%	61%	78%					

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	88%	65%	23%	60%	28%
ELA	4	79%	64%	15%	60%	19%
ELA	5	65%	60%	5%	61%	4%
Math	3	91%	69%	22%	66%	25%
Math	4	78%	65%	13%	65%	13%
Math	5	76%	61%	15%	62%	14%
Science	5	68%	66%	2%	60%	8%

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 greatest area of growth was in the Math Bottom Quartile (BQ) category. Performance in this specific data component grew significantly, increasing from 52% to 73%.

Strategic Small Group Intervention: We utilized targeted, data-driven small groups to address specific skill gaps directly during the learning block.

VE Inclusion Staff Adjustments: A change in our Varying Exceptionalities (VE) inclusion staffing allowed for better alignment of co-teaching models and more effective support in the classroom.

Intentional Student Placement: Students were strategically placed in classes to optimize peer dynamics, maximize support resources, and ensure equitable access to high-quality instruction.

Narrowed Benchmark Focus: We sharpened our instructional focus to lean heavily into foundational math benchmarks, ensuring students mastered core concepts before moving on to complex skills.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Shadowlawn's lowest performing accountability area is ELA Learning Gains, which currently stands at 64%. Showing growth in this category presents a unique challenge due to our exceptionally high 3rd-grade ELA proficiency baseline. To successfully drive learning gains moving forward, we must deliberately push academic acceleration for students who scored a Level 3, 4, or 5 on the FAST ELA assessment.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that experienced the greatest decline was 3rd Grade ELA, which dropped from 90% to 87%.

Novice Instructional Experience: The grade level featured a higher concentration of new or developing teachers who were still building experience with the specific demands of the 3rd-grade curriculum.

Vertical Alignment Gaps: There is an identified need for stronger vertical alignment between 2nd and

3rd grade to ensure foundational reading and writing skills transition seamlessly from one year to the next.

Higher Cohort Needs: This specific group of students entered the grade level with higher overall academic needs, particularly regarding their mastery of core ELA benchmarks.

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.

Shadowlawn Elementary currently outperforms state averages across all assessed school grade accountability categories.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Based on the Early Warning System (EWS) data, the primary area of concern continues to be student attendance.

The Progress: Between the 2024–2025 and 2025–2026 school years, the number of chronically absent students (those missing 10% or more of school days) dropped significantly from 212 students down to 120 students.

The Remaining Concern: Even with this positive trend, 20% of the total student population (1 in 5 students) is still considered chronically absent. Because missing 10% or more of instructional time acts as a major barrier to academic success, maintaining momentum and further reducing this percentage remains a top priority.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Learning Gains
2. Lower Quartile (Math, ELA, SWD)
3. Attendance

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 Science

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.

Based on our recent data, students assessed in 5th grade science are still performing well, but we would like to see an increased proficiency level in our 5th grade students. We found that students will continue to need small group instruction in science concepts along with strong science instruction throughout our k-4 grade levels to ensure students are ready for higher proficiency levels when assessed in the 5th grade.

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.

Our fifth grade students will increase by 3 proficiency points from 72% to 75% in the upcoming school year. To reach the desired outcome, we will increase our small group instruction in our science classrooms, continue to have data chats among 5th grade teachers, expand science standards into resource classes as possible, complete vertical science data chats to increase science skills coming into our 5th grade classrooms and offer the ability for teachers to observe high performing science classroom lessons.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring will be completed using science assessments, science practice assessments and science hands-on activities to show mastery of standards.

Person responsible for monitoring outcome

Whitney Johnson

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:

Targeted Tier 1 Instruction: Delivering explicit, high-quality core instruction tailored to student needs.
Data-Driven Small Groups: Providing differentiated, small-group intervention and reinforcement.
Penda Learning Integration: Utilizing the Penda platform for interactive, standards-aligned science practice.

Rationale:

Due to our current proficiency levels of 72%, we want to ensure that students are continuing to show growth towards standards mastery in 5th grade science.

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

Professional Learning Communities

Person Monitoring:

Whitney Johnson

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional Learning will be provided to our teachers on best practices for teaching along with science resources. These learning communities will also be supported by our SWD teachers to ensure all students are reaching full potential to ensure maximum growth and proficiency.

Action Step #2

Data Chats

Person Monitoring:

Stan Moore

By When/Frequency:

Action steps will be monitored and tracked weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Progress will be monitored through strategic instructional practices and utilizing classroom-based science assessments to track student progress and identify next steps, ensuring grade-level growth and proficiency.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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.

Based on our recent data, SWD students are still struggling to perform at the proficiency levels of their non-disabled peers. We are seeing many students lacking in foundational skills needed for proficiency in ELA. All students are requiring more individualized instruction through techniques that focus on differentiation in order to meet their needs and close instructional gaps with a large emphasis on our SWD students.

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.

Students will increase by 4 points in proficiency from 64% to 68%. To reach the desired outcome, we will focus on instructional practice, professional learning, and data chats. Shadowlawn will utilize the Lexia Skill Builder lessons, Heggerty Bridge the Gap, Corrective Reading and Spelling Through Morphology and 70% of students using these programs will make satisfactory progress each month.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring will be measured through Lexia diagnostic and progress, FAST PM 1 and 2, classroom-based assessments, data check-ins and Acadience.

Person responsible for monitoring outcome

Whitney Johnson

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:

Shadowlawn will utilize the Lexia Skill Builder lessons, Heggerty Bridge the Gap, Corrective Reading and Spelling Through Morphology to differentiate instruction through product, process and content based on the student's instructional profiles and needs.

Rationale:

We will continue to want to move all students towards reading proficiency and by providing these interventions all students, including our SWD students will have the instruction to make the learning gains.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Professional Learning Communities

Rationale:

Professional Learning will be provided to teachers on best practices for the SWD population. The SLE team will utilize the ESE department through our assigned support facilitator to ensure growth and proficiency.

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

Data Chats

Person Monitoring:

Whitney Johnson and William Moore

By When/Frequency:

Action steps will be monitored weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Progress will be monitored through strategic instructional practices, utilizing PM data, Acadience data, and classroom-based assessments to track student progress and identify next steps, ensuring grade-level growth and proficiency.

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.

To combat chronic absenteeism, our school will establish and maintain a dedicated Attendance Team composed of the principal, school social worker, counselor, records secretary, and other designated staff. This team will focus on building positive partnerships with families and the community to improve student 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.

Shadowlawn Elementary will reduce the percentage of chronically absent students—those missing 10% or more of instructional days—from 20% to 18% during the 2026–2027 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Focus Attendance Analytics -Monthly attendance team meetings - Counselor/Social Worker Check-ins - Attendance Recognition

Person responsible for monitoring outcome

Whitney Johnson

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 Attendance Team will meet monthly to analyze current attendance data, identify students eligible for the Attendance Tree intervention, evaluate active strategies, and coordinate necessary support. To supplement these efforts, student attendance incentives will be offered weekly and organized by grade level. The Attendance Team will convene monthly to execute the following actions: Analyze ongoing attendance data. Identify students for the Attendance Tree intervention. Evaluate the effectiveness of current strategies. Coordinate additional necessary student supports. Additionally, weekly attendance incentives will be implemented and organized by grade level to promote consistent student attendance.

Rationale:

Research consistently shows that chronic absenteeism is a primary barrier to student achievement, vertical alignment success, and long-term academic growth. To systematically lower Shadowlawn's chronic absenteeism rate from 20% to 18%, our school requires a dual-approach strategy that combines proactive data monitoring with immediate positive reinforcement.

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

The Attendance Team will conduct monthly data reviews to dynamically adjust student incentives,

refine intervention strategies, and ensure rigorous follow-through with the Attendance Tree framework based on real-time trends.

Person Monitoring:

Whitney Johnson

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will participate in professional learning focused on attendance expectations and procedural workflows. Following each monthly Attendance Team meeting, teachers will review the updated data and execute the designated communication protocols outlined in the Attendance Tree framework.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (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.

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

Clay County Schools

SPRING PARK ELEMENTARY



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (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

Our mission is to create the foundation for literate, productive members of society. Spring Park Elementary, working collaboratively with all stakeholders, will provide a public education experience that is motivating, challenging, and rewarding for all children. Our teachers will provide rigorous and relevant learning opportunities for each child to experience academic and social success within a safe and inviting environment.

Provide the school's vision statement

Spring Park Elementary exists to prepare lifelong learners for personal success in a global and a diverse society.

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

Dr. Tiffany Outman

tiffany.outman@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

The principal is responsible for ensuring quality instruction in the school, ensuring facilities and operations are in order, recruit and retain highly effective faculty and staff, building the culture of the school and ensuring that financial rules, procedures, and regulations are followed with fidelity.

Leadership Team Member #2

Employee's Name

Michelle Caricato

michelle.caricato@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Providing instructional leadership, providing PD to teachers based on data and needs, and working collaboratively with all stakeholders to ensure high levels of instruction. Responsible for tracking and implementing safety drills, responding to student discipline issues, and other operational functions of the school.

Leadership Team Member #3

Employee's Name

Angela Love

angela.love@myoneclay.net

Position Title

Other

Job Duties and Responsibilities

No Answer Entered

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.

Spring Park Elementary School values collaboration and believes that meaningful stakeholder involvement is essential to developing and implementing an effective School Improvement Plan (SIP). Throughout the development process, input was gathered from a variety of stakeholders, including the School Leadership Team, teachers, instructional support staff, school-based personnel, parents and families, district personnel, and community partners.

The School Leadership Team reviewed student achievement data, school climate information, attendance trends, behavioral data, and stakeholder survey results to identify strengths, areas for improvement, and priority goals. Grade-level teams and instructional staff participated in collaborative data discussions and provided feedback regarding instructional practices, intervention needs, professional learning opportunities, and resource allocation.

Parents and families were invited to provide input through surveys, School Advisory Council (SAC) meetings, family engagement events, and ongoing communication. Feedback focused on student achievement, school safety, communication, and opportunities to strengthen family engagement. Community members and business partners contributed ideas related to student support services, mentoring opportunities, and community partnerships that enhance student success.

Stakeholder feedback was carefully reviewed and used to establish school improvement priorities, develop measurable goals, identify evidence-based strategies, and determine action steps aligned with the school's identified needs. The collaborative planning process ensures that the SIP reflects the shared vision of the school community and supports continuous improvement for all students. Stakeholders will continue to receive updates throughout the school year and will have ongoing opportunities to provide feedback as the plan is monitored, evaluated, and refined based on student outcomes and school data.

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)).

Spring Park Elementary School will monitor the implementation and effectiveness of the School Improvement Plan (SIP) through regular reviews by the School Leadership Team, PLCs, and MTSS teams. Student achievement data, including FAST assessments, progress monitoring, classroom assessments, attendance, behavior, and intervention data, will be analyzed to measure progress toward school goals and identify students needing additional support, particularly those with the greatest achievement gaps.

Administrators will monitor the implementation of evidence-based instructional practices through classroom walkthroughs and observations, while teachers will use data to adjust instruction and interventions. Stakeholder feedback will be gathered throughout the year through School Advisory Council (SAC) meetings, staff meetings, surveys, and family engagement opportunities. The School Leadership Team will use student data and stakeholder input to revise strategies, professional learning, and action steps as needed to ensure continuous improvement and increased student achievement.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	46.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL)* ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) 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>	2025-26: A 2024-25: A 2023-24: A 2022-23: 2021-22:

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	89	93	92	86	94	82	94	84		714
Absent 10% or more school days	18	13	13	9	13	9	13			88
One or more suspensions	6	11	13	10	12	7	14			73
Course failure in English Language Arts (ELA)	2	8	2	10	0	1	1			24
Course failure in Math	1	2	1	2	0	0	4			10
Level 1 on statewide ELA assessment	6	22	21	16	13	7	9			94
Level 1 on statewide Math assessment	11	10	17	11	11	9	7			76
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	3	4	12						21
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	2	4						6

Current Year 2026-27

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	10	12	12	19	11	3	10			77

Current Year 2026-27

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	3	6	1	7						17
Students retained two or more times										0

Prior Year (2025-26) 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	
School Enrollment	105	108	88	104	84	100	87			676
Absent 10% or more school days	18	19	15	14	7	19	19			111
One or more suspensions	3	11	8	15	7	8	15			67
Course failure in English Language Arts (ELA)		13	2	13		1	1			30
Course failure in Math	4	3	4			1	3			15
Level 1 on statewide ELA assessment				33	15	17	19			84
Level 1 on statewide Math assessment				36	42	25	19			122
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		9	1	3						13
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		1								1

Prior Year (2025-26) 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	15	26	16	34	19	22	20			152

Prior Year (2025-26) 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	9		13			2			26
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	66	66	62	70	63	59	63	62	57
Grade 3 ELA Achievement	62	66	61	70	66	59	63	65	58
ELA Learning Gains	62	63	63	66	62	60	62	62	60
ELA Lowest 25th Percentile	55	60	58	61	60	56	60	60	57
Math Achievement*	71	69	66	69	67	64	73	67	62
Math Learning Gains	69	69	64	60	65	63	74	68	62
Math Lowest 25th Percentile	50	58	50	63	57	51	64	59	52
Science Achievement	82	67	62	70	62	58	43	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					72	63		55	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	517
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
65%	67%	60%				

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	52%	No		
English Language Learners	38%	Yes	1	
Asian Students	60%	No		
Black/African American Students	61%	No		
Hispanic Students	57%	No		
Multiracial Students	64%	No		
White Students	68%	No		
Economically Disadvantaged Students	56%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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.
All Students	66%	62%	62%	55%	71%	69%	50%	82%		
Students With Disabilities	40%	36%	48%	54%	41%	61%	56%	80%		
English Language Learners	35%		38%	25%	50%	48%	33%			
Asian Students	60%				60%					
Black/African American Students	57%		52%		62%	69%	67%			
Hispanic Students	62%	56%	56%	36%	65%	69%	38%	76%		
Multiracial Students	73%		73%		55%	53%				
White Students	70%	68%	64%	59%	77%	71%	44%	87%		
Economically Disadvantaged Students	56%	56%	55%	49%	64%	59%	38%	74%		

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	70%	70%	66%	61%	69%	60%	63%	70%					70%
Students With Disabilities	48%	47%	63%	62%	42%	55%	57%	33%					
English Language Learners	36%		56%	53%	42%	71%	75%						70%
Black/African American Students	58%	70%	66%	91%	37%	41%	67%	64%					
Hispanic Students	63%	65%	60%	44%	67%	55%	56%	55%					69%
Multiracial Students	68%		56%		68%	75%							
White Students	76%	75%	70%	66%	78%	65%	66%	78%					
Economically Disadvantaged Students	60%	61%	62%	59%	63%	61%	62%	60%					69%

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	63%	63%	62%	60%	73%	74%	64%	43%		34%
Students With Disabilities	37%	31%	52%	60%	48%	54%	50%	30%		
English Language Learners	30%		56%	53%	40%	78%	67%			34%
Black/African American Students	50%		57%	58%	50%	67%	53%	31%		
Hispanic Students	56%	65%	62%	50%	72%	82%	67%			39%
Multiracial Students	71%				76%					
White Students	66%	60%	60%	62%	77%	72%	64%	50%		
Economically Disadvantaged Students	49%	48%	54%	54%	62%	65%	56%	30%		34%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	61%	65%	-4%	60%	1%
ELA	4	69%	64%	5%	60%	9%
ELA	5	68%	60%	8%	61%	7%
ELA	6	67%	72%	-5%	62%	5%
Math	3	73%	69%	4%	66%	7%
Math	4	67%	65%	2%	65%	2%
Math	5	65%	61%	4%	62%	3%
Math	6	72%	70%	2%	60%	12%
Science	5	78%	66%	12%	60%	18%

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?

Math Achievement showed the greatest improvement, increasing from 69% in 2024–2025 to 71% in 2025–2026. This growth reflects our focus on data-driven instruction, collaborative planning, and student engagement. Key actions included strengthening PLCs to analyze assessment data and plan standards-aligned instruction, expanding Tier II and Tier III interventions based on FAST progress-monitoring data, increasing instructional coaching and classroom walkthroughs, aligning instruction to the Florida B.E.S.T. Standards, and emphasizing academic ownership through student goal setting, data chats, and progress monitoring. Students also engaged in collaborative problem-solving, mathematical reasoning, and productive struggle during Tier I instruction, resulting in increased achievement and accountability for learning.

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 lowest-performing data component in 2025–2026 was ELA Learning Gains for the Lowest 25% of students at 55%, a decline from 61% in 2024–2025. Many students entered the year with significant gaps in foundational reading skills, increased student mobility, and a greater need for intensive Tier II and Tier III interventions. To address this trend, Spring Park Elementary will strengthen data-driven PLCs, expand targeted small-group literacy instruction, increase progress monitoring, and use intervention data to adjust instruction. The school will also continue to promote academic ownership through student goal setting, data chats, and progress tracking to accelerate learning gains for the lowest-performing readers.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year was our lowest quartile gains in both reading and math. A review of the data suggests several factors contributed to this decline. Student cohorts entered the school year with significant unfinished learning and varying levels of foundational skills, resulting in larger achievement gaps at the beginning of the year. In

addition, an increased percentage of students requiring intensive interventions, along with changes in student enrollment and mobility, impacted overall performance.

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 positive gap compared to the state average was in 5th Grade Science. We achieved 78% proficiency, exceeding the state average of 60% by 18 percentage points and the district average of 66% by 12 percentage points. This success reflects a strong focus on standards-based instruction, hands-on and inquiry-based learning, data-driven PLCs, and rigorous classroom tasks aligned to the Florida B.E.S.T. Science Standards, resulting in high levels of student engagement and achievement.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student attendance and suspensions were identified as key early warning indicators requiring focused attention. The school will implement proactive strategies, monitor data regularly, and provide targeted supports to improve student engagement and reduce barriers to academic success.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Math Lowest Quartile & Learning Gains

ELA Lowest Quartile & Learning Gains

Continuing our focus on building academic ownership

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction, Differentiation, Intervention, 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.

We identified Mathematics Learning Gains for the Lowest Quartile (Grades 3–6) as a priority area of focus. Although Mathematics Achievement increased from 69% to 71% and exceeded district and state averages in multiple grade levels, students in the lowest quartile continue to require accelerated growth to close achievement gaps. To address this need, the school will strengthen Tier I instruction, expand Tier II and Tier III interventions, utilize weekly PLCs to analyze FAST and formative assessment data, and continue promoting academic ownership through student goal setting, data chats, progress monitoring, and reflection to accelerate learning gains and improve equitable outcomes.

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.

By the end of the 2026–2027 school year, Spring Park Elementary will increase Mathematics Learning Gains for students in the Lowest Quartile from 58% to 60%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation and impact will be monitored through weekly PLC meetings, classroom walkthroughs, instructional coaching, and regular analysis of FAST Progress Monitoring, district benchmark, and formative assessment data. Student progress will be reviewed through data chats, goal setting, and progress monitoring to ensure academic ownership. Intervention effectiveness will be evaluated regularly, and instructional supports will be adjusted based on student performance to ensure students in the lowest quartile demonstrate accelerated mathematics learning gains.

Person responsible for monitoring outcome

Tiffany Outman and Michelle Caricato

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:

Spring Park Elementary will implement evidence-based practices to increase Mathematics Learning Gains for students in the Lowest Quartile (Grades 3–6). Instruction will include strengthened Tier I mathematics aligned to the Florida B.E.S.T. Standards, targeted Tier II and Tier III small-group interventions, explicit instruction, differentiated learning, collaborative problem-solving, and data-driven PLCs. Academic ownership will be reinforced through student goal setting, data chats, and progress monitoring.

Rationale:

These interventions were selected based on 2025–2026 FAST and School Grade data, which showed that although overall Mathematics Achievement increased from 69% to 71%, students in the Lowest Quartile continue to require accelerated growth to close achievement gaps. Implementation and effectiveness will be monitored through weekly PLCs, instructional walkthroughs, coaching, peer observations, FAST Progress Monitoring, district benchmarks, formative assessments, and ongoing analysis of student data to adjust instruction and interventions.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate 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

Strengthen Tier I Mathematics Instruction

Person Monitoring:

Administration and Grade Level PLC Teams

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement rigorous, standards-aligned mathematics instruction using explicit teaching, differentiated strategies, mathematical discourse, academic ownership, and collaborative problem-solving aligned to the Florida B.E.S.T. Standards.

Action Step #2

Provide Targeted Interventions and Promote Academic Ownership

Person Monitoring:

Administration

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Students in the Lowest Quartile will receive targeted Tier II and Tier III interventions while participating in goal setting, data chats, progress monitoring, and reflection to increase ownership of learning.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL), 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.

We identified ELA Learning Gains for the Lowest Quartile (Grades 3–6) as a priority area of focus after learning gains for the Lowest 25% declined from 61% in 2024–2025 to 55% in 2025–2026. This area of focus is especially important to improve outcomes for our English Language Learners (ELLs) and Students with Disabilities (SWD), who require intentional, differentiated instruction and targeted interventions to address unfinished learning and foundational literacy gaps. To accelerate learning and close achievement gaps, the school will strengthen Tier I literacy instruction, expand targeted Tier II and Tier III interventions, utilize weekly PLCs to analyze FAST and formative assessment data to inform instructional decisions, and promote academic ownership through student goal setting, data chats, progress monitoring, and reflection.

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.

During the 2026–2027 school year, Spring Park Elementary will increase ELA Learning Gains for the Lowest Quartile (Grades 3–6) from 55% in 2025–2026 to at least 61%, returning to or exceeding the 2024–2025 performance level. Particular emphasis will be placed on improving learning gains for English Language Learners (ELLs) and Students with Disabilities (SWDs) through differentiated Tier I instruction, targeted interventions, and ongoing progress monitoring to reduce achievement gaps and increase proficiency.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This Area of Focus will be monitored through weekly PLCs, classroom walkthroughs, instructional coaching, lesson plan reviews, and fidelity checks to ensure differentiated Tier I instruction and

targeted Tier II and III interventions are implemented with fidelity, particularly for English Language Learners (ELLs), Students with Disabilities (SWDs), and students in the Lowest Quartile. FAST progress monitoring, district benchmark assessments, intervention data, formative assessments, and student data chats will be reviewed regularly to measure growth, adjust instruction, and monitor progress toward increasing ELA Learning Gains for the Lowest Quartile from 55% to at least 61%.

Person responsible for monitoring outcome

Administration and Grade Level PLC Teams

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:

Spring Park Elementary will implement evidence-based literacy practices, including explicit, standards-aligned Tier I instruction, differentiated small-group instruction, and targeted Tier II and III interventions to address unfinished learning and accelerate reading growth for students in the Lowest Quartile, English Language Learners (ELLs), and Students with Disabilities (SWDs). Teachers will use FAST, formative, and district benchmark data during weekly PLCs to identify student needs, adjust instruction, and monitor progress.

Rationale:

These interventions were selected because school data showed ELA Learning Gains for the Lowest Quartile declined from 61% in 2024–2025 to 55% in 2025–2026, with additional needs identified among English Language Learners (ELLs) and Students with Disabilities (SWDs). Research supports explicit instruction, differentiated small-group instruction, and data-driven decision-making as effective practices for accelerating literacy growth and closing achievement gaps for struggling readers.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising 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

Strengthen Tier I literacy instruction and provide targeted Tier II and Tier III small-group interventions using FAST and formative assessment data to address the needs of students in the Lowest Quartile.

Person Monitoring:

Administration and Grade Level PLC Teams

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will deliver standards-aligned literacy instruction and targeted small-group interventions using FAST and formative assessment data to address skill deficits for students in the Lowest

Quartile.

Administration and the instructional coach will monitor implementation through classroom walkthroughs, and weekly Team PLC Meetings/Data reviews.

Action Step #2

Utilize data-driven PLCs and promote academic ownership.

Person Monitoring:

Administration and Grade Level PLC Teams

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Grade-level PLCs will analyze student data weekly to adjust instruction and interventions. Students will participate in data chats, goal setting, and progress monitoring to increase ownership of their learning.

IV. Positive Learning Environment

Area of Focus #1

Multiple Early Warning Signs

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

We identified academic ownership as a schoolwide focus for grades K–6 based on FAST PM3 and School Grade data. While Mathematics Achievement increased from 69% to 71%, ELA Learning Gains for the Lowest 25% declined from 61% to 55%, highlighting the need for students to take greater ownership of their learning. To address this need, the school will implement consistent goal setting, data chats, student data tracking, reflection, and teacher-led conferences to help students monitor progress, identify next steps, and improve academic outcomes.

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.

Based on 2025–2026 data, Mathematics Achievement increased from 69% to 71%, while ELA Learning Gains for the Lowest 25% declined from 61% to 55%. By the end of the 2026–2027 school year, Spring Park Elementary will increase ELA Learning Gains for the Lowest 25% from 55% to at least 61% while maintaining or increasing Mathematics Achievement above 71%, as measured by the Florida FAST PM3 assessment and School Grade accountability data. Student progress will be monitored through FAST Progress Monitoring, district benchmark assessments, and schoolwide data chats.

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.

Implementation and impact will be monitored through weekly PLC meetings, classroom walkthroughs, student data notebooks, goal-setting conferences, and regular analysis of FAST Progress Monitoring, district benchmark, and formative assessment data. Teachers and administrators will review student goal attainment, data chats, and progress-monitoring results to ensure students are actively engaged in their learning. Ongoing monitoring will allow instructional adjustments, strengthen academic ownership, and improve student achievement by helping students understand their progress, set meaningful goals, and take responsibility for their academic growth.

Person responsible for monitoring outcome

Administration and Grade Level PLC Teams

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:

We will implement evidence-based practices that increase student ownership of learning through goal setting, student data notebooks, data chats, progress monitoring, reflection, and teacher conferencing across grades K–6. These practices will be embedded within high-quality Tier I instruction and supported through data-driven PLCs and differentiated instruction.

Rationale:

The intervention was selected based on 2025–2026 FAST PM3 and School Grade data, which showed Mathematics Achievement increased from 69% to 71%, while ELA Learning Gains for the Lowest 25% declined from 61% to 55%, indicating a need for students to become more engaged in monitoring their progress and taking responsibility for their learning. Implementation and effectiveness will be monitored through weekly PLCs, instructional walkthroughs, student data reviews, FAST Progress Monitoring, district benchmarks, and formative assessments to ensure continuous improvement in student achievement.

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

Implement school wide student goal setting, data chats, progress monitoring, and reflection to increase student ownership of learning across grades PK–6.

Person Monitoring:

Administration and Grade Level PLC Teams

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement consistent student goal setting, data chats, progress monitoring, reflection, and student data notebooks to help students understand their performance and take ownership of their learning. Administration classroom walkthroughs ,and the Grade Level PLC Teams will monitor implementation through student data notebooks, goal-setting conferences, and reviews of FAST, benchmark, and formative assessment data to measure student growth.

Action Step #2

Utilize data-driven PLCs to support academic ownership.

Person Monitoring:

Administration and Grade Level PLC Teams

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Grade-level PLCs will meet weekly to analyze student data, monitor progress toward goals, and collaboratively adjust instruction and interventions to meet student needs. PLC documentation, student progress data, and intervention results will be reviewed regularly. Student achievement will be monitored through FAST Progress Monitoring, district benchmarks, and formative assessments to evaluate the impact of academic ownership practices and guide instructional decisions.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (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.

SPS collaborates closely with the district's ESOL department to review the performance of English Language Learners (ELLs) and identify instructional and resource needs. School and district teams analyze FAST, ACCESS for ELLs, classroom, and progress-monitoring data to identify achievement gaps and adjust supports accordingly. Based on this review, the district provides guidance on evidence-based instructional strategies, professional learning, intervention resources, and compliance with ESOL requirements. Throughout the year, school leadership, teachers, interventionists, and the ESOL contact monitor student progress during PLCs and data meetings to evaluate the effectiveness of interventions and make instructional adjustments. This collaborative process ensures resources are strategically aligned to improve language acquisition and academic achievement for English Language Learners.

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).

Based on 2025–2026 ELL performance data, we will utilize district ESOL support, targeted Tier II and Tier III interventions, evidence-based instructional strategies, and ACCESS for ELLs and FAST data to address the academic needs of English Language Learners. Teachers will receive ongoing professional learning on sheltered instruction, language development strategies, and differentiated instruction to support language acquisition across content areas. Student progress will be monitored through quarterly ACCESS data reviews, FAST Progress Monitoring, district benchmarks, classroom formative assessments, and PLC data meetings throughout the 2026–2027 school year. Resources and interventions will be adjusted as needed based on student performance to improve academic achievement and English language proficiency.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

Yes

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

Clay County Schools

ST JOHNS CLASSICAL ACADEMY



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (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 St. Johns Classical Academy is to develop graduates in mind and character through a classical, content-rich curriculum that emphasizes the principles of virtuous living, traditional learning, and civic responsibility. We are building intelligent, virtuous American citizens.

Provide the school's vision statement

The vision of St. Johns Classical Academy is to offer a unique option that provides students with an American Classical education. Scholars will receive a cohesive K-12 education, which builds upon itself year after year, creating a successful foundation for learning. Scholars will be intentionally taught the benefits of a virtuous character and will be challenged through the lessons taught within the K-12 curriculum to develop and strengthen their character. Our teachers will provide the support and attention scholars require in order to meet the high expectations of a Classical education.

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

Carole McCullough

carole.mccullough@stjca.org

Position Title

Head of School

Job Duties and Responsibilities

The Head of School is tasked with overall school management to fulfill the mission, providing

organizational and instructional leadership to assure positive scholar outcomes while maintaining the integrity of the approved charter and the safety of the school population. She ensures compliance with established procedures and rules in daily operation of school, maintaining standards of conduct set forth by the school, the county, and the state. She is responsible for faculty/staff interviews, hiring, contracts, and evaluations. She provides leadership in developing and fostering positive community relationships and effective communication with all stakeholders, including students, faculty/staff, the governing Board, the Lions Council, and parents/guardians. She ensures security, cleanliness, and maintenance of facilities and coordinates their utilization. She coordinates the supervision of duty assignments and extra-curricular activities. She is responsible for timely reporting of school data and effective operation of the school, assisting in business management, budget development, and cost accounting. She provides effective leadership in implementing ethics and conduct found in the Teacher Procedural Manual and in assisting in professional development planning and delivery. She ensures safety of the school population by coordinating development and implementation of emergency plans and drills. She ensures the implementation of policies and programs for school technology and special needs populations. She ensures proper purchasing and accounting/inventory of all school property. She provides leadership in implementation of state standards and best practices that lead to student success.

Leadership Team Member #2

Employee's Name

Hannah Patterson

hannah.patterson@stjca.org

Position Title

Dean of School Culture

Job Duties and Responsibilities

The Dean of School Culture upholds and supports the vision and mission of St. Johns Classical Academy. She serves scholars in grades K–12 by fostering a safe, orderly, and virtue-centered learning environment. She provides teachers with coaching and support in effective classroom management and ensures consistent implementation of the school's Code of Conduct. She documents, investigates, and reports disciplinary incidents in accordance with school policies, county requirements, and state statutes, while serving as the primary liaison with the school district regarding discipline and compliance. She also develops, implements, and monitors school-wide discipline procedures and behavior expectations to promote consistency across all grade levels.

Leadership Team Member #3

Employee's Name

Amy Melquist

amy.melquist@stjca.org

Position Title

Dean of Academics for Grammar School

Job Duties and Responsibilities

The Dean of Academics upholds and supports the vision and mission of St. Johns Classical Academy. She provides teachers with coaching, mentoring, and training in implementing curriculum from the K–12 Program Guide, using *Hillsdale's Best Practices for K–12 Classical Schools*, and integrating state standards. She helps develop the master schedule, conducts classroom observations, and develops and implements professional development for Grammar School grades K–6. She also facilitates statewide progress monitoring and assessment administration, ensures ESE services are implemented in accordance with students' educational plans, and supports ESE teachers in meeting the academic needs of scholars.

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.

Stakeholder involvement is essential to the success of St. Johns Classical Academy. As the school enters its 10th year of operation, engagement from all stakeholder groups continues to grow. The school leadership team, comprised of administrators, Grammar School team leads, and Upper School department chairs, meets regularly to discuss both short- and long-term school improvement initiatives. Teachers, staff, and parents also participate in regular surveys to provide valuable feedback that informs school improvement efforts. Lions Council, the school's parent-teacher organization, uses survey data to help assess parent satisfaction and oversees the Community Partners Program while gathering additional stakeholder input. School administrators also meet regularly with Student Government representatives to discuss scholar concerns and strengthen student engagement.

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 school improvement plan will be monitored through quarterly analysis of measurable goals in the areas of focus, including data from both state (PM1/PM2) and internal testing. Bi-weekly or monthly administrator classroom walkthroughs, which ensure fidelity to the chosen interventions, will provide individual feedback, especially regarding sub-groups that exhibit the greatest achievement gaps. We will continue analyzing and observing to target the highest priorities for increasing student achievement. All data, including that from staff/parent/student surveys, will inform revisions that ensure continuous improvement.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	12.8%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) 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>	2025-26: A 2024-25: A 2023-24: B 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	83	82	87	87	81	86	82	83	76	747
Absent 10% or more school days	7	7	13	14	3	11	16	7	10	88
One or more suspensions	1	1	1	2	3	6	4	1	6	25
Course failure in English Language Arts (ELA)	0	2	0	1	0	2	8	2	5	20
Course failure in Math	0	0	0	0	0	0	7	2	8	17
Level 1 on statewide ELA assessment				1	5	7	8	8	5	34
Level 1 on statewide Math assessment				1	2	9	11	7	3	33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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	2	1	2	5	2	13

Current Year 2026-27

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	2	2	0	1	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2025-26) 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	
School Enrollment	85	92	95	87	86	80	80	88	75	768
Absent 10% or more school days	6	9	14	13	8	10	9	19	15	103
One or more suspensions	1	3			5	2	2		4	17
Course failure in English Language Arts (ELA)							1	1		2
Course failure in Math								8	5	13
Level 1 on statewide ELA assessment		9	6	7	10	16	3	7	6	64
Level 1 on statewide Math assessment	8	6	7		10	15	5	10	5	66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1	3	1						5
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	12	8		8	8	5	9	7	58

Prior Year (2025-26) 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			1						1	2
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 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
	9	10	11	12	
School Enrollment	39	38	32	33	142
Absent 10% or more school days	3	3	8	0	14
One or more suspensions	1	2	1	0	4
Course failure in English Language Arts (ELA)	5	3	1	0	9
Course failure in Math	1	0	2	0	3
Level 1 on statewide ELA assessment	6	2	0	0	8
Level 1 on statewide Algebra assessment			1		1

Current Year (2026-27)

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
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	73	60	64	69	57	61	61	54	58
Grade 3 ELA Achievement	80	67	64	72	66	62	62	58	59
ELA Learning Gains	63	57	62	63	56	61	53	51	59
ELA Lowest 25th Percentile	62	52	55	62	50	55	54	49	54
Math Achievement*	72	61	64	67	58	62	65	57	59
Math Learning Gains	66	56	61	55	54	60	55	57	61
Math Lowest 25th Percentile	53	49	52	51	49	53	46	51	56
Science Achievement	67	58	60	66	55	57	54	53	54
Social Studies Achievement*	94	77	77	93	75	74	93	74	72
Graduation Rate	100	84	77	100	82	72	100	77	71
Middle School Acceleration	81	66	79	76	67	75	77	68	71
College and Career Acceleration	8	37	61	30	40	56	35	43	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					66	61		59	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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	820
Total Components for the FPPI	12
Percent Tested	100%
Graduation Rate	100%

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
68%	67%	63%	73%	66%	63%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	56%	No		
English Language Learners	50%	No		
Asian Students	92%	No		
Black/African American Students	66%	No		
Hispanic Students	73%	No		
Multiracial Students	75%	No		
White Students	67%	No		
Economically Disadvantaged Students	63%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
	All Students	73%	80%	63%	62%	73%	66%	53%	67%	94%	81%	100%	8%
	Students With Disabilities	48%	58%	56%	56%	49%	60%	48%	55%	71%			
	English Language Learners	42%				58%							
	Asian Students	100%		83%		100%	83%						
	Black/African American Students	53%		57%		71%	83%						
	Hispanic Students	76%	87%	66%	75%	69%	63%	44%	63%	94%	91%		
	Multiracial Students	87%		74%		79%	68%		69%				
	White Students	71%	82%	61%	57%	72%	65%	53%	67%	93%	81%	100%	6%
	Economically Disadvantaged Students	60%	55%	68%	59%	59%	66%	54%	58%	92%			

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 PROGR
All Students	69%	72%	63%	62%	67%	55%	51%	66%	93%	76%	100%	30%	
Students With Disabilities	42%	55%	56%	52%	46%	62%	44%	28%					
English Language Learners					70%								
Asian Students	91%				100%								
Black/African American Students	52%		44%		62%	44%							
Hispanic Students	73%		50%	41%	63%	52%	53%	77%	94%	60%			
Multiracial Students	78%		80%		83%	64%							
White Students	68%	74%	65%	65%	67%	54%	50%	64%	92%	79%	100%	29%	
Economically Disadvantaged Students	57%	64%	49%	67%	57%	40%	37%	61%					

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	61%	62%	53%	54%	65%	55%	46%	54%	93%	77%	100%	35%	
Students With Disabilities	27%	62%	32%	32%	31%	25%	14%	19%	77%				
Asian Students	77%		69%		92%	64%							
Black/African American Students	44%		50%		47%	57%							
Hispanic Students	64%		68%	79%	68%	60%	56%	70%	83%	80%			
Multiracial Students	81%		60%		88%	53%		70%					
White Students	59%	62%	50%	49%	63%	54%	45%	48%	94%	76%	100%	36%	
Economically Disadvantaged Students	38%		33%		56%	55%		40%					

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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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	80%	65%	15%	60%	20%
ELA	4	69%	64%	5%	60%	9%
ELA	5	67%	60%	7%	61%	6%
ELA	6	70%	72%	-2%	62%	8%
ELA	7	67%	62%	5%	62%	5%
ELA	8	72%	61%	11%	60%	12%
ELA	9	84%	66%	18%	60%	24%
ELA	10	85%	69%	16%	61%	24%
Math	3	88%	69%	19%	66%	22%
Math	4	70%	65%	5%	65%	5%
Math	5	61%	61%	0%	62%	-1%
Math	6	66%	70%	-4%	60%	6%
Math	7	79%	50%	29%	53%	26%
Math	8	58%	71%	-13%	61%	-3%
Science	5	59%	66%	-7%	60%	-1%
Science	8	62%	61%	1%	52%	10%
Civics	8	92%	82%	10%	75%	17%
Biology	9	93%	95%	-2%	87%	6%
Algebra	7	100%	99%	1%	96%	4%
Algebra	8	87%	93%	-6%	84%	3%
Algebra	9	76%	63%	13%	41%	35%
Geometry	9	95%	87%	8%	75%	20%

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Geometry	10	64%	53%	11%	40%	24%
History	11	97%	83%	14%	75%	22%
Biology	10	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Biology	11	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Biology	12	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Algebra	10	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Algebra	11	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry	8	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry	11	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

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?

Math Learning Gains showed the greatest improvement from 55 in 2025 to 66 in 2026 (+11 points), demonstrating strong academic growth in mathematics. This success was driven by a schoolwide focus on strengthening math instruction through ongoing professional development centered on the Concrete-Pictorial-Abstract (CPA) instructional model and the intentional integration of word problems into daily lessons. Teachers collaborated in focused Professional Learning Communities to plan vertically across grade levels, ensuring continuity of instruction and alignment of standards. Ongoing use of IXL helped identify learning gaps, while frequent formative assessments guided MTSS small-group interventions tailored to scholar needs. Spiral review of previously taught standards was strengthened across all grade levels to improve retention, and administration conducted regular classroom observations to ensure instructional practices were implemented with fidelity. Additionally, an eight-week after-school math tutoring program provided targeted small-group support for scholars needing additional intervention, contributing to the overall increase in math learning gains.

Another area of significant growth was **Grade 3 ELA Achievement (+8)**. These gains suggest that teachers effectively used assessment data to guide instruction, implemented targeted interventions, and maintained a strong focus on intertwining the Florida B.E.S.T. standards-based with our Hillsdale curriculum. Exposing scholars to content-rich source text in reading (Literature) and writing (IEW) provided opportunities for scholars to question and comprehend complex, rich texts. Utilizing IXL to concentrate on skills and academic vocabulary aligned with FAST testing was beneficial to the growth in this area.

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 College and Career Acceleration component demonstrated the lowest performance in the 2026 school accountability results. Our school uses Hillsdale K–12 curriculum, which emphasizes a rigorous, content-rich liberal arts education and few elective classes. Upper School scholars follow a

prescribed sequence of honors-level coursework through graduation, with limited elective opportunities.

To improve this component, we will continue to expand access to accelerated coursework beginning in the 2026–2027 school year by offering AP U.S. History, AP Chemistry, AP Pre-Calculus, and AP Calculus. Additionally, Dual Enrollment English Composition I and II will be offered, and scholars will be encouraged to participate in additional online Dual Enrollment courses through a dedicated study hall period. We will also continue increasing the number of teachers certified to teach Dual Enrollment courses, providing scholars with greater access to college-level coursework and improving future College and Career Acceleration outcomes.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The College and Career Acceleration component experienced the greatest decline in the 2026 accountability results.

To address this decline, the school will significantly expand acceleration opportunities beginning in the 2026–2027 school year. New course offerings will include AP U.S. History, AP Chemistry, AP Pre-Calculus, and AP Calculus, as well as Dual Enrollment English Composition I and II. Scholars will also be encouraged to enroll in additional online Dual Enrollment courses during a designated study hall period. Looking ahead, the school will continue increasing the number of teachers certified to teach Dual Enrollment courses, expanding access to college-level coursework and strengthening future College and Career Acceleration outcomes while maintaining the integrity of its classical academic program.

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 College and Career Acceleration component experienced the greatest gap in the 2026 accountability results.

To address this decline, the school will significantly expand acceleration opportunities beginning in the 2026–2027 school year. New course offerings will include AP U.S. History, AP Chemistry, AP Pre-Calculus, and AP Calculus, as well as Dual Enrollment English Composition I and II. Scholars will also be encouraged to enroll in additional online Dual Enrollment courses during a designated study hall period. Looking ahead, the school will continue increasing the number of teachers certified to teach Dual Enrollment courses, expanding access to college-level coursework and strengthening future College and Career Acceleration outcomes while maintaining the integrity of its classical academic program.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

103 scholars were absent 10% or more of school days (13.4% of enrollment).

The highest numbers occur in:

- Grade 7: 19
- Grade 8: 15
- Grade 2: 14
- Grade 3: 13

Level 1 performance in mathematics is the second most significant indicator. **Fifth grade** represents the greatest concentration of scholars needing intensive mathematics support. This data aligns with SJCA's decision to strengthen mathematics instruction through CPA methodology, spiral review, targeted MTSS interventions, and after-school tutoring. We will concentrate on math training in upper elementary grade-levels.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Decreasing absenteeism.
2. Continue to improve math instruction in upper elementary grades 3-5.
3. Continue growing our AP and DE offerings to increase College & Career Acceleration

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.

Graduation/Acceleration specifically relating to Acceleration

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.

Our area of focus for grades 9–12 is increasing College and Career Acceleration opportunities for Upper School scholars. This area was identified as a need after reviewing the 2025–2026 accountability data, which showed a score of 8 in College and Career Acceleration, representing both the SJCA's lowest-performing accountability component and its largest gap compared to the state average.

While St. Johns Classical Academy provides a rigorous, honors-based classical education through the Hillsdale K–12 curriculum, the prescribed course sequence does not provide an additional Advanced Placement (AP) or Dual Enrollment (DE) credits recognized within Florida's accountability model.

Expanding access to acceleration opportunities will increase scholars' ability to improve postsecondary opportunities. Beginning in the 2026–2027 school year, the school will expand its acceleration offerings to include AP U.S. History, AP Chemistry, AP Pre-Calculus, and AP Calculus, along with Dual Enrollment English Composition I and II. Scholars will also be encouraged to enroll in additional online Dual Enrollment courses during a designated study hall period, and the school will continue increasing the number of teachers credentialed to teach Dual Enrollment courses. These initiatives are designed to improve scholar participation and success in accelerated coursework while maintaining the rigorous classical curriculum that is central to the school's mission.

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.

During the 2026–2027 school year, St. Johns Classical Academy will increase its College and Career Acceleration score from 8 to at least 30, returning to or exceeding the previous year's performance.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

School leadership will monitor AP and Dual Enrollment, scholar participation, course completion, and qualifying acceleration credits throughout the year. Quarterly data reviews will be conducted to evaluate progress, identify barriers, and provide support for scholars enrolled in accelerated coursework. The school will also monitor the implementation of new AP and DE courses and the number of teachers earning Dual Enrollment credentials. Annual Florida accountability results will be used to measure progress toward the school's College and Career Acceleration goal.

Person responsible for monitoring outcome

Kelsey Campbell, Dean of Academic Services

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:

To increase College and Career Acceleration, St. Johns Classical Academy will expand access to Advanced Placement and Dual Enrollment coursework for Upper School scholars. Beginning in the 2026–2027 school year, we will offer AP U.S. History, AP Chemistry, AP Pre-Calculus, AP Calculus, and Dual Enrollment English Composition I and II, while encouraging scholars to enroll in additional online Dual Enrollment courses during a designated study hall period. The school will also increase the number of teachers credentialed to teach Dual Enrollment courses, expanding access to accelerated learning opportunities. Implementation will be monitored through quarterly reviews of AP and DE enrollment, scholar performance, successful course completion, and qualifying acceleration outcomes. School leadership and Dean of Academic Services will use this data to monitor participation, identify barriers, and provide additional academic and advising support to scholars as needed.

Rationale:**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

1. Expand Advanced Placement and Dual Enrollment opportunities by implementing AP U.S. History, AP Chemistry, AP Pre-Calculus, AP Calculus, and Dual Enrollment English Composition I and II, while increasing teacher credentialing for additional DE courses.

Person Monitoring:

Kelsey Campbell

By When/Frequency:

quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action Step #2

Increase scholar participation in accelerated coursework through academic advising, parent communication, and regular monitoring of enrollment, course completion, and scholar performance.

Person Monitoring:

Kelsey Campbell

By When/Frequency:

quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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**

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 area of focus for Grades 3–5, with an emphasis on Grade 5, is strengthening mathematics instruction through full alignment of the Florida B.E.S.T. Mathematics Standards, Singapore Math curriculum, and the Concrete-Pictorial-Abstract (CPA) instructional framework. While schoolwide mathematics performance improved during the 2025–2026 school year, the Early Warning System data identified Grade 5 as having the highest number of scholars scoring Level 1 on the FAST Mathematics assessment (15 scholars). As the culminating grade in the Grammar School, fifth grade serves as a critical transition point to Upper School mathematics, making mastery of foundational concepts essential for long-term success.

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.

-
- Implement mathematics instruction and coaching with fidelity to the Concrete-Pictorial-Abstract instructional model to build scholars' conceptual understanding before moving to abstract problem solving.
 - Strengthen vertical alignment through collaborative Professional Learning Communities (PLCs) by aligning B.E.S.T. Standards, Singapore Math instruction and spiral review across grade levels.
 - Use frequent formative assessments and ongoing data analysis with IXL LevelUp Diagnostic to identify learning gaps and provide targeted MTSS interventions.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will monitor IXL use, state testing data, classroom data and effective instructional practices.

Person responsible for monitoring outcome

Amy Melquist - Dean of Academics K-6

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:

Fidelity to the Singapore Math methodology with required IXL for spiral review practice in class and at home; spiral review practice of standards-based content.

Rationale:

Both Singapore Math methodology and IXL have strong, evidence-based data to support improved outcomes in math.

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

Weekly targeted practice using IXL

Person Monitoring:

Amy Melquist

By When/Frequency:

by the end of each month

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will provide administration with data to show identified areas of weakness and implementation of weekly, targeted practice using IXL.

Action Step #2

Effective implementation of Singapore math curriculum

Person Monitoring:

Amy Melquist

By When/Frequency:

by the end of each month

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will provide professional development in best practices for teaching Singapore math

and recognizing/targeting gaps in knowledge, and perform classroom walkthroughs to monitor effectiveness of implementation. Walkthrough feedback will be used by administration and teacher to create an action plan for improving instruction.

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.

Student attendance is a schoolwide area of focus for grades K–12. Review of the 2025–2026 Early Warning Systems data identified 103 scholars (13.4% of enrollment) as chronically absent, meaning they missed 10% or more of the school year. The highest rates of chronic absenteeism occurred in Grades 7 (19 scholars), 8 (15 scholars), 2 (14 scholars), and 3 (13 scholars). Absenteeism greatly affects learning at SJCA as we have very little computer-based work; teacher-led, whole-class instruction with a focus on Socratic questioning is the model at all grade levels in all subjects. Scholars not in attendance miss out on the whole-class discussion and guided practice that promote learning in a Classical model. In 2025-26, we had many set-backs with the Synergy SIS and reporting system and holding parents accountable in a timely manner was challenging.

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.

Percent of scholars with attendance below 90%:

Grade 7 - 19%

Grade 8 - 15%

Grade 2 - 14%

Grade 3 - 13%

Grade 5 - 10%

Grade 1 - 9%

Grade 4 - 8%

Kindergarten - 7%

Our goal is to reduce these percentages to no more than 8% of scholars at any grade level with the attendance below 90%. Focus will play a large role in reporting data timely and accurately.

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 addition to daily attendance notification, the attendance committee will compile weekly attendance data and communicate further with parents whose scholars are in danger of either exceeding 3 unexcused absences or overall attendance dropping below 95%. The admin team will analyze the data bi-weekly and set up in-person parent conferences as needed. As student attendance improves, we predict improvement in learning outcomes and overall student achievement due to increased opportunity to participate in our whole-class teaching and learning model.

Focus will play a large role in reporting data timely and accurately.

We have updated our Family and Scholar Handbook to a more explicit wording for attendance policies.

Person responsible for monitoring outcome

Carole McCullough

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:

-Attendance committee meetings and procedure implementation -Updated wording in Family & Scholar Handbook with explicit parent communication

Rationale:

SJCA has no buses, so parents who must drop off their scholars each day are ultimately responsible for attendance. Consistent communication reminds both parents and scholars that attendance matters. A face-to-face conference allows everyone to communicate their ideas and find solutions to overcoming obstacles.

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

Improved parent communication in a timely manner

Person Monitoring:

Carole McCullough

By When/Frequency:

bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

At three unexcused absences, parents will receive a phone call with follow-up email warning that after a total of five, the parent will be required to attend an in-person conference. At four unexcused absences, parents receive another phone call and email. At five unexcused absences, parents receive a phone call, a follow-up email, and a physical letter requiring them to attend an in-person conference with an administrator and teacher in order to find solutions to attendance issues.

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.

www.stjca.org

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)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (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.

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

Clay County Schools

ST. JOHNS CLASSICAL ACADEMY ORANGE PARK



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (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 St. Johns Classical Academy is to develop graduates in mind and character through a classical, content-rich curriculum that emphasizes the principles of virtuous living, traditional learning, and civic responsibility. We are building intelligent, virtuous American citizens.

Provide the school's vision statement

The vision of St. Johns Classical Academy is to offer a unique option that provides students with classical education. Scholars will receive a cohesive Classical education, which builds upon itself year after year, creating a successful foundation for learning. Scholars will be intentionally taught the benefits of a virtuous character and will be challenged through the lessons taught within the curriculum to develop and strengthen their character. Our teachers will provide the support and attention scholars require in order to meet the high expectations of a Classical education

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

Anthony Bradley

anthony.bradley@stjca.org

Position Title

Headmaster

Job Duties and Responsibilities

The Headmaster will implement a traditional, classical, liberal arts and sciences curriculum. The Headmaster makes final decisions on curriculum, subject to the approval of the Governing Board and

Clay ST. JOHNS CLASSICAL ACADEMY ORANGE PARK in accordance with the affiliation agreement with Hillsdale College's Barney Charter School Initiative (BCSI). The Headmaster, while chiefly the academic leader, is also responsible for the discipline, moral culture, operations, and financial oversight of SJCA

Leadership Team Member #2

Employee's Name

Sierra Scherer

sierra.scherer@stjca.org

Position Title

Dean of Academics

Job Duties and Responsibilities

The Dean of Academics is expected to be a creative thought leader and should view their role as a coach, mentor, and standard-setter for educators. The Dean of Academics provides professional development in the areas of Literacy Essentials and Singapore Math. They conduct classroom walkthroughs and provides feedback to teachers on how best to improve instruction.

Leadership Team Member #3

Employee's Name

Kayla Flannagan

kayla.flannagan@stjca.org

Position Title

Dean of Students

Job Duties and Responsibilities

The Dean of Students is expected to be a creative thought leader and should view their role as a coach, mentor, and standard-setter for educators. The Dean of Academics provides professional development in the areas of school discipline, climate and culture. They conduct classroom walkthroughs and provides feedback to teachers on how best to improve instruction. Additionally, the Dean of Students will address discipline and leadership training among students.

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.

SJCA is a public, non-sectarian institution serving a diverse population. All members of the SJCA community—the administration, teachers, parents, business partners and scholars—should show profound respect and tolerance for the religious, political, and cultural traditions and perspectives of others. The administration and teachers will take the lead at SJCA in actively promoting academics, tolerance, civility, and sensitivity. They encourage a civil and tolerant discussion of ideas when such topics naturally arise in class or on campus. Input from stakeholders via annual surveys and annual meeting of the School Advisory Council.

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 SIP will be monitored against the established State testing and performance standards. Areas of improvement will be developed based on the accessed need demonstrated by PM test results and teacher, administration observations on campus. Feedback will drive any needed changes after each PM cycle. Additional monitoring will be conducted based on school-based data-charts tracking student performance in the areas of literacy and math.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	23.2%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: C 2023-24: C 2022-23: 2021-22:

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	77	104	72	60	49	46	49	43		500
Absent 10% or more school days	8	16	5	4	3	6	1	0		43
One or more suspensions	3	5	0	2	0	4	2	1		17
Course failure in English Language Arts (ELA)			1							1
Course failure in Math										0
Level 1 on statewide ELA assessment			12	10	7	10	7	6		52
Level 1 on statewide Math assessment		15	7	11	6	13	10	3		65
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1	1	2						4
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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		13	8	10	6	10	7	3		57

Current Year 2026-27

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	2	2		4						8
Students retained two or more times										0

Prior Year (2025-26) 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	
School Enrollment	103	78	48	41	43	40	31			384
Absent 10% or more school days	13	8	4	2	2	4	2			35
One or more suspensions	2	2	1	2	3	3				13
Course failure in English Language Arts (ELA)		1								1
Course failure in Math										0
Level 1 on statewide ELA assessment		12	10	7	10	7	6			52
Level 1 on statewide Math assessment	15	7	11	6	13	10	3			65
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1	1	2						4
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) 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	13	8	10	6	10	7	3			57

Prior Year (2025-26) 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				3						3
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 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
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2026-27)

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
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	63	60	64	57	57	61	51	54	58
Grade 3 ELA Achievement	59	67	64	61	66	62	51	58	59
ELA Learning Gains	68	57	62	53	56	61	53	51	59
ELA Lowest 25th Percentile	69	52	55	48	50	55	64	49	54
Math Achievement*	61	61	64	50	58	62	45	57	59
Math Learning Gains	54	56	61	51	54	60	35	57	61
Math Lowest 25th Percentile	46	49	52	25	49	53	27	51	56
Science Achievement	60	58	60	38	55	57	46	53	54
Social Studies Achievement*	77	77	77		75	74		74	72
Graduation Rate	84	77	77	82	72			77	71
Middle School Acceleration	66	79		67	75			68	71
College and Career Acceleration	37	61		40	56			43	54
Progress of ELLs in Achieving English Language Proficiency (ELP)				66	61			59	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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	480
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
60%	48%	47%				

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	52%	No		
English Language Learners	55%	No		
Black/African American Students	53%	No		
Hispanic Students	57%	No		
Multiracial Students	73%	No		
White Students	63%	No		
Economically Disadvantaged Students	55%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	63%	59%	68%	69%	61%	54%	46%	60%					
Students With Disabilities	47%		79%		37%	43%							
English Language Learners	47%		83%		40%	50%							
Black/African American Students	44%		71%		50%	45%							
Hispanic Students	57%	60%	69%	80%	51%	46%	33%						
Multiracial Students	67%				78%								
White Students	69%	55%	66%	60%	62%	55%	50%	83%					
Economically Disadvantaged Students	59%	47%	69%	73%	54%	53%	43%	45%					

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	57%	61%	53%	48%	50%	51%	25%	38%					
Students With Disabilities	39%		38%		33%	46%							
Black/African American Students	24%		46%		24%	31%							
Hispanic Students	52%	70%	42%		41%	42%		30%					
Multiracial Students	58%				50%								
White Students	64%	60%	58%		56%	53%		44%					
Economically Disadvantaged Students	44%	40%	53%		40%	44%		17%					

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	51%	51%	53%	64%	45%	35%	27%	46%					
Students With Disabilities	21%				43%								
Black/African American Students	50%				50%								
Hispanic Students	28%				22%								
White Students	58%	63%	46%		50%	25%		50%					
Economically Disadvantaged Students	35%	40%	50%		32%	27%		30%					

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	60%	65%	-5%	60%	0%
ELA	4	58%	64%	-6%	60%	-2%
ELA	5	61%	60%	1%	61%	0%
ELA	6	67%	72%	-5%	62%	5%
ELA	7	67%	62%	5%	62%	5%
Math	3	58%	69%	-11%	66%	-8%
Math	4	47%	65%	-18%	65%	-18%
Math	5	56%	61%	-5%	62%	-6%
Math	6	72%	70%	2%	60%	12%
Math	7	62%	50%	12%	53%	9%
Science	5	58%	66%	-8%	60%	-2%
Algebra	7	80%	99%	-19%	96%	-16%

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 data component that showed the most improvement was the Science achievement. We improved from 38% to 60%, resulting in an 22% increase. This increase was a result of monitoring the science instruction; providing more hands on science experiments. We utilized the CCSD Science practive assessment to help determine formative view of scholars. Additionally, we offered a science summer camp with an emphasis on rising 5th grade scholars and more hands on relatable experiments. We also held a two day science camp during the Thanksgiving break. The combination of formative assessments and additiona camp emphasis resulted in improved scholar retention and understanding.

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 data component that showed the lowest performance was math lower quartile. Performance of students with special needs and English Language Learners schoring less than 50% impacted the overall math performance. Overall Math lower quartile continues to improve.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

3rd Grade ELA showed the greatest decline. PM1 and PM2 showed this to be an area of concern.

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.

Math lowest quartile has a 10 pt gap when compared to the state average. There is a need to ensure scholars are making the most of the IXL remedial training software that is assigned. We have to provide a better monitoring plan fo rtscholars this year.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

A major concern is the number of scholars who scored level 1 in Math throughout the year PM1, 2, 3

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Hispanic students - Math LG
2. Math LG of lower economic students
3. ELA achievement of Black/African American students
4. Math achievement of Students with disabilities
5. Math LG of students with disabilities

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 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.

Math instruction, more specifically to our lower quartile students, students with disabilities, and Hispanic students will be an area of focus for this academic year. Improving math instruction within each classroom and small group instruction will result in the academic achievement of our lower quartile students on the FAS assessment. The need to work in this area became apparent via the F.A.S. math achievement of our lower quartile students results of 40% overall, math achievement of students with disabilities of 37%, math achievement of Hispanic students of 33%.

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.

Lower Quartile Math Data: 46%

Math achievement of students with disabilities: 37%

Math achievement Hispanic 33%

Math achievement lower quartile of economically disadvantages students: 43%

Heightened instructional focus on this academic area with additional strategies should show an improvement as follows:

Lower Quartile Math Data: 50%

Math achievement of students with disabilities: 41%

Math achievement of Hispanic student: 37%

Math achievement of economically disadvantages students: 45%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will assess formative assessments and F.A.S.T. progress monitoring data. Scholars identified as

struggling with the Math content will be provided additional remedial instruction and be prioritized for tutoring assistance.

Person responsible for monitoring outcome

Anthony Bradley

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:

For Math we will actively conduct progress monitoring, use individual and small group instruction time, while encouraging classroom engagement. Additionally, teachers will monitor scholars IXL Math progression weekly.

Rationale:

Teachers will utilize the formative, Progress Monitoring data, and IXL data to understand how students are performing and responding to classroom instruction. Based on data being monitored, teachers will determine remediation needs and gain knowledge on how to prioritize for tutoring resources.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

Active monitoring

Person Monitoring:

Sierra Scherer

By When/Frequency:

quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Collect and analyze data from school based and PM assessments at a minimum of five times annually to inform instructional practices.

Action Step #2

All scholars will be tracked using IXL math progression.

Person Monitoring:

Sierra Scherer

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will assign IXL assignments from grade progression weekly and monitor student

mastery of their performance on the standard strands.

Action Step #3

ESSA Subgroups specifically relating to Hispanic Students

Person Monitoring:

Sierra Scherer

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Hispanic students in the area of Math will be an area of focus during the academic year.

The low performance in the math area affects all areas of learning due to struggles in mastering basic computational skills across math and even science. The need to work in this area became apparent via the F.A.S. math results showing Hispanic students at 33%.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

specifically relating to

Area of Focus Description and Rationale

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.

No Answer Entered

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.

No Answer Entered

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

No Answer Entered

Person responsible for monitoring outcome

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:

Area of Focus #3

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**

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.

Black/African American students in the area of ELA will be an area of focus during the academic year. The low performance in the ELA area affects all areas of learning due to struggles in reading literature texts, History, Science and even the word problems in Math. The need to work in this area became apparent via the F.A.S.T. ELA results showing Black/African American at 44%

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.

25-26 Black/African American ELA data: 44% Heightened instructional focus on this subgroup with additional strategies should show an improvement as follows: Black/African American increase to 48%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The ELA Area of Focus will be monitored quarterly by a combination of formative assessments in the Literacy coursework, as well as PM1 and PM2. Scholars identified as struggling with the Literacy content will be provided additional remedial instruction and be prioritized for tutoring assistance.

Person responsible for monitoring outcome

Sierra Scherer

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:

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)).

Rationale:

Kindergarten teachers will monitor students' progress at the beginning of the fifth week of the year. From the fifth through tenth weeks, students will receive direct instruction in the first 26 phonograms/spelling patterns (a.k.a letters of the alphabet). Teachers will give oral and written assessments to determine if students have the ability to both say and write the phonograms. Remediation will be provided as necessary based on the results of this assessment. Beginning in the seventh week, kindergarten students will be progress monitored on their ability to blend two and three sounds to read both real and nonsense words. During this same week, teachers will begin to progress monitor the area of phonemic awareness skills (i.e. segmenting, blending, and isolating sounds). McCallHarby Test Lessons in Primary Reading: Progress Monitoring Beginning in October of the first grade, students will begin to read each story in McCall-Harby Test Lessons in Primary Reading and answer the comprehension questions. The test questions are a mix of explicit and inferential questions. Students can reread the story and questions as many times as they wish. Teachers will use the data to determine which students can read independently and who need continued instructional support. Teachers will monitor the data monthly to show independent reading comprehension progress as the year progresses. Additionally, teachers will use the Mc-Call Harby Test Lessons in Primary Reading to monitor first-grade reading fluency beginning at the end of the second quarter by having students do a cold read of the reading passage and calculating the total number of words read correctly per minute. The teachers will compare the total number of words correct per minute to fluency norms. Teachers will use this data to determine the type of reading errors students make and incorporate this into their small group and individualized instruction. In McCall-Harby, test lessons will show a general picture of progress. Description of Intervention #1: Literacy Essentials Because English has a deep orthography, students in kindergarten through sixth grade will learn how to break the code of the language through direct instruction of the phonograms, also known as spelling patterns, and rules of the English language. Beginning in October of the first grade, students will begin to read each story in McCall-Harby Test Lessons in Primary Reading and answer the comprehension questions. McCall-Crabbs Standard Test Lessons in Reading: 2nd through 6th Grade: Progress Monitoring Data, in the form of grade score norms, will be used to evaluate and monitor student growth in reading fluency and comprehension throughout the year. Test lessons will be used approximately three times a week. The McCall-Crabbs passages are used with all students, but are individualized at the student level based on their reading level and comprehension ability. Additionally, teachers will use the grade score norms to determine scholars who need remediation and additional support. Teachers will review their monthly data to monitor progress and the need for remedial reading 2nd - 6th grade: . Primarily, the grade score norms are intended to enable teachers to monitor reading fluency and comprehension progress. When administering this assessment, students will have a three-minute time limit to read and answer the questions. Initially, each student is given five of the three-minute timed tests. The scores are averaged to determine a fairly accurate grade score norm. The grade score norms provide the teacher with an estimate of the score obtained by an average student at a particular grade level.

There are six books in the McCall-Crabbs series. The McCall-Crabbs format allows for considerable individualization across different reading levels due to the graduated-level format. The continuous scale nature of the grade score norms permits the comparison of scores from different book levels. The monthly average of scores obtains Grade score norms to determine that it is accurate. Teachers will analyze grade score norms monthly to ensure adequate progress in fluency and comprehension is being made or if additional support is necessary

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

Literacy Essentials Phonemic Awareness

Person Monitoring:

Sierra Scherer

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will administer a baseline assessment at the beginning of the school year to determine each student's ability in writing and saying the phonograms correctly. Students will be monitored throughout the year to track their progress toward proficiency. Any student who shows signs of struggling will receive individualized remediation in the phonograms. The data will be added to the school-wide Literacy data spreadsheet that is checked and discussed with the grade-level teams during grade level meetings.

Action Step #2

McCall-Crabbs and McCall Crabbs Comprehension

Person Monitoring:

Sierra Scherer

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

McCall-Harby Test Lessons in Primary Reading: Progress Monitoring Beginning in October of the first grade, students will begin to read each story in McCall-Harby Test Lessons in Primary Reading and answer the comprehension questions. The test questions are a mix of explicit and inferential questions. Students can reread the story and questions as many times as they wish. Teachers will use the data to determine which students can read independently and who need continued instructional support.

Teachers will monitor the data monthly to show independent reading comprehension progress as the year progresses. Additionally, teachers will use the MCall Harby Test Lessons in Primary Reading to monitor first-grade reading fluency beginning at the end of the second quarter by having students do a cold read of the reading passage and calculating the total number of words read correctly per minute. The teachers will compare the total number of words correct per minute to fluency norms.

Teachers will use this data to determine the type of reading errors students make and incorporate this into their small-group and individualized instruction. In McCall-Harby, test lessons will show a general picture of progress. This data will be added to the school-wide data spreadsheet that is checked and

discussed with the grade-level teams during grade-level meetings.

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.

During 2025/26 school year 43 students were absent 10% or more of the school days. Student absents play a significant part in hindering student learning which could translate to life long failures.

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.

43 Scholars were absent more than 10% of the school days. By using positive encouragement and strong academic standards we will provide an engaging curriculum that will draw students into the academic setting. Additionally, we will provide periodic notices of attendance failures to the families of our scholars.

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.

Student attendance will be monitored bi-weekly; parent conferences as needed when scholars have excessive absences. The increased focus on attendance will help scholars and parents improve attendance during the school year.

Person responsible for monitoring outcome

Anthony Bradley

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:

Description of Intervention #1: We look to improve student attendance to improve students outlooks by providing a structured, safe environment with an engaging curriculum. The monitoring program,

along with parent meetings will significantly improve student attendance. Attached link addresses many of the negative effects of student absences: <https://www2.ed.gov/datastory/chronicabsenteeism.html#four>

Rationale:

We believe that a positive outlook toward school will be directly related to the level of student enjoyment, engagement with the curriculum. Reduced absences will result in the students being able to engage more with the curriculum and the teaching staff.

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

Professional Development in A.C.E.S. (Adverse Childhood Experiences)

Person Monitoring:

Anthony Bradley

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Staff will be provided PD in ACES, enabling them to be more attuned to social and emotional aspects that affect student attendance, performance, and the culture of the school. Student referrals to the attendance team will be tracked and reviewed quarterly.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (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.

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

Clay County Schools

SWIMMING PEN CREEK ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (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

Swimming Pen Creek Elementary is committed to working collaboratively with all stakeholders to provide students with an educational experience that is motivating, challenging, and rewarding.

Provide the school's vision statement

At Swimming Pen Creek Elementary we empower students by providing an innovative and engaging learning environment that prepares students for future success.

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

Cheryl Larson

cheryl.larson@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

The school Principal is responsible to the superintendent of Schools. Duties include guiding curriculum implementation, supporting teachers in improving instruction, and using student achievement data to inform decisions. In addition, the Principal oversees daily school operations including scheduling, staffing, budgeting, and facility maintenance, ensuring everything the campus runs smoothly and efficiently. Responsibilities consist of developing and fostering good public relations, partnerships with all stakeholders, and communications with parents, students and teachers. Building strong communication with families and establishing community partnerships are

also essential, as the Principal encourages parent involvement and external support for the school. Through strategic planning, the Principal sets goals aligned with district priorities, leads school improvement initiatives, and cultivates a safe, inclusive, and equitable learning environment for all students.

Leadership Team Member #2

Employee's Name

Laura Smith

laura.smith1@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal (AP) supports the Principal in overseeing the daily operations of the school, ensuring a safe and productive learning environment. The AP assists with supervising teachers and staff, conducting classroom observations, and helping to evaluate the instructional practices. A key responsibility includes managing student discipline by enforcing school policies and working with students, parents, and staff to address behavioral issues constructively. The AP often oversees attendance monitoring, coordinates student support services, and contributes to the development and implementation of school improvement plans. The AP helps organize school events, testing schedules, and emergency procedures, while also fostering communication with families and the broader school community. Additionally, the AP may lead professional development initiatives and support efforts to promote equity, inclusion, and academic achievement for all students.

Leadership Team Member #3

Employee's Name

Nicole Madine

nicole.madine@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

Our kindergarten lead teacher is responsible for planning, organizing, and delivering developmentally appropriate lessons that foster academic, social, and emotional growth in young children. She creates a safe, nurturing classroom environment that encourages curiosity, creativity, and a love of learning. As the instructional leader in the classroom, the lead teacher designs lesson plans aligned with B.E.S.T. standards, assesses student progress, and adjusts teaching strategies to meet

individual needs. She also manages classroom behavior, establishes routines, and models positive interactions. In addition to teaching, the lead teacher leads professional learning with other teachers, providing guidance, delegating tasks, and ensuring consistent instructional practices. She communicates regularly with parents to share student progress and address concerns, and participates in schoolwide meetings, trainings and curriculum planning efforts. Ultimately, our kindergarten lead teacher plays a vital role in laying the foundation for lifelong learning and school readiness.

Leadership Team Member #4

Employee's Name

Faith Ohlendorf

faith.ohlendorf@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

Our first grade lead teacher is responsible for delivering high-quality instruction to young learners while also serving as a mentor and collaborator among first grade team members. In the classroom, she plans and implements engaging, standards-based lessons that support students' academic, social and emotional development. She assesses student progress using formal and informal tools and adjusts instruction to meet the diverse learning needs. In the leadership role, she helps coordinate grade-level planning, facilitate professional learning communities and support colleagues with instructional strategies, curriculum alignment, and classroom management practices. As a teacher leader, she also analyzes student data to inform team decisions and promotes consistent, effective teaching across classrooms. She often serves as a liaison between teachers and school administration, contributes to school improvement initiatives, and models professionalism and continuous growth. By balancing teaching responsibilities with leadership, our first grade teacher leader plays a key role in student achievement and team development.

Leadership Team Member #5

Employee's Name

Regina Bragg

regina.bragg@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

Our second grade lead teacher is responsible for delivering high-quality instruction to young learners, while also serving as a mentor and collaborator among second grade team members. In the classroom, she plans and implements engaging, standards-based lessons that support students' academic, social and emotional development. She assesses student progress using formal and informal tools and adjusts instruction to meet the diverse learning needs. In the leadership role, she helps coordinate grade-level planning, facilitate professional learning communities and support colleagues with instructional strategies, curriculum alignment, and classroom management practices. As a teacher leader, she also analyzes student data to inform team decisions and promotes consistent, effective teaching across classrooms. She often serves as a liaison between teachers and school administration, contributes to school improvement initiatives, and models professionalism and continuous growth. By balancing teaching responsibilities with leadership, our second grade teacher leader plays a key role in student achievement and team development.

Leadership Team Member #6

Employee's Name

Leanne Richard

leanne.richard@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

Our third grade lead teacher is responsible for delivering high-quality instruction to young learners. In the classroom, she plans and implements engaging, standards-based lessons that support students' academic, social and emotional development. She assesses student progress using formal and informal tools and adjusts instruction to meet the diverse learning needs. In the leadership role, she helps coordinate grade-level planning, facilitate professional learning communities and support colleagues with instructional strategies, curriculum alignment, and classroom management practices. As a teacher leader, she also analyzes student data to inform team decisions and promotes consistent, effective teaching across classrooms. She often serves as a liaison between teachers and school administration, contributes to school improvement initiatives, and models professionalism and continuous growth. By balancing teaching responsibilities with leadership, our third grade teacher leader plays a key role in student achievement and team development.

Leadership Team Member #7

Employee's Name

Ariel Villegas

ariel.villegas@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

Our Montessori lead teacher is responsible for delivering high-quality instruction to upper elementary learners, while also serving as a mentor and collaborator among the Montessori team members. In the classroom, she plans and implements engaging, standards-based lessons that support students' academic, social and emotional development. She assesses student progress using formal and informal tools and adjusts instruction to meet the diverse learning needs. In the leadership role, she helps coordinate grade-level planning, facilitate professional learning communities and support colleagues with instructional strategies, curriculum alignment, and classroom management practices. As a teacher leader, she also analyzes student data to inform team decisions and promotes consistent, effective teaching across classrooms. She often serves as a liaison between teachers and school administration, contributes to school improvement initiatives, and models professionalism and continuous growth. By balancing teaching responsibilities with leadership, our Montessori teacher leader plays a key role in student achievement and team development.

Leadership Team Member #8**Employee's Name**

Kimberly Davis

kimberly.davis@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

Our fifth grade lead teacher is responsible for delivering high-quality instruction to our learners, while also serving as a mentor and collaborator among fifth grade team members. In the classroom, she plans and implements engaging, standards-based lessons that support students' academic, social and emotional development. She assesses student progress using formal and informal tools and adjusts instruction to meet the diverse learning needs. In the leadership role, she helps coordinate grade-level planning, facilitate professional learning communities and support colleagues with instructional strategies, curriculum alignment, and classroom management practices. As a teacher leader, she also analyzes student data to inform team decisions and promotes consistent, effective teaching across classrooms. She often serves as a liaison between teachers and school administration, contributes to school improvement initiatives, and models professionalism and continuous growth. By balancing teaching responsibilities with leadership, our fifth grade teacher leader plays a key role in student achievement and team development.

Leadership Team Member #9

Employee's Name

Andrew Heitman

andrew.heitman@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

Our sixth grade lead teacher is responsible for delivering high-quality instruction to our learners, while also serving as a mentor and collaborator among sixth grade and vertical math team members. In the classroom, he plans and implements engaging, standards-based lessons that support students' academic, social and emotional development. He assesses student progress using formal and informal tools and adjusts instruction to meet the diverse learning needs. In the leadership role, he helps coordinate grade-level planning, facilitates professional learning communities and supports colleagues with instructional strategies, curriculum alignment, and classroom management practices. As a teacher leader, he also analyzes student data to inform team decisions and promotes consistent, effective teaching across classrooms. He often serves as a liaison between teachers and school administration, contributes to school improvement initiatives, and models professionalism and continuous growth. By balancing teaching responsibilities with leadership, our sixth grade teacher leader plays a key role in student achievement and team development.

Leadership Team Member #10

Employee's Name

Katlyn Mills

katlyn.mills@myoneclay.net

Position Title

Teacher, ESE

Job Duties and Responsibilities

Our ESE Intervention Committee Facilitator works collaboratively with teachers and appropriate intervention team members to develop and monitor intervention plans. She oversees the intervention committee by coordinating meetings and scheduling activities. In addition, she is responsible for delivering high-quality, individualized instruction to students with disabilities, ensuring their academic, behavioral and social-emotional needs are met in accordance with their Individualized Education Programs. She collaborates with general education teachers to support inclusive practices, provides accommodations, and helps differentiate instruction. As a leader she mentors teachers and support staff, facilitates IEP meetings, and ensures accurate documentation and compliance with federal,

state and district regulations. She analyzes student data to inform instruction and interventions and may lead professional development related to special education strategies, behavior management, and legal compliance. Additionally, she serves as a liaison between families, staff and administration, advocating for students and promoting an inclusive supportive learning environment for all learners.

Leadership Team Member #11

Employee's Name

Dawn Paternoster

dawn.paternoster@myoneclay.net

Position Title

Teacher, ESE

Job Duties and Responsibilities

Our ESE teacher leader is responsible for delivering high-quality, individualized instruction to students with disabilities, ensuring their academic, behavioral and social-emotional needs are met in accordance with their Individualized Education Programs. She collaborates with general education teachers to support inclusive practices, provides accommodations, and helps differentiate instruction. As a leader she mentors teachers and support staff, facilitates IEP meetings, and ensures accurate documentation and compliance with federal, state and district regulations. She analyzes student data to inform instruction and interventions and may lead professional development related to special education strategies, behavior management, and legal compliance. Additionally, she serves as a liaison between families, staff and administration, advocating for students and promoting an inclusive supportive learning environment for all learners.

Leadership Team Member #12

Employee's Name

Stephanie Pickman

stephanie.pickman@myoneclay.net

Position Title

Teacher, Resource

Job Duties and Responsibilities

Our Art teacher leader is responsible for planning and delivering engaging, developmentally appropriate art education lessons. She provides instructional leadership for visual arts education while teaching students and supporting fellow educators. This role involves developing engaging art curricula, fostering creativity and artistic skills, mentoring art teachers, coordinating exhibitions and special projects, and ensuring alignment with educational standards. The Art Teacher Leader

collaborates with school administrators, families, and community partners to promote arts integration and create a positive, inclusive learning environment that encourages student achievement and artistic expression. Key responsibilities include curriculum planning, professional development, program evaluation, and leadership of school-wide initiatives.

Leadership Team Member #13

Employee's Name

Brittany Batton

brittany.batton@myoneclay.net

Position Title

Teacher, K-12/ Instructional Application Facilitator

Job Duties and Responsibilities

Our Instructional Application Facilitator provides leadership regarding technology standards and the use of District approved technology platforms, tools, resources, and applications in daily teacher tasks and instruction. She facilitates training, coaching and modeling to all school staff members regarding technology integration. In addition, she is responsible for planning, organizing, and delivering developmentally appropriate lessons that foster academic, social, and emotional growth in young children. She creates a safe, nurturing classroom environment that encourages curiosity, creativity, and a love of learning. As the instructional leader in the classroom, the lead teacher designs lesson plans aligned with B.E.S.T. standards, assesses student progress, and adjusts teaching strategies to meet individual needs. She also manages classroom behavior, establishes routines, and models positive interactions. In addition to teaching, the lead teacher leads professional learning with other teachers, providing guidance, delegating tasks, and ensuring consistent instructional practices. She communicates regularly with parents to share student progress and address concerns, and participates in schoolwide meetings, trainings and curriculum planning efforts. Her dual role as an educator and instructional leader ensures that both students and teachers are equipped with the tools and skills needed to thrive in a digital, information-rich world.

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.

Our School Improvement Plan has been created based on multiple sources of data and stakeholder input and vetted through our leadership team.

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)).

Our SAC team will meet quarterly to review data and refine the plan in order to achieve our goals in meeting the State's academic standards. We will be highly focused on our subgroups to ensure growth is occurring for all students.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	58.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) 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>	2025-26: A 2024-25: B 2023-24: B 2022-23: B 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	60	60	42	58	46	58	49			373
Absent 10% or more school days	14	10	5	9	12	9	8			67
One or more suspensions	2	7	3	3	3	6	4			28
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment	2	12	4	6	6	12	3			45
Level 1 on statewide Math assessment	2	4	8	5	7	12	3			41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	3	1	4						10
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	0	2	3	5					12

Current Year 2026-27

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	2	0	1	2	2	0	0			7

Current Year 2026-27

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	2		1	2	2					7
Students retained two or more times										0

Prior Year (2025-26) 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	
School Enrollment	63	56	66	58	72	54	63			432
Absent 10% or more school days	9	10	10	9	10	9	13			70
One or more suspensions	2	5	2	8	6	4	2			29
Course failure in English Language Arts (ELA)							1			1
Course failure in Math										0
Level 1 on statewide ELA assessment	3	8	11	15	18	10	8			73
Level 1 on statewide Math assessment	4	15	12	16	16	16	3			82
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			1	8						9
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				2						2

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		1	2	5	3	2	1			14

Prior Year (2025-26) 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	4		3	6						13
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	66	66	62	55	63	59	56	62	57
Grade 3 ELA Achievement	82	66	61	51	66	59	62	65	58
ELA Learning Gains	65	63	63	57	62	60	65	62	60
ELA Lowest 25th Percentile	76	60	58	58	60	56	68	60	57
Math Achievement*	64	69	66	54	67	64	53	67	62
Math Learning Gains	70	69	64	66	65	63	60	68	62
Math Lowest 25th Percentile	70	58	50	58	57	51	61	59	52
Science Achievement	69	67	62	54	62	58	48	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					72	63		55	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	70%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	562
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
70%	57%	59%	53%	62%	69%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	55%	No		
Black/African American Students	46%	No		
Hispanic Students	72%	No		
Multiracial Students	62%	No		
White Students	73%	No		
Economically Disadvantaged Students	66%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	66%	82%	65%	76%	64%	70%	70%	69%					
Students With Disabilities	42%	73%	46%	73%	44%	59%	64%	41%					
Black/African American Students	19%		47%		50%	67%							
Hispanic Students	79%		70%		64%	75%							
Multiracial Students	63%		67%		44%	57%		80%					
White Students	70%	87%	66%	75%	69%	72%	74%	71%					
Economically Disadvantaged Students	58%	76%	59%	74%	58%	72%	69%	61%					

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	55%	51%	57%	58%	54%	66%	58%	54%					
Students With Disabilities	37%	53%	47%	56%	37%	63%	61%	29%					
Black/African American Students	26%		63%		42%	63%							
Hispanic Students	53%	62%	62%		50%	77%							
Multiracial Students	67%		50%		48%	61%							
White Students	57%	54%	57%	56%	57%	65%	57%	53%					
Economically Disadvantaged Students	45%	39%	52%	57%	43%	60%	57%	43%					

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.
All Students	56%	62%	65%	68%	53%	60%	61%	48%		
Students With Disabilities	39%	53%	59%	61%	33%	50%	62%	28%		
Black/African American Students	30%	40%	53%		40%	58%				
Hispanic Students	52%		63%		42%	54%	60%			
Multiracial Students	70%	69%	77%		63%	77%				
White Students	59%	64%	65%	76%	56%	60%	61%	53%		
Economically Disadvantaged Students	46%	54%	62%	67%	46%	57%	60%	34%		

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	79%	65%	14%	60%	19%
ELA	4	67%	64%	3%	60%	7%
ELA	5	48%	60%	-12%	61%	-13%
ELA	6	63%	72%	-9%	62%	1%
Math	3	61%	69%	-8%	66%	-5%
Math	4	65%	65%	0%	65%	0%
Math	5	45%	61%	-16%	62%	-17%
Math	6	80%	70%	10%	60%	20%
Science	5	66%	66%	0%	60%	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?

Third grade ELA proficiency was our highest growth area with a 31 point increase. A major factor for this improvement was looping our second grade teachers as well as a focus on benchmark aligned instruction. The implementation of targeted small group instruction to close learning gaps contributed to the growth in proficiency.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math Proficiency was our lowest performance area at 62%, although this was an 8 point increase from the year prior. Math instruction has historically been disjointed across grade levels. Teachers focus on curriculum rather than benchmark aligned instruction. In 3rd and 5th grade, teachers were teaching math for the first time in that grade level.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

We didn't have any decline, however our Math Learning Gains had the lowest percent increase at 3%. In 3rd-5th grade proficiency we are lower than the district average 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.

Math Achievement in 3rd-5th grade shows the greatest gap compared to the state average. This is a

trend in both Achievement and Gains, which may be caused by a deficit in foundational skills and limited use of formative assessment to identify and address learning gaps.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two potential areas of concern are level 1s in 5th grade Reading and Math as well as students with less than 90% attendance.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Benchmark-aligned rigorous instruction and task alignment
2. Strengthen Math Instruction
3. Reducing chronic absenteeism

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

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.

Description: Systematic implementation of district curriculum resources through PLC cycles focused on understanding and teaching the essential BEST Standards. Educators will vet daily classroom tasks against state specifications to ensure instruction matches the rigor of the benchmarks.

Impact on Student Learning: By ensuring tasks align with the rigor of grade-level benchmarks, students are more likely to develop proficiency in grade-level content. This builds the critical thinking stamina necessary for students to meet or exceed proficiency targets on the FAST assessment.

Rationale: Data indicates that the work we have been doing with benchmark aligned instruction has positively impacted student achievement. We will continue to bridge the gap between daily tasks and state expectations.

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.

By May 2027 proficiency in all subject areas will increase by 5% on the PM3 FAST assessment. Walkthrough data will show a 20% increase in Indicator C.1 (Benchmark-Aligned Learning Targets and Success Criteria) and C.2 (Rigorous tasks allow students to demonstrate the success criteria and achieve the learning target) in all classrooms.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress toward the desired outcomes will be monitored through:

- In weekly admin meetings trends for classroom walkthroughs will be reviewed, specifically C.1 and C.2 to ensure that the instruction and tasks meets the rigor of the standard

- In Monthly SBLT Meetings the team will analyze performance data and correlate walkthrough trends with PM data/ CFA results to ensure classroom rigor is translating into student mastery, adjusting the PL calendar as needed.

Impact: This cycle provides immediate feedback, ensuring every student consistently engages with benchmark-level content. By identifying and closing rigor gaps immediately, we ensure all students have an opportunity to engage in rigorous lessons with high-quality instruction, which will increase student proficiency.

Person responsible for monitoring outcome

Cheryl Larson, Principal

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

Teachers will implement benchmark-aligned instruction by utilizing weekly PLCs to identify, understand and monitor student progress toward essential BEST benchmarks and vetting classroom tasks against state specifications to ensure student work matches the required cognitive complexity.

Person Monitoring:

Classroom teachers and school administrators

By When/Frequency:

Weekly PLC meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor impact by:

- PLC Reviews: Leadership verifies weekly that teams are using benchmark clarifications to establish the required level of instructional depth.
- Task Audits: Administrators cross-reference student work samples from weekly walkthroughs against benchmark specifications to ensure the cognitive complexity matches the benchmark.
- Data triangulation: The SBLT correlates benchmark-aligned assessment results with classroom

artifacts monthly to identify and correct discrepancies between daily tasks and assessment mastery. Impact: This cycle ensures instructional consistency by verifying that student work remains at grade-level complexity. By identifying and addressing misalignments immediately, leadership ensures students are prepared for the specific technical requirements of the FAST assessment.

Action Step #2

To support teachers in executing this goal, data-informed school-based professional learning sessions will be facilitated monthly in format of whole-group interactive sessions and peer-observation cycles by the Assistant Principal and Teacher leaders and will focus on aligning task to grade-level benchmarks.

Person Monitoring:

Laura Smith and teacher leaders

By When/Frequency:

monthly PLC meeting

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor impact by:

-Professional Learning Audit during weekly admin meetings: Leadership will review PLC agendas and tasks shared during these monthly sessions to ensure teachers can accurately identify the required complexity of standards.

-Peer Observation Trends: Administration will aggregate data from peer-observation cycles to track the transfer of professional learning into classroom practice, identifying specific benchmarks that require further calibration.

-Implementation Tracking: During weekly walkthroughs, administrators will look for the specific instructional strategy modeled in PL sessions, documenting the frequency and quality of rigorous task implementation across all grade levels.

Impact: This systematic monitoring ensures that professional learning results in measurable changes in teacher practice. By verifying that educators can both design and execute rigorous tasks, the school ensures students are consistently challenged at the depth required for FAST assessment proficiency.

Action Step #3

School-based Leadership Team meetings will be held monthly to reflect on how benchmark aligned instruction is impacting student achievement by correlating walkthrough data for indicators C.1 and C.2 with common formative assessment results to identify and address instructional gaps.

Person Monitoring:

Administrators, School-based Leadership Team (SBLT) Members

By When/Frequency:

monthly SBLT meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor impact by:

-Data correlation: During monthly SBLT meetings, leadership will cross-reference walkthrough data with common formative assessment results.

-Gap Identification: The team will analyze whether high scores on walkthrough indicators are resulting in corresponding student mastery on assessments.

-Responsive Planning: Professional learning focus will be adjusted based on walkthrough and assessment performance.

Impact: Through ongoing analysis of walkthrough and assessment data, the we will ensure that effective instructional practices are consistently implemented and producing measurable student learning gains. This process will enable timely adjustments to instruction and professional learning, resulting in increased student achievement and growth.

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

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.

Description:

We will focus on increasing teacher capacity and understanding of how to embed rigorous, Benchmark-aligned tasks and the implementation of "Building Thinking Classrooms" framework in 100% of math classrooms. In addition, we will use formative assessments to identify and address learning gaps to plan and execute targeted small group instruction.

Impact on Student Learning: Students will engage more frequently in rigorous, benchmark-aligned mathematical tasks that require critical thinking, reasoning, collaboration, and problem-solving. Through the implementation of the Building Thinking Classrooms framework, students will take greater ownership of their learning, actively participate in mathematical discourse, and develop stronger conceptual understanding. The use of formative assessments and targeted small-group instruction will ensure that learning gaps are identified and addressed in a timely manner, allowing instruction to be differentiated based on student needs. As a result, students will demonstrate increased mastery of grade-level benchmarks, improved mathematical confidence and engagement, and higher levels of achievement and learning gains in mathematics.

Rationale: Mathematics achievement and learning gains in grades 3–5 show a significant gap when compared to state performance. Classroom observations and student data indicate a need for more rigorous, benchmark-aligned instruction, increased opportunities for mathematical discourse and problem-solving, and more systematic use of formative assessment data to identify and address learning gaps. By strengthening teacher capacity to implement high-quality instructional practices, including the "Building Thinking Classrooms" framework and targeted small-group instruction, students will have greater access to engaging, cognitively demanding learning experiences that promote deeper mathematical understanding.

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.

By May 2027 Math proficiency will increase from 62% to 67% on the PM3 FAST assessment.

Walkthrough data will show a 20% increase in Indicators in the area of C.2. (Rigorous tasks allow

students to demonstrate the success criteria and achieve the learning target) and S.3. (Students demonstrate active participation and respectful collaboration during learning activities).

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress toward the desired outcomes will be monitored through:

- The administration team will meet weekly to discuss Walkthrough data feedback and trends. The School based leadership team will meet monthly to identify correlations with student achievement data.
- The administration team will review the Professional Learning quarterly to ensure decisions and professional learning opportunities are based on current student achievement data.

Impact: By empowering students to think and collaborate as they learn math concepts, we will build the conceptual muscle and stamina required to break the cycle of underperformance and drive measurable gains in proficiency.

Person responsible for monitoring outcome

Cheryl Larson, Principal

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

Whole group professional learning sessions will focus on core practices of a Building Thinking Classroom (BTC) led by Laura Smith. Because teaching methods must change to support this framework, professional development must be ongoing, collaborative, and heavily supported by peer coaching. Conduct a foundational professional learning series on Peter Liljedahl's Building Thinking Classrooms in Mathematics. Focus professional development modules specifically on the first 4

practices: Deep Tasks, Visibly Random Groups, Vertical Surfaces, and Room De-fronting.

Person Monitoring:

Laura Smith and Classroom Teachers

By When/Frequency:

monthly PLC groups

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor the impact by:

Data correlation: During weekly admin meetings we will reference evidence of Thinking Classrooms, such as vertical non-permanent surfaces, from weekly walkthroughs

PLC Reviews: Leadership verifies weekly that teams are using randomly assigned groups using a visible method.

Responsive Planning: Teachers will plan 5-10 minute activities with high-cognitive demand that sets the expectation for thinking at the beginning of class.

Impact: When students are standing at a board with two peers, they look to each other for help rather than waiting for the teacher, which builds mathematical resilience. Because tasks are non-routine, students cannot simply copy a formula but must understand the concept to make progress. Standing and collaborating naturally extends the amount of time students can focus on a single, complex problem without giving up which will increase proficiency

Action Step #2

Teachers will use weekly formative assessment data to identify learning gaps, organize flexible small groups, and provide targeted district adopted resources to address varying student needs while maintaining instruction aligned to grade-level benchmarks. Student progress will be monitored biweekly, and instructional groups will be adjusted based on assessment results to ensure all students receive timely support and enrichment.

Person Monitoring:

Math teachers and administration

By When/Frequency:

weekly PLC vertical teams

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor the impact by:

-Responsive Planning: Teachers analyze formative assessments on a regular basis to identify specific benchmark and skill gaps and group students based on demonstrated needs for targeted instruction.

-Data correlation: The school leadership team and teachers will monitor the effectiveness of targeted small-group instruction through weekly formative assessment results, common unit assessments, and progress-monitoring data. During PLC and SBLT meetings, teams will review student growth, analyze subgroup performance, and evaluate whether students receiving targeted instruction are demonstrating increased mastery of identified benchmark. Classroom walkthroughs and lesson-plan reviews will be used to monitor the implementation and quality of small-group instruction.

-Problem Solving Meetings: during monthly MTSS meetings, review student data, share instructional strategies, and develop intervention plans for students who are not demonstrating adequate progress.

Impact: Based on the data collected, instructional groups, intervention strategies, and professional learning supports will be adjusted to improve student outcomes and accelerate mathematics achievement and learning gains.

Action Step #3

Administration will meet quarterly to analyze math assessment data and cross-reference student growth with walkthrough data to see if classrooms utilizing the BTC practices with high fidelity are seeing a reduction in the achievement dip. Data meetings will move beyond looking at generalized test scores and focus deeply on how thinking classroom practices are directly impacting student understanding and proficiency.

Person Monitoring:

Administration and classroom teachers

By When/Frequency:

quarterly data meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor the impact by:

-Data correlation: During weekly admin meetings we will reference evidence of Thinking Classrooms, such as vertical non-permanent surfaces, from weekly walkthroughs

-Monthly Math Artifact Reviews: During PLCs, teachers will bring photos of student whiteboards from recent high-stakes tasks alongside student independent work samples. Teams will analyze whether the math discourse on the boards translated into independent standard mastery, adjusting the rigor of future tasks based on findings.

-Learning Walkthrough Data Tracking: Administration and coaches will conduct monthly 10-minute walkthroughs utilizing a specialized BTC tracker. Data collected will measure the percentage of students actively talking/working vs. mimicking. This data will be shared anonymously at faculty meetings to reflect on school-wide instructional shifts.

Impact: When students are standing at a board with two peers, they look to each other for help rather than waiting for the teacher, which builds mathematical resilience. Because tasks are non-routine, students cannot simply copy a formula but must understand the concept to make progress. Standing and collaborating naturally extends the amount of time students can focus on a single, complex problem without giving up which will increase proficiency.

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.

Description: The school will utilize a **Multi-Tiered System of Supports (MTSS)** approach to data monitoring and engagement. Research indicates that early identification of attendance dips through an Early Warning System (EWS), combined with immediate family outreach and positive reinforcement, removes systemic barriers and significantly reduces chronic absenteeism.

Impact on Student Learning: In order for strong instruction to be effective, students need to be present at school in order to learn. Stronger attendance will lead to an increase in overall proficiency and learning gains.

Rationale: Climate Survey data showed that only 31.9% of 4th-6th Grade students report that they like coming to school.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of students classified as chronically absent (missing 10% or more of school days) will decrease by 10% Additionally, by May 2027, the percentage of students responding favorably to “I like coming to school every day” will increase from 31.9% to 50%

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.

Progress toward the desired outcomes will be monitored through:

- Weekly Admin Meetings: Administrators will review attendance data weekly and follow up with teachers regarding attendance concerns and trends.
- Monthly: School Wide Grade Level attendance data will be shared monthly to all stakeholders and the SBLT will analyze and problem solve individual students at monthly meetings.

Person responsible for monitoring outcome

Laura Smith, AP

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

Description of Intervention #2:

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

Identification and Monitoring of Previously Chronically Absent Students

Person Monitoring:

Laura Smith

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will identify students who missed 10% or more of school in the previous year. Each student/family will be paired with a staff mentor (administrators, teachers, counselors, or support staff) who will do frequent check-ins with them to review their attendance data and celebrate improvements.

Action Step #2

Student Self-Monitoring of Attendance

Person Monitoring:

Laura Smith

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students who are identified as missing 10% or more of school in the previous year OR showing concerning attendance patterns this year, will be provided a calendar in their folders to self monitor their attendance by tracking days present, absent, tardy, and left early. The Attendance Mentors will utilize these trackers when meeting with students.

Action Step #3

Parent Education Regarding Attendance

Person Monitoring:

Laura Smith

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Regular schoolwide attendance data will be shared monthly with all stakeholders, including parents. The school newsletter and social media platforms will be utilized to inform parents of the importance of regular school attendance. These resources will be pulled from the the Attendance Works Parent Resources.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (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.

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

Clay County Schools

THUNDERBOLT ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (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 Thunderbolt Elementary is to provide a safe academic environment in which children and staff are encouraged to strive for excellence in scholarship and sociability while showing respect for self and others.

Provide the school's vision statement

Thunderbolt Elementary is a supportive and inclusive environment that engages and inspires students by promoting a growth mindset and the belief that all students are capable of learning. We want our students to be problem solvers, utilizing critical thinking skills to make a greater impact on the world.

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

Amy Bathurst

amy.bathurst@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

- Ensure compliance with established rules and laws in the daily operation of the school.
- Develop and foster good public relations, efficient school volunteer/partnership programs, effective

conferencing, and communications with parents, students, and teachers.

- Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement the Sunshine State Standards.

- Coordinate school advisory council activities and implement a school improvement plan.

- Coordinate efficient utilization of school facilities and ensure proper security, maintenance, and cleanliness of the campus.

- Responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database.

- Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff, including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data.

- Responsible for effective business management operations, the development of a school budget, and efficient cost accounting.

- Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County District Schools Code of Student Conduct.

- Responsible for faithfully and effectively implementing school/district personnel procedures, including interviewing, hiring, evaluating school staff, coordinating the Teacher Induction Program, and administering master contracts.

- Coordinate supervision of extra-curricular activities and duty assignments.

- Provide a safe learning environment through the preparation and implementation of emergency evacuation plans, fire drills, etc.

- Responsible for implementing programs designed to meet the needs of special student populations

- Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards.

- Responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory.

- Provide for the purchase of appropriate textbooks, equipment, and other instructional materials necessary to meet the needs of the students.

- Serve on district-wide committees when requested. -Responsible for the development and implementation of a school technology plan.

- Responsible for the performance of all personnel employed by the School Board and assigned to the school site.

- Provide for the development of an individual Teacher Training Plan for each teacher assigned to the school.

- Provide leadership for the implementation of the Florida Code of Ethics and Principles of Professional Conduct.

- Provide leadership in the implementation of Florida's B.E.S.T. Standards, Florida Writes, Florida Comprehensive Assessment Test, and other tests designed and adopted to measure student achievement.
- Communicate effectively, both orally and in writing, with parents, staff, students, and the community.
- Maintain visibility and accessibility on the school campus.
- Serve as a coach/mentor to Assistant Principals, new Principals, or others who are preparing for School Principal certification.
- Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals, and align them with the district mission, school improvement, and curriculum.
- Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position.

Leadership Team Member #2

Employee's Name

Carly Pacheco

carly.pacheco@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

- Ensure compliance with established rules and laws in the daily operation of the school.
- Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing, and communications with parents, students, and teachers.
- Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement the Sunshine State Standards.
- Coordinate school advisory council activities and implement a school improvement plan.
- Coordinate efficient utilization of school facilities and ensure proper security, maintenance, and cleanliness of the campus.
- Responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database.
- Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff, including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data.
- Responsible for effective business management operations, the development of a school budget, and efficient cost accounting.
- Maintain standards of appropriate student conduct through fair and equitable enforcement of the

Clay County District Schools Code of Student Conduct.

- Responsible for faithfully and effectively implementing school/district personnel procedures, including interviewing, hiring, evaluating school staff, coordinating the Teacher Induction Program, and administering master contracts.
- Coordinate supervision of extra-curricular activities and duty assignments.
- Provide a safe learning environment through the preparation and implementation of emergency evacuation plans, fire drills, etc.
- Responsible for implementing programs designed to meet the needs of special student populations
- Assure that the school meets all State and Southern Association of Schools and Colleges

Leadership Team Member #3

Employee's Name

Shelley Bell

shelley.bell@myoneclay.net

Position Title

School Counselor

Job Duties and Responsibilities

1. Designs and implements a data-driven, comprehensive school counseling program for all students that promotes students' development of learning skills, social skills, self-management, and college/career readiness skills.
2. Provides direct services to all students that include, but are not limited to, individual counseling and student planning, classroom lessons, small group counseling, and preventative and responsive services.
3. Provides indirect services on behalf of students that include, but are not limited to, referrals for additional assistance and consultation/collaboration with parents, teachers, administrators, and other stakeholders to create a learning environment promoting educational equity, access, and success for every student.
4. Uses the skills of leadership, advocacy, and collaboration to improve the academic, social/emotional, and post-graduate success of all students.
5. Supports educational and mental health services through preventative and tiered intervention strategies.
6. Coordinate and initiate referrals of students to services and agencies. Collaborates with both school-based and community providers to enhance student access to resources.
7. Collaborates and consults with school and itinerant staff and exceptional student services in the analysis of student performance data to facilitate appropriate placements and in the development of effective plans for improving academic, social/emotional, and post-graduate outcomes for students.

8. Assists students in making appropriate choices of school courses of study, in making transitions from one school level to another, and in exploring post-secondary options.
9. Consults with parents/guardians to support the social/emotional, educational, and occupational well-being of all students.
10. Collaborates with the school leadership team to ensure that school resources are directed toward meeting students' needs that promote the social/emotional and academic development of all students.
11. Participates in training programs and district-provided professional development as assigned or appropriate to keep abreast of current practices, community opportunities, district initiatives and programs, and legal issues. This information is disseminated to school leaders and staff as needed.
12. Communicates school counseling services and programs to school staff, parents, and the community.
13. Reviews and disaggregates achievement, attendance, behavior, graduation, and post-secondary data to identify and implement interventions, advance student outcomes, and promote equity and access.
14. Uses legal and ethical decision-making based on standards and principles of the school counseling profession and educational systems, including district and building policies.
15. Utilizes technology effectively and efficiently in the school counseling program.
16. Twelve (12) month school counselors/department leads implement program goals, disseminate professionally relevant information, and provide basic leadership and guidance to school counselors in a school counseling department.
17. Perform other such duties as assigned by the Principal.

Leadership Team Member #4

Employee's Name

Nicole Gladfelter

nicole.gladfelter@myoneclay.net

Position Title

Kindergarten Teacher/Team Leader

Job Duties and Responsibilities

1. Establish a safe, respectful, and inclusive classroom climate conducive to learning.
2. Demonstrate an interest in and a willingness to assist students inside and outside the classroom.
3. Maintain a growth mindset toward student learning, teaching practice, and personal/collective professional development.

4. Demonstrate preparation of standards-based lessons in alignment with measures of student progress.
5. Demonstrate general knowledge of the subject area.
6. Adapt instruction through a multi-tiered system of support to meet the learning needs of all students.
7. Maintain a positive relationship and ongoing communication with students, families, colleagues, and supervisors.
8. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues.
9. Evaluate students' progress through a variety of informal and formal assessments on an ongoing basis to inform instruction.
10. Maintain and update appropriate documentation of student progress.
11. Perform other duties as requested by the Principal.

Leadership Team Member #5

Employee's Name

Christin Branch

christin.branch@myoneclay.net

Position Title

First Grade Teacher/Team Leader

Job Duties and Responsibilities

1. Establish a safe, respectful and inclusive classroom climate conducive to learning.
2. Demonstrate an interest in and a willingness to assist students inside and outside the classroom.
3. Maintain a growth mindset toward student learning, teaching practice, and personal/collective professional development.
4. Demonstrate preparation of standards-based lessons in alignment with measures of student progress.
5. Demonstrate general knowledge of the subject area.
6. Adapt instruction through a multi-tiered system of support to meet the learning needs of all students.
7. Maintain a positive relationship and ongoing communication with students, families, colleagues, and supervisors.
8. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues.
9. Evaluate students' progress through a variety of informal and formal assessments on an

ongoing basis to inform instruction.

10. Maintain and update appropriate documentation of student progress.
11. Perform other duties as requested by the Principal.

Leadership Team Member #6

Employee's Name

Chelsea D'Alessio

chelsea.dalessio@myoneclay.net

Position Title

Second Grade Teacher/Team Leader

Job Duties and Responsibilities

1. Establish a safe, respectful and inclusive classroom climate conducive to learning.
2. Demonstrate an interest in and a willingness to assist students inside and outside the classroom.
3. Maintain a growth mindset toward student learning, teaching practice, and personal/collective professional development.
4. Demonstrate preparation of standards-based lessons in alignment with measures of student progress.
5. Demonstrate general knowledge of the subject area.
6. Adapt instruction through a multi-tiered system of support to meet the learning needs of all students.
7. Maintain a positive relationship and ongoing communication with students, families, colleagues, and supervisors.
8. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues.
9. Evaluate students' progress through a variety of informal and formal assessments on an ongoing basis to inform instruction.
10. Maintain and update appropriate documentation of student progress.
11. Perform other duties as requested by the Principal.

Leadership Team Member #7

Employee's Name

Carrie Pike

carrie.pike@myoneclay.net

Position Title

Third Grade Teacher/Team Leader

Job Duties and Responsibilities

1. Establish a safe, respectful and inclusive classroom climate conducive to learning.
2. Demonstrate an interest in and a willingness to assist students inside and outside the classroom.
3. Maintain a growth mindset toward student learning, teaching practice, and personal/collective professional development.
4. Demonstrate preparation of standards-based lessons in alignment with measures of student progress.
5. Demonstrate general knowledge of the subject area.
6. Adapt instruction through a multi-tiered system of support to meet the learning needs of all students.
7. Maintain a positive relationship and ongoing communication with students, families, colleagues, and supervisors.
8. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues.
9. Evaluate students' progress through a variety of informal and formal assessments on an ongoing basis to inform instruction.
10. Maintain and update appropriate documentation of student progress.
11. Perform other duties as requested by the Principal.

Leadership Team Member #8**Employee's Name**

Cathy Palmer

cathy.palmer@myoneclay.net

Position Title

Fourth Grade Teacher/Team Leader

Job Duties and Responsibilities

1. Establish a safe, respectful and inclusive classroom climate conducive to learning.
2. Demonstrate an interest in and a willingness to assist students inside and outside the classroom.
3. Maintain a growth mindset toward student learning, teaching practice, and personal/collective professional development.
4. Demonstrate preparation of standards-based lessons in alignment with measures of student

progress.

5. Demonstrate general knowledge of the subject area.
6. Adapt instruction through a multi-tiered system of support to meet the learning needs of all students.
7. Maintain a positive relationship and ongoing communication with students, families, colleagues, and supervisors.
8. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues.
9. Evaluate students' progress through a variety of informal and formal assessments on an ongoing basis to inform instruction.
10. Maintain and update appropriate documentation of student progress.
11. Perform other duties as requested by the Principal.

Leadership Team Member #9

Employee's Name

Kelly Stoudnour

kelly.stoudnour@myoneclay.net

Position Title

Fifth Grade Teacher/Team Leader

Job Duties and Responsibilities

1. Establish a safe, respectful and inclusive classroom climate conducive to learning.
2. Demonstrate an interest in and a willingness to assist students inside and outside the classroom.
3. Maintain a growth mindset toward student learning, teaching practice, and personal/collective professional development.
4. Demonstrate preparation of standards-based lessons in alignment with measures of student progress.
5. Demonstrate general knowledge of the subject area.
6. Adapt instruction through a multi-tiered system of support to meet the learning needs of all students.
7. Maintain a positive relationship and ongoing communication with students, families, colleagues, and supervisors.
8. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues.
9. Evaluate students' progress through a variety of informal and formal assessments on an ongoing basis to inform instruction.

10. Maintain and update appropriate documentation of student progress.
11. Perform other duties as requested by the Principal.

Leadership Team Member #10

Employee's Name

Karri Von Ebers

karri.vonebers@myoneclay.net

Position Title

Sixth Grade Teacher/Team Leader

Job Duties and Responsibilities

1. Establish a safe, respectful and inclusive classroom climate conducive to learning.
2. Demonstrate an interest in and a willingness to assist students inside and outside the classroom.
3. Maintain a growth mindset toward student learning, teaching practice, and personal/collective professional development.
4. Demonstrate preparation of standards-based lessons in alignment with measures of student progress.
5. Demonstrate general knowledge of the subject area.
6. Adapt instruction through a multi-tiered system of support to meet the learning needs of all students.
7. Maintain a positive relationship and ongoing communication with students, families, colleagues, and supervisors.
8. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues.
9. Evaluate students' progress through a variety of informal and formal assessments on an ongoing basis to inform instruction.
10. Maintain and update appropriate documentation of student progress.
11. Perform other duties as requested by the Principal.

Leadership Team Member #11

Employee's Name

Alice Snyder

alice.snyder@myoneclay.net

Position Title

ESE-VE Self-Contained (InD) Teacher/Team Leader

Job Duties and Responsibilities

1. Provides support for ESE students' achievement in the general education class through consultation and collaboration. This person may teach 3-4 periods as a collaborative partner (with a general education teacher) or as an individual stand-alone teacher of a specific course for which they are certified (ie. learning strategies or social person skills). He/she should be a case manager for no more than 45 students. Consults and assists general education teachers and ESE students daily. Uses specially designed instructional strategies including, but not limited to, strategic instruction model.
2. Provides the level and frequency of support based upon students' need for specially designed instruction, as detailed in the IEP.
3. Arranges for classroom and testing accommodations for students with disabilities, working with the school counselor. Can serve as ESE Local Education Agency (LEA) Designee and as a member of IEP meetings.
4. Develops and adapts curriculum and testing materials utilizing specially designed instruction to meet needs of both students and their collaborative teaching partners.
5. Provides small group instruction to ESE students in general classes based upon student need.
6. Arranges for a continuum of services to students with disabilities, including, but not limited to, coordination with the district specialists of specific programs (i. e. reading, math, Autism Spectrum Disorder (ASD), Emotional/Behavioral Disorder (E/BD) etc).
7. Assists in establishing work placements and Community Based Instruction activities.
8. Provides support and/or access point standard modifications for students attending the general education classroom.
9. Participates in required local, state, and federal training regarding policies, procedures, and best practices according to applicable state and federal special education law.
10. Collects data based upon the goals of students' IEP in order to meet the requirements for federal, state and local laws and policies.
11. Ensures that documentation of all services and accommodations included in the students' IEP are completed in order to meet the requirements for federal, state and local laws and policies.

Leadership Team Member #12**Employee's Name**

Emily Miller

emily.miller1@myoneclay.net

Position Title

VE-Inclusion Teacher/Team Leader

Job Duties and Responsibilities

1. Provides support for ESE students' achievement in the general education class through consultation and collaboration. This person may teach 3-4 periods as a collaborative partner (with a general education teacher) or as an individual stand-alone teacher of a specific course for which they are certified (ie. learning strategies or social person skills). He/she should be a case manager for no more than 45 students. Consults and assists general education teachers and ESE students daily. Uses specially designed instructional strategies including, but not limited to, strategic instruction model.
2. Provides the level and frequency of support based upon students' need for specially designed instruction, as detailed in the IEP.
3. Arranges for classroom and testing accommodations for students with disabilities, working with the school counselor. Can serve as ESE Local Education Agency (LEA) Designee and as a member of IEP meetings.
4. Develops and adapts curriculum and testing materials utilizing specially designed instruction to meet needs of both students and their collaborative teaching partners.
5. Provides small group instruction to ESE students in general classes based upon student need.
6. Arranges for a continuum of services to students with disabilities, including, but not limited to, coordination with the district specialists of specific programs (i. e. reading, math, Autism Spectrum Disorder (ASD), Emotional/Behavioral Disorder (E/BD) etc).
7. Assists in establishing work placements and Community Based Instruction activities.
8. Provides support and/or access point standard modifications for students attending the general education classroom.
9. Participates in required local, state, and federal training regarding policies, procedures, and best practices according to applicable state and federal special education law.
10. Collects data based upon the goals of students' IEP in order to meet the requirements for federal, state and local laws and policies.
11. Ensures that documentation of all services and accommodations included in the students' IEP are completed in order to meet the requirements for federal, state and local laws and policies.

Leadership Team Member #13

Employee's Name

Johanna McQuain

johanna.mcquain@myoneclay.net

Position Title

Art Teacher/Resource Team Leader

Job Duties and Responsibilities

1. Establish a safe, respectful and inclusive classroom climate conducive to learning.
2. Demonstrate an interest in and a willingness to assist students inside and outside the classroom.
3. Maintain a growth mindset toward student learning, teaching practice, and personal/collective professional development.
4. Demonstrate preparation of standards-based lessons in alignment with measures of student progress.
5. Demonstrate general knowledge of the subject area.
6. Adapt instruction through a multi-tiered system of support to meet the learning needs of all students.
7. Maintain a positive relationship and ongoing communication with students, families, colleagues, and supervisors.
8. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues.
9. Evaluate students' progress through a variety of informal and formal assessments on an ongoing basis to inform instruction.
10. Maintain and update appropriate documentation of student progress.
11. Perform other duties as requested by the Principal.

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.

The Thunderbolt Leadership Team meets monthly and is comprised of the two administrators, team leaders from every grade, as well as a representative from our resource team, ESE team, and support staff. We problem-solve around any concerns with a student-first mindset. Based on our Spring 2026 data, it was agreed that we needed to focus on Rigorous Tasks and Students with Disabilities.

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)).

To ensure continuous improvement, we will regularly monitor our SIP for effective implementation after each assessment window closes, as well as through our grade-level data meetings, weekly administrator meetings, monthly leadership meetings, and monitoring of our quarterly data sheets.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	40.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) 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>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	75	76	101	119	109	115	101			696
Absent 10% or more school days	23	6	3	13	19	13	19			96
One or more suspensions	3	0	4	9	7	8	12			43
Course failure in English Language Arts (ELA)	2	1	0	5	0	0	0			8
Course failure in Math	2	0	0	1	1	0	2			6
Level 1 on statewide ELA assessment	5	4	5	3	7	10	2			36
Level 1 on statewide Math assessment	2	2	2	7	13	4	2			32
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	0	2	7						12
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	1	1	2	0					5

Current Year 2026-27

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	4	3	2	14	10	9	4			46

Current Year 2026-27

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	2	2	2	6	1	1	0			14
Students retained two or more times	0	0	0	0	0	0	0			0

Prior Year (2025-26) 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	
School Enrollment	70	99	110	111	117	112	147			766
Absent 10% or more school days	9	7	8	20	3	22	19			88
One or more suspensions	2	2	7	7	8	8	9			43
Course failure in English Language Arts (ELA)							1			1
Course failure in Math							1			1
Level 1 on statewide ELA assessment				6	12	18	7			43
Level 1 on statewide Math assessment				5	8	11	5			29
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3		1	8						12
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)			2	7						9

Prior Year (2025-26) 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	5	2	6	18	9	20	7			67

Prior Year (2025-26) 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	3	4	2	3			1			13
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	80	66	62	74	63	59	79	62	57
Grade 3 ELA Achievement	83	66	61	79	66	59	81	65	58
ELA Learning Gains	72	63	63	61	62	60	72	62	60
ELA Lowest 25th Percentile	66	60	58	53	60	56	64	60	57
Math Achievement*	80	69	66	80	67	64	84	67	62
Math Learning Gains	79	69	64	75	65	63	81	68	62
Math Lowest 25th Percentile	67	58	50	67	57	51	65	59	52
Science Achievement	83	67	62	68	62	58	75	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					72	63		55	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	76%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	610
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
76%	71%	75%	75%	68%	70%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	60%	No		
English Language Learners	75%	No		
Asian Students	76%	No		
Black/African American Students	66%	No		
Hispanic Students	72%	No		
Multiracial Students	88%	No		
White Students	78%	No		
Economically Disadvantaged Students	71%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	80%	83%	72%	66%	80%	79%	67%	83%					
Students With Disabilities	51%	56%	62%	67%	58%	70%	62%	50%					
English Language Learners	68%		73%		80%	80%							
Asian Students	75%		64%		80%	86%							
Black/African American Students	74%	67%	61%		71%	65%	58%						
Hispanic Students	80%	94%	60%	50%	70%	71%	75%	79%					
Multiracial Students	96%		84%		89%	83%							
White Students	79%	82%	75%	69%	83%	81%	69%	84%					
Economically Disadvantaged Students	73%	77%	69%	64%	70%	75%	67%	75%					

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	74%	79%	61%	53%	80%	75%	67%	68%					79%
Students With Disabilities	49%	65%	53%	57%	63%	66%	70%	28%					
English Language Learners	50%		38%		79%	75%							79%
Asian Students	73%		53%		95%	74%							90%
Black/African American Students	61%		63%	62%	61%	67%	64%						
Hispanic Students	69%	80%	53%	36%	75%	80%	75%	71%					
Multiracial Students	77%		74%		87%	83%							
White Students	77%	81%	61%	55%	82%	75%	66%	67%					
Economically Disadvantaged Students	62%	67%	58%	50%	67%	71%	67%	59%					82%

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	79%	81%	72%	64%	84%	81%	65%	75%					71%
Students With Disabilities	60%	67%	58%	61%	72%	71%	54%	47%					
English Language Learners	65%		75%		88%	92%							71%
Asian Students	90%		73%		100%	93%							
Black/African American Students	68%	91%	65%	70%	71%	78%	73%	40%					
Hispanic Students	75%	79%	74%	67%	80%	79%	54%	71%					
Multiracial Students	70%		52%		83%	62%		90%					
White Students	81%	79%	74%	69%	85%	83%	70%	76%					
Economically Disadvantaged Students	69%	76%	65%	62%	73%	74%	59%	66%					

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	81%	65%	16%	60%	21%
ELA	4	81%	64%	17%	60%	21%
ELA	5	72%	60%	12%	61%	11%
ELA	6	87%	72%	15%	62%	25%
Math	3	77%	69%	8%	66%	11%
Math	4	69%	65%	4%	65%	4%
Math	5	83%	61%	22%	62%	21%
Math	6	91%	70%	21%	60%	31%
Science	5	81%	66%	15%	60%	21%

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?

TBE saw a 28% increase in ELA LQ gains. This growth was driven by the implementation of intentional reading interventions, collaboration between the ELA teachers and science teachers to provide intentional small-group instruction in both ELA and Science classes, a strong focus on student achievement and data analysis during weekly PLCs, and the consistent implementation of the district-provided curriculum.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Fourth-grade math proficiency was the lowest performance at 69%. This was an 8% decrease from the 2025 school year (77%). While the teachers are providing explicit Tier 1 instruction aligned to the BEST standards, we are noticing a decrease in the frequency of providing explicit small-group instruction.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math Gains decreased by 7%, specifically from 75% in the 24-25 school year to 68% in the 25-26 school year. We attribute this to a decrease in the frequency of intentionally planning for small group instruction and implementing differentiated instruction.

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.

TBE did not have any negative values compared to the state averages. However, our fourth-grade math proficiency is 4 points above the state average of 65%. Students struggle with multi-step problem-solving and rigorous state benchmarks.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Absenteeism (missing 10% or more of school days) is an area of concern. TBE has 96 students who fit into that category, with 64 of those students being in grades 3 through 6.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Benchmark-aligned rigorous instruction, especially in literacy.
2. Explicit instruction with SWD subgroup (intentional planning, differentiation, small group instruction)
3. Implementing Tier 1 PBIS.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

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.

Description: Teachers will collaborate in weekly PLCs to unpack the B.E.S.T. Standards, align daily assignments with state benchmarks, and verify that classroom instruction meets the required level of rigor.

Impact on Student Learning: By ensuring daily tasks align with the rigor of grade-level benchmarks, students will develop the proficiency and critical thinking stamina necessary to meet or exceed performance targets on the FAST assessment.

Rationale: Current data indicate that our teachers have successfully implemented strong classroom structures, such as small-group instruction, but student growth has leveled off in some areas because daily work does not always match the depth of the standards. This plan shifts our focus to instructional rigor. By helping teachers align daily assignments directly with state benchmarks, we will ensure students are being challenged at the right level to boost proficiency.

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.

By May 2027, ELA learning gains on the FAST assessment will increase from 67% to 72%.

Achievement of this goal will be supported by instructional walkthrough data showing a 30% increase in Indicators C.1 (Benchmark-Aligned Learning Targets and Success Criteria communicated) and C.2 (Rigorous tasks allow students to demonstrate learning).

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress toward the desired outcomes will be monitored by:

Administration meetings to discuss data from classroom walkthroughs, focusing on the C.1 and C.2 indicators.

Monthly SBLT meetings to review student data to identify trends with PM data and coaching needs.

Impact: This continuous feedback loop ensures every student consistently engages with grade-level benchmarks. By closing "rigor gaps" in real time, we guarantee equitable access to high-quality instruction, directly driving measurable gains in student proficiency.

Person responsible for monitoring outcome

Amy Bathurst, Carly Pacheco, and SBLT team.

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

Standards Aligned Instruction and Rigor

Person Monitoring:

Administration, Team leaders, and Teachers.

By When/Frequency:

PLC meetings occur twice a month, and walkthroughs occur daily.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will clearly communicate the benchmark-aligned learning targets and success criteria (C.1). Teachers will provide opportunities for students to apply their learning and push students to understand concepts beyond simple memorization (C.2)

Teachers will collaborate during PLCs to intentionally plan for classroom assignments that align with the state standards and ensure appropriate cognitive complexity.

- During walkthroughs, administrators will ensure that the benchmark-aligned learning targets and success criteria are clearly communicated.

- During the weekly administrative team meetings, administrators will look for trends with the C.1 and

C.2 indicators to ensure specific feedback and provide coaching opportunities and/or peer observations.

- During content PLCs, the team leaders will ensure that the focus of the PLC is on the Benchmark-aligned instruction, planning for Tier 1 instruction and small group interventions, and intentionally planning rigorous tasks.

Action Step #2

Monthly Rigorous Task PLC

Person Monitoring:

Amy Bathurst and Carly Pacheco

By When/Frequency:

Monthly until the end of May, 2027.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided monthly as a whole-group PLC by the school administration, district curriculum coaches, and TBE teacher leaders, with a focus on designing rigorous learning tasks that enable students to demonstrate their understanding and apply their knowledge to master the benchmark.

- Administration meetings to discuss data from classroom walkthroughs, focusing on the C.2 indicator (Rigorous tasks allow students to demonstrate the success criteria and achieve the learning target.)
- During content PLCs, teams will analyze student data to ensure students are mastering benchmarks.
- Monthly SBLT meetings to review student data and identify trends with PM data and coaching needs.

Action Step #3

SBLT Review

Person Monitoring:

The Administrative Team & SBLT members

By When/Frequency:

Monthly School-Based Leadership Team Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Each month, the School-Based Leadership Team will meet to review the effectiveness of our benchmark-aligned instruction. By comparing walkthrough data (indicators C.1 and C.2) with Common Formative Assessment results, we will identify and close instructional gaps to boost student achievement.

- The SBLT will closely monitor and compare the walkthrough data (indicators C.1 and C.2) with Common Formative Assessment data.
- As walkthrough scores for C.1 and C.2 increase (meaning teachers are delivering better benchmark-aligned instruction), Common Formative Assessment scores should also increase (meaning student achievement is rising).

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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.

Description: Embed targeted scaffolds into standard PLC planning so students with disabilities can access rigorous BEST Standards. Teachers will ensure supports are systematically removed without lowering cognitive complexity, while ensuring students take responsibility for their learning.

Impact on Student Learning: Maximizes ELA and math proficiency by keeping students connected to grade-level benchmarks. Gradual removal of supports fosters the independent problem-solving stamina essential for the FAST assessment.

Rationale: Subgroup data show that achievement gaps widen when tasks are either entirely unscaffolded or overly simplified. Strategic scaffolding maintains high expectations, guiding students toward independent mastery.

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.

By May 2027, the percentage of K-6 students with disabilities scoring Level 3 or above on PM3 assessments will increase from 51% to 54% in ELA and from 61% to 64% in mathematics. We will achieve this objective by focusing on targeted instructional practices.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To track progress toward desired outcomes, leadership will execute the following:

- Daily Walkthroughs and Weekly Administration Meetings: During the weekly administrative team meetings, administrators will look for trends with the T.2 indicator to ensure specific feedback and provide coaching opportunities and/or peer observations.

- Monthly SBLT Reviews: The School-Based Leadership Team will analyze ELA and math performance data specifically for the students with disabilities (SWD) subgroup alongside walkthrough data. This analysis will verify if current instructional supports are driving benchmark mastery and guide adjustments to professional learning—specifically focusing on the intentional fading of scaffolds.

- Impact: This layered monitoring framework guarantees that students with disabilities are provided with targeted, rigorous supports necessary to master complex, grade-level benchmarks. By

systematically tracking the initiation and gradual removal of academic scaffolds, leadership protects instructional integrity while fostering the independence students need to increase proficiency on statewide assessments.

Person responsible for monitoring outcome

Amy Bathurst (Principal) and Carly Pacheco (Assistant Principal) and SBLT team.

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

Scaffolding for BEST Standards

Person Monitoring:

Administrative Team, Classroom Teachers, ESE Support Facilitators

By When/Frequency:

Until the end of May, 2027.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During weekly PLCs, teachers will collaborate to design and track how they scaffold student supports over time. This ensures students with disabilities are consistently challenged by tasks that meet the full depth of the BEST Standards.

- During Content PLCs, teachers will cross-reference the scaffolds used and the student work outcomes to determine whether the scaffolding was appropriate. Teams will analyze student data to determine if scaffolds are still needed and/or if they need to be adjusted.
- Teachers will monitor formative assessment data and ongoing observation to ensure that the scaffolds provided do not promote dependency and that they do not lower the cognitive demand of the BEST Standards.

Action Step #2

Professional Learning

Person Monitoring:

Administrators, Team Leaders, and Teachers

By When/Frequency:

Until the end of May 2027.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided quarterly in the format of whole-group PL sessions, coaching cycles, and/or peer observations by the administrative team, team leaders, and teacher leaders, and will focus on knowing when to add or remove scaffolds.

- During the weekly administrative team meetings, administrators will look for trends with the T.2 indicator to ensure specific feedback and provide coaching opportunities and/or peer observations.
- During monthly SBLT meetings, we will analyze PM data to monitor changes in the achievement gap for the SWD subgroup. If assessment data remains stagnant, the team will re-evaluate the scaffolds provided to the students with disabilities.

Action Step #3

Monthly SBLT Meetings

Person Monitoring:

The Administrative Team & SBLT members

By When/Frequency:

Monthly School-Based Leadership Team Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Each month, the School-Based Leadership Team will meet to evaluate how strategic scaffolding affects the performance of Students with Disabilities (SWD). By comparing walkthrough data for indicator T.2 with assessment data, we will identify and remove learning barriers to help students achieve independent mastery.

- The SBLT will analyze walkthrough data over time to see if coaching and reflection are improving how scaffolding is used. An increase in indicator T.2 during walkthroughs in classrooms with SWD populations should be apparent.
- The SBLT will track the proficiency and growth on Common Formative Assessments for the SWD subgroup, monitoring whether SWDs are maintaining or improving their scores as scaffolding is gradually released (faded out) over the course of a unit.

Impact: Appropriate scaffolding (T.2) for SWD will improve academic growth without creating a culture of learned helplessness.

IV. Positive Learning 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.

Description: To address needs in our school climate, we will focus on establishing and maintaining clear, consistent behavior expectations across all classrooms and common areas. We will strengthen our Tier 1 Positive Behavioral Interventions and Supports (PBIS) system by shifting toward intrinsic incentives to build student investment and self-regulation. Furthermore, we will utilize a Multi-Tiered

System of Supports (MTSS) data-tracking framework to proactively identify specific student behavioral needs and implement targeted interventions and supports before academic or social challenges escalate.

Impact on student learning: When students feel safe, liked, and respected, their brains are primed for learning rather than survival. Reducing classroom disruptions directly increases instructional time, allowing students to master foundational literacy and numeracy skills without frequent interruptions.

Rationale: The Spring 2026 Climate Survey showed that fewer than 45% of students felt the behaviors in their class were appropriate and allowed the teachers to teach, and only 52.7% of students like coming to school every day. This indicates inconsistent behavioral expectations, which can be a barrier to engagement and 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.

By the Spring 2027 Climate Survey, Thunderbolt Elementary will increase positive student responses by at least 5 percentage points on the following survey items:

- "The behaviors in my classes are appropriate and allow teachers to teach." Increase from less than 45% to at least 50% positive responses.
- "I like coming to school every day." Increase from 52.7% to at least 57.7% positive responses.

Additionally, the school will reduce office discipline referrals by 10% compared to the 2025–2026 school year through consistent implementation of Tier 1 PBIS practices and targeted MTSS behavioral interventions.

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.

Progress toward this goal will be monitored through monthly SBLT meetings where office discipline referrals, minor classroom behavior incidents, attendance data, and Early Warning System indicators are reviewed to identify trends and students requiring additional supports.

School administrators will conduct regular classroom walkthroughs to monitor the consistent implementation of schoolwide behavior expectations, classroom management practices, and Tier 1 PBIS strategies.

Leadership will create a 4th - 6th student survey with 4 - 5 similar questions (including the two stated

above) to be facilitated at the end of the first quarter to track progress toward our positive learning goal.

Our end-of-year climate survey data will also be analyzed to measure changes in student perceptions of school safety, classroom behavior, and school connectedness.

Person responsible for monitoring outcome

Administrators, SBLT team, and classroom teachers.

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

School-Wide PBIS

Person Monitoring:

Classroom Teachers, Administrators, Guidance Counselor.

By When/Frequency:

FULLY implemented by the end of the first quarter.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will instruct school-wide rules explicitly and reinforce positive behavior through the PBIS incentive program, utilizing written rewards, lunch shout-outs, and classroom-level motivators.

- Daily Classroom Walkthroughs and Weekly Admin Meetings: Admin will review Indicator S.3 (respectful collaboration) and T.3 (self-regulation and accountability) and monitor referral trends to identify classes needing Tier 1 behavior support.

- Monthly SBLT meetings: The team will review student achievement data, MTSS data, and discipline data to determine if the changes are improving the student learning experience.

Action Step #2

SBLT Data Analysis

Person Monitoring:

Administrators and SBLT Members

By When/Frequency:

Monthly SBLT meetings until May 2027.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

SBLT data meetings will be held monthly to analyze walkthrough data (indicators S.3 and T.3) alongside Progress Monitoring (PM) data, identifying instructional gaps and assessing the impact of the learning environment on student achievement.

The SBLT will track success using a side-by-side comparison of qualitative and quantitative data points during their monthly meetings:

- Walkthrough Data Trends (Indicators S.3 & T.3): Tracking whether scores or observation frequencies for these specific indicators are improving over time.
- Progress Monitoring (PM) Growth: Analyzing student performance scores to see if academic gaps are closing.
- Correlation Analysis: Looking for a direct relationship—ideally, as S.3 and T.3 walkthrough scores increase, PM student achievement data should also show upward growth.

Action Step #3

Professional Learning

Person Monitoring:

Administrative Team

By When/Frequency:

Provided monthly until the end of May 2027.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided monthly as a whole-group PLC by the school administration, district curriculum coaches, and TBE teacher leaders, with a focus on designing rigorous learning tasks that support active participation (S.3) and self-regulation among students (T.3). This will help support students showing grade-level benchmark mastery.

- The Administrative Team will track participation in monthly PL sessions.
- Administration will track Walkthrough Data (S.3 and T.3) and look for evidence of increased active participation and self-regulation among students.
- Tracking monthly Common Formative Assessments (CFAs) and student work to see if the percentage of students showing "grade-level mastery" is increasing.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (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.

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

Clay County Schools

TYNES ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (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

Tynes Elementary School in partnership with its children, families, and community will provide a superior education by providing quality instruction in a safe and orderly environment. Through their education at school, all students will gain the skills, strategies, and desire necessary for continued learning. They will also develop a strong sense of responsibility for themselves, their community, and each other. Our hope is to foster life-long learners and responsible citizens.

Provide the school's vision statement

The School District of Clay County exists to prepare lifelong learners for success in a global and competitive workplace and in acquiring applicable life skills.

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

Nakia Christopher

nakia.christopher@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Develop and Monitor SIP including all relevant data and instructional practices related to improvement.

Leadership Team Member #2

Employee's Name

Lisa Gartenbush

lisa.gartenbush@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Develop and Monitor SIP including all relevant data and instructional practices related to improvement.

Leadership Team Member #3

Employee's Name

Samantha Hunter

samantha.hunter@myoneclay.net

Position Title

Dean of Culture and Intervention Team Facilitator

Job Duties and Responsibilities

Monitor and implement MTSS plans and processes. Provide interventions and assess students to determine needs and support. Member of the SBLT.

Leadership Team Member #4

Employee's Name

Michelle Cambron

michelle.cambron@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Monitor SIP and hold meetings to collaborate with all stakeholders.

Leadership Team Member #5

Employee's Name

Eric Wright

eric.wright@myoneclay.net

Position Title

School Counselor

Job Duties and Responsibilities

Monitor SIP and hold meetings to collaborate with all stakeholders.

Leadership Team Member #6**Employee's Name**

Karen Green

karen.green@myoneclay.net

Position Title

Front Office Secretary

Job Duties and Responsibilities

Attend SAC meetings as a representative and provide support related to the SIP and job description.

Leadership Team Member #7**Employee's Name****Position Title****Job Duties and Responsibilities**

No Answer Entered

Leadership Team Member #8**Employee's Name****Position Title****Job Duties and Responsibilities**

No Answer Entered

Leadership Team Member #9**Employee's Name**

Raymond Schefer

raymond.schaefer@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Develop, monitor, and ensure SIP focus goals are implemented in all professional development and administrator observation activities aligned to instructional needs and supports.

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.

School based leadership team (admin and teachers) met on 6/17 and 6/18 to analyze data
Other stakeholders provided input via Climate Surveys and PFA
Draft will be shared during pre-planning with full faculty and PFA Board
SAC Committee will meet on 9/21 to review draft SIP and provide feedback

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 SIP will be monitored via the School Based Leadership Team (SBLT) which meets monthly, as well as by the administrative leadership team which meets weekly. The SAC Committee meets quarterly and the PFA meets monthly. Each of these groups will provide feedback and monitoring of progress

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	54.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: B 2023-24: A 2022-23: B 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	119	157	120	166	141	145	138			986
Absent 10% or more school days	35	31	24	31	22	19	26			188
One or more suspensions	4	1	2	6	11	12				36
Course failure in English Language Arts (ELA)	4	5	2	0	1	1	0			13
Course failure in Math	2	2	1	2	4	5	4			20
Level 1 on statewide ELA assessment	16	41	32	30	25	21	13			178
Level 1 on statewide Math assessment	33	51	51	54	54	53	11			307
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	3	3	8						14
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	3	0					3

Current Year 2026-27

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	15	15	18	27	15	16	10			116

Current Year 2026-27

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	3	3	2	25	1	0	2			36
Students retained two or more times	0	0	0	0	0	0	0			0

Prior Year (2025-26) 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	
School Enrollment	134	144	114	159	140	146	150			987
Absent 10% or more school days	30	23	27	26	31	16	19			172
One or more suspensions		4		2	2	2	4			14
Course failure in English Language Arts (ELA)		8	4							12
Course failure in Math		6	2							8
Level 1 on statewide ELA assessment	25	33	43	16	31	28	22			198
Level 1 on statewide Math assessment	23	34	47	13	21	33	9			180
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	12	32	14	16						74
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	6	10	17	13						46

Prior Year (2025-26) 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	5	11	9	13	6	4	6			54

Prior Year (2025-26) 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		8	5	11						24
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	66	66	62	60	63	59	61	62	57
Grade 3 ELA Achievement	61	66	61	70	66	59	71	65	58
ELA Learning Gains	64	63	63	60	62	60	62	62	60
ELA Lowest 25th Percentile	57	60	58	52	60	56	59	60	57
Math Achievement*	64	69	66	65	67	64	69	67	62
Math Learning Gains	64	69	64	56	65	63	65	68	62
Math Lowest 25th Percentile	51	58	50	50	57	51	53	59	52
Science Achievement	64	67	62	69	62	58	64	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					72	63		55	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	491
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
61%	62%	61%	57%	65%	59%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	50%	No		
English Language Learners	49%	No		
Black/African American Students	55%	No		
Hispanic Students	68%	No		
Multiracial Students	68%	No		
White Students	63%	No		
Economically Disadvantaged Students	57%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	66%	61%	64%	57%	64%	64%	51%	64%					
Students With Disabilities	41%	35%	59%	57%	46%	59%	56%	44%					
English Language Learners	58%		42%		53%	42%							
Black/African American Students	52%	56%	55%	50%	51%	65%	52%	56%					
Hispanic Students	69%	59%	68%	80%	63%	58%		77%					
Multiracial Students	77%	80%	53%		77%	59%		60%					
White Students	67%	61%	65%	60%	67%	66%	51%	65%					
Economically Disadvantaged Students	59%	55%	60%	51%	56%	61%	50%	61%					

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	60%	70%	60%	52%	65%	56%	50%	69%					75%
Students With Disabilities	37%	43%	53%	53%	43%	53%	52%	37%					
English Language Learners	35%		46%		65%	69%							75%
Asian Students	82%				91%								
Black/African American Students	40%	38%	51%	52%	45%	54%	50%	50%					
Hispanic Students	62%	67%	63%	80%	70%	77%	100%	68%					80%
Multiracial Students	73%	79%	65%		68%	55%							
White Students	63%	76%	60%	48%	68%	53%	38%	75%					
Economically Disadvantaged Students	49%	61%	56%	52%	55%	49%	43%	62%					71%

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	61%	71%	62%	59%	69%	65%	53%	64%					46%
Students With Disabilities	32%	50%	47%	50%	39%	57%	47%	33%					
English Language Learners	33%		67%		53%	42%							46%
Asian Students	90%				100%								
Black/African American Students	54%	55%	60%	39%	60%	67%	57%	42%					
Hispanic Students	63%	92%	62%	58%	65%	62%	44%	65%					45%
Multiracial Students	56%	55%	71%		58%	72%							
White Students	62%	73%	60%	63%	73%	64%	55%	69%					
Economically Disadvantaged Students	53%	60%	59%	58%	60%	61%	52%	57%					

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	60%	65%	-5%	60%	0%
ELA	4	64%	64%	0%	60%	4%
ELA	5	58%	60%	-2%	61%	-3%
ELA	6	73%	72%	1%	62%	11%
Math	3	60%	69%	-9%	66%	-6%
Math	4	64%	65%	-1%	65%	-1%
Math	5	47%	61%	-14%	62%	-15%
Math	6	80%	70%	10%	60%	20%
Science	5	63%	66%	-3%	60%	3%

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?

Grade 6 Math: This was the standout performance area. The school score increased from **75%** in 2025 to **80%** in 2026. Grade 6 Math significantly outperformed both benchmarks in 2026, beating the district by **10%** and the state by a massive **20%**. We scheduled our students in a new manner, trying to mimic a junior high schedule as closely as possible on an elementary campus. Students were afforded a double period of math (and ELA) as compared with science and social studies.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Grade 5 Math is an area of critical concern, having decreased again from an already low 50% in 2025 to **47%** in 2026. This is the school's weakest area relative to benchmarks. In 2026, Grade 5 Math trailed the district by **14%** and the state by **15%**. There were three math teachers on the grade level of 7 total teachers, and one of the math/science teachers went on FMLA the second week of school and never returned. The long term sub, who was eventually hired as a probationary beginning teacher, worked diligently but only attained a proficiency of 37.5% for her two math sections. The other two teachers had proficiency rates of 65% and 47%. In addition to the teacher who was on FMLA, we had another member of the team resign late in the first quarter, creating additional instability on the grade level. Finally, this grade level had a high number of students with behavioral incidents which resulted in missing class time.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Grade 3 ELA & Math: Grade 3 experienced a sharp downturn across both subjects.

- **ELA:** Dropped from **70%** to **60%** (-10 points), swinging from 5% above the district in 2025 to 5% below it in 2026.
- **Math:** Dropped from **71%** to **60%** (-11 points), falling from 5% above the district to 9% below it.

This cohort of students has been struggling academically, especially in literacy, since kindergarten.

They have been a RAISE cohort in both 1st and 2nd grades and their performance in both PM1 and

PM2 accurately predicted their end of year performance. This was further supported by the fact that zero students scoring a Level 1 on PM3 Reading were eligible for a Good Cause promotion via portfolio and only 2 were promoted with an alternate assessment. This group of learners lacks stamina and confidence as readers.

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.

Grade 5 Math is an area of critical concern, having decreased again from an already low 50% in 2025 to **47%** in 2026. This is the school's weakest area relative to benchmarks. In 2026, Grade 5 Math trailed the district by **14%** and the state by **15%**. There were three math teachers on the grade level of 7 total teachers, and one of the math/science teachers went on FMLA the second week of school and never returned. The long term sub, who was eventually hired as a probationary beginning teacher, worked diligently but only attained a proficiency of 37.5% for her two math sections. The other two teachers had proficiency rates of 65% and 47%. In addition to the teacher who was on FMLA, we had another member of the team resign late in the first quarter, creating additional instability on the grade level. Finally, this grade level had a high number of students with behavioral incidents which resulted in missing class time.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance continues to be an area of concern, particularly in kindergarten and Grade 3, which saw declines in academic achievement and a widening gap compared to state and district trends. Suspensions, particularly among 5th and 6th graders increased sharply from the 24-25 school year and is now an area of concern.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

- Benchmark aligned instruction
- Collaborative planning with emphasis on using Task Analysis Common Assessment tracking forms
- Students with disabilities
- Student attendance

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

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.

Data analysis of FAST PM 3 testing in both ELA and math revealed growing gaps between both district and state data and significant decline especially in the area of 3rd grade ELA (down 9 percentage points from 70% in 2025 to 61% in 2026). When comparing that EOY data with student grades, there is a significant discrepancy between class grades earned and test scores, indicating that the graded work provided in class was not fully aligned with the benchmarks in terms of scope and rigor. The same is true in Grade 5 math.

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.

Classroom walkthrough data will indicate that 90% or ELA and math classrooms demonstrate evidence that the task provided to students is fully aligned to the benchmark at the appropriate level of rigor.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress toward this outcome will be measured through walkthrough data and weekly PLC logs.

Person responsible for monitoring outcome

Principal

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:

Teachers will plan and implement lessons based on the principles of the science of learning - focusing on spiral review; timely and targeted feedback; and strategies to build background knowledge.

Rationale:

The science of learning tells us that learning is fundamentally a mental process that involves acquiring, storing, retrieving and applying knowledge and that basing instruction in the science of learning will help all learners construct meaning for long term retention.

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

Professional Learning Sessions

Person Monitoring:

Principal

By When/Frequency:

April 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning for 26-27 will be anchored in the science of learning. The schools' professional learning calendar will start with a teacher-led session on the fundamental principles of the science of learning during preplanning, with several additional whole group sessions scheduled to layer on more professional learning. At least two of the whole group sessions will be differentiated for teachers to select their level or expertise and/or area of interest for additional training. The school professional learning calendar was co-created with our school leadership team at OLA, and will be reviewed at summer team lead meeting in July. We have teacher leaders who have already volunteered to deliver the first two sessions during preplanning and in August. At our monthly school based leadership meetings we will solicit feedback from their PLC and review the midyear professional learning survey data as provided by the district.

Action Step #2

Data Analysis

Person Monitoring:

Principal

By When/Frequency:

May 2027/monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data meetings will be held after each progress monitoring assessment. Grade levels will analyze growth and needs of their individual classrooms as compared to the entire grade level, district and state comparison. The data will be further disaggregated to ensure robust monitoring of subgroups. The master calendar has time embedded for admin and ITF to meet with each grade level team including our multigrade self contained teachers. In addition, the MTSS admin and ITF team will meet monthly with teachers to review students receiving additional layers of support to make decisions about next steps in the problem solving process.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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.

Historically our SWD subgroup has a gap in reading and math achievement and learning gains as compared with the rest of the school. The data from the past several years shows improvement in our SWD subgroup, many of who are also in our LQ due to significant gaps in their foundational reading and math skills. By focusing our attention on those students and creating flexible small groups for intervention, we can better intervene and monitor the progress of those students.

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.

Walkthrough data will indicate that at least 75% of reading and math classrooms demonstrate evidence of differentiated instruction and power practices/targeted interventions for subgroup students (based on indicator S.2).

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress towards the desired outcome will be measured through:

Weekly PLCs

Quarterly student data chats

Monthly MTSS check-ins with ITF and administrators

Walkthrough data

Monthly Attendance Meetings

Person responsible for monitoring outcome

Principal

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:

Power Practices/Small Group Instruction

Rationale:

Teachers will implement power practices and differentiate their instruction through small groups to ensure that learners are met at their instructional level and provided access to rigorous, grade level instruction in an accessible manner. Walkthrough data will indicate that at least 75% of reading and math classrooms demonstrate evidence of differentiated instruction and power practices/targeted interventions for subgroup students (based on indicator S.2).

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

PLC Meetings

Person Monitoring:

Principal

By When/Frequency:

May 2026/monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Content and ESE collaboration PLC meetings (held on school choice weeks) will center around leveraging power practices through small group instruction as a response to class level and individual student data. The data from the past several years shows improvement in our SWD subgroup, many of who are also in our LQ due to significant gaps in their foundational reading and math skills. By focusing our attention on those students and creating flexible small groups for intervention, we can better intervene and monitor the progress of those students

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.

During the 2025-2026 school year, average daily attendance remained relatively steady at 92.79%. Although this appears to be overall a robust daily attendance, we still had 172/987 students who missed 18 or more school days, putting them at an average attendance rate of less than 90%. Of those 172 students, 20 of them were enrolled in one of our ASD/SC classes. Again, although this represents an improvement from 2023-24 when we had 208 (20% of

our total enrollment) students missing 10% or more of the school year, 36 of them from our ASD/ SC classrooms, Tynes still has too many students missing a high percentage of school days. Many of those students who miss more than 10% also fit at least one other Early Warning category such as a Level 1 in ELA or Math or a substantial reading deficiency. Furthermore, since our demographic of SWD has tended to miss a higher number of days, there is a cumulative effect on their progress when they are not in school to receive their SDI. Finally, we noticed a strong correlation between lower attendance and lower academic performance in the kindergarten and third grade cohorts. This was reflected in the FAST 25-26 PM3 overall assessment results for these two grade levels/cohorts.

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 2026-2027 the percentage of students missing more than 10% of the school year will continue to decrease from 17% to 15%.

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.

Daily attendance averages will be reviewed weekly by our administrative team and shared with staff. This data will be shared with families monthly. On a monthly basis, the attendance team will convene to identify students who are at risk based on a pattern of absences to ensure that the classroom teacher has made an initial phone contact and documented it in Synergy. The attendance team will then take appropriate next actions based on the student and the individual needs of that student and family.

Person responsible for monitoring outcome

Principal

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:

Attendance monitoring and goal setting

Rationale:

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

Weekly Attendance Review

Person Monitoring:

Principal

By When/Frequency:

Weekly starting on August 21st and continuing through May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students in grades 1-6 with historically poor attendance will be contacted by a school administrator or school counselor to be monitored during the first month of school. If a pattern of non-attendance is evident, a member of the attendance team will make contact with the classroom teacher to ensure parents have been contacted, and then a follow up contact will be made with the family. For students in grades 3-6, the student may also be involved in goal setting to contract for improved attendance. A check in check out with a designated adult may also be implemented for an additional layer of support and reinforcement.

Action Step #2**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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (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.

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

Clay County Schools

W E CHERRY ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (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

W.E. Cherry Elementary School exists to prepare lifelong learners for success in a global and competitive workplace and in acquiring applicable life skills.

Provide the school's vision statement

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

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

Angela Whiddon

angela.whiddon@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

The duties of the School Leadership Team is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes grade 3-5 Khan Academy Math, grade 6 ALEKS Math, and K-6 Lexia Reading diagnostics as well as formal

assessments such as F.A.S.T. assessments. The principal leads the meetings and provides a common vision for members in order to make data informed decisions.

Leadership Team Member #2

Employee's Name

Joshua Hogmire

joshua.hogmire@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The duties of the School Leadership Team is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes grades 3-5 Khan Academy Math, grade 6 ALEKS Math, and K-6 Lexia Reading diagnostics as well as formal assessments such as F.A.S.T. assessments. The assistant principal co-leads the meetings and provides a common vision for members in order to make data informed decisions.

Leadership Team Member #3

Employee's Name

Kristie Lee

kristie.lee@myoneclay.net

Position Title

Teacher, Title I

Job Duties and Responsibilities

As a Title I teacher, Mrs. Lee provides targeted academic intervention to young students who are struggling or falling behind in foundational subjects like reading and mathematics. She uses data-driven assessments to pinpoint specific learning gaps and delivers intensive, small-group or individual lessons designed to bring students up to grade-level proficiency. Mrs. Lee collaborates closely with classroom teachers to align supplemental instruction with the core curriculum, while also leading academic-centered family engagement initiatives to empower parents with the tools needed to reinforce learning and close achievement gaps at home.

Leadership Team Member #4

Employee's Name

Katheryn Cummings

katheryn.cummings@myoneclay.net

Position Title

Teacher, Title I

Job Duties and Responsibilities

As a Title I teacher, Mrs. Cummings provides targeted academic intervention to young students who are struggling or falling behind in foundational subjects like reading and mathematics. She uses data-driven assessments to pinpoint specific learning gaps and delivers intensive, small-group or individual lessons designed to bring students up to grade-level proficiency. Mrs. Cummings collaborates closely with classroom teachers to align supplemental instruction with the core curriculum, while also leading academic-centered family engagement initiatives to empower parents with the tools needed to reinforce learning and close achievement gaps at home.

Leadership Team Member #5**Employee's Name**

Emily Minzenmayer

emily.minzenmayer@myoneclay.net

Position Title

Teacher, Gifted

Job Duties and Responsibilities

The Chair of the School Advisory Committee shall assist the principal in leading the committee to develop the School Improvement Plan, Parent and Family Engagement Plan, and the school's annual budget. An elementary gifted teacher designs and delivers advanced instruction tailored to the unique academic and social-emotional needs of high-potential young learners. Rather than simply assigning more work, they focus on depth, complexity, and critical thinking through project-based learning and inquiry-based activities that match their students' rapid pace. Beyond academics, these educators provide vital support for challenges like perfectionism and asynchronous development, while collaborating with parents and general education teachers to ensure gifted students remain engaged, challenged, and supported throughout the school day.

Leadership Team Member #6**Employee's Name**

Emmalee Ganey

emmalee.ganey@myoneclay.net

Position Title

Teacher, 3rd Grade

Job Duties and Responsibilities

As a general-education elementary teacher, Mrs. Ganey is a multi-faceted educator responsible for the academic, social, and emotional development of young children. She designs and delivers daily lessons across a broad spectrum of foundational subjects, including reading, writing, mathematics, science, and social studies, adapting her teaching methods to accommodate diverse learning styles and paces within a single classroom. Beyond academics, Mrs. Ganey establishes a structured, nurturing environment where she teaches critical life-skills like cooperation, empathy, and problem-solving, while continuously assessing student progress, managing classroom behavior, and collaborating with parents and school staff to ensure each child's growth and well-being.

Leadership Team Member #7

Employee's Name

Lisa Kazmierczak

lisa.kazmierczak@myoneclay.net

Position Title

Teacher, 4th Grade

Job Duties and Responsibilities

As a general-education elementary teacher, Ms. Kazmierczak is a multi-faceted educator responsible for the academic, social, and emotional development of young children. She designs and delivers daily lessons across a broad spectrum of foundational subjects, including reading, writing, mathematics, science, and social studies, adapting her teaching methods to accommodate diverse learning styles and paces within a single classroom. Beyond academics, Ms. Kazmierczak establishes a structured, nurturing environment where she teaches critical life-skills like cooperation, empathy, and problem-solving, while continuously assessing student progress, managing classroom behavior, and collaborating with parents and school staff to ensure each child's growth and well-being.

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.

The School Leadership Team develops a draft School Improvement Plan based on the previous year's F.A.S.T. data, which is then presented to the School Advisory Committee members for feedback and additional suggestions.

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)).

Grade-level teams meet weekly to review current data and develop targeted interventions for students who are in the lowest quartile. The School Leadership Team will meet with each grade level following the scheduled progress monitoring cycle (PM1, PM2, PM3). Once data is assessed, and if revision is needed, school administration will request a School Advisory Committee meeting to present proposed revisions to the School Improvement Plan.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: B 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	68	69	73	88	87	75	91			551
Absent 10% or more school days	23	10	14	16	14	14	24			115
One or more suspensions	3	4	1	0	0	0	5			13
Course failure in English Language Arts (ELA)	5	4	1	3	2	0	2			17
Course failure in Math	3	2	0	1	3	0	1			10
Level 1 on statewide ELA assessment	6	12	9	13	14	12	11			77
Level 1 on statewide Math assessment	4	4	13	14	11	10	11			67
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	15	19	24	13						71
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	9	12	23	14	11					69

Current Year 2026-27

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	11	12	19	9	11	9	12			83

Current Year 2026-27

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	9	2	1	2	3	0	1			18
Students retained two or more times	0	0	0	0	0	0	0			0

Prior Year (2025-26) 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	
School Enrollment	71	77	88	78	81	81	89			565
Absent 10% or more school days	28	10	22	19	20	18	17			134
One or more suspensions	6	2	3	2	8	1	5			27
Course failure in English Language Arts (ELA)	8	2	1	2	2		5			20
Course failure in Math	8	1					4			13
Level 1 on statewide ELA assessment	30	20	27	6	21	14	13			131
Level 1 on statewide Math assessment	20	22	24	4	9	9	10			98
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	11	8	11	6						36
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	11	12	14	4	9					50

Prior Year (2025-26) 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	12	3	12	10	15	7	14			73

Prior Year (2025-26) 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	11	5	1	2	3		3			25
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	64	66	62	65	63	59	58	62	57
Grade 3 ELA Achievement	68	66	61	72	66	59	59	65	58
ELA Learning Gains	65	63	63	63	62	60	61	62	60
ELA Lowest 25th Percentile	59	60	58	61	60	56	61	60	57
Math Achievement*	68	69	66	69	67	64	69	67	62
Math Learning Gains	71	69	64	70	65	63	78	68	62
Math Lowest 25th Percentile	53	58	50	63	57	51	72	59	52
Science Achievement	59	67	62	53	62	58	55	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				72		63		55	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	63%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	507
Total Components for the FPPI	8
Percent Tested	95%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
63%	64%	63%	60%	66%	54%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	44%	No		
English Language Learners	66%	No		
Black/African American Students	50%	No		
Hispanic Students	69%	No		
Multiracial Students	79%	No		
White Students	65%	No		
Economically Disadvantaged Students	65%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	64%	68%	65%	59%	68%	71%	53%	59%					
Students With Disabilities	38%	44%	48%	47%	47%	56%	48%	20%					
English Language Learners	44%	40%	68%		72%	89%	80%						
Black/African American Students	55%	50%	57%	25%	61%	62%	35%	55%					
Hispanic Students	64%	63%	71%	75%	71%	78%	71%	62%					
Multiracial Students	72%		77%		75%	92%							
White Students	66%	82%	62%	75%	69%	66%	45%	56%					
Economically Disadvantaged Students	65%	69%	67%	61%	69%	73%	58%	61%					

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	65%	72%	63%	61%	69%	70%	63%	53%					57%
Students With Disabilities	44%	53%	46%	52%	49%	49%	55%	18%					
English Language Learners	45%		71%	71%	45%	76%	73%						57%
Black/African American Students	71%	67%	70%	79%	64%	76%	67%	56%					
Hispanic Students	59%	68%	61%	50%	62%	62%	55%	53%					59%
Multiracial Students	69%		55%		77%	70%		70%					
White Students	63%	71%	61%	58%	73%	70%	67%	42%					
Economically Disadvantaged Students	67%	76%	65%	62%	70%	70%	68%	55%					62%

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	58%	59%	61%	61%	69%	78%	72%	55%		55%
Students With Disabilities	46%	39%	66%	50%	59%	80%	82%	42%		
English Language Learners	31%		50%	40%	69%	86%				55%
Black/African American Students	47%	44%	67%	68%	53%	72%	67%	39%		
Hispanic Students	55%	69%	60%	33%	68%	77%	75%	50%		60%
Multiracial Students	72%		69%		89%	85%				
White Students	63%	68%	54%	67%	77%	79%	80%	63%		
Economically Disadvantaged Students	59%	62%	62%	67%	70%	78%	69%	52%		

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	67%	65%	2%	60%	7%
ELA	4	62%	64%	-2%	60%	2%
ELA	5	64%	60%	4%	61%	3%
ELA	6	65%	72%	-7%	62%	3%
Math	3	64%	69%	-5%	66%	-2%
Math	4	71%	65%	6%	65%	6%
Math	5	69%	61%	8%	62%	7%
Math	6	74%	70%	4%	60%	14%
Science	5	65%	66%	-1%	60%	5%

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 biggest increase took place in the area of science. Fifth grade science increased from 53% in 24-25 to 59% in 25-26. Our fifth-grade science teacher worked consistently with our district science coach and our Title I team.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our lowest performing area was our math bottom quartile. We saw an 11% decrease in the percentage of students making a gain in grades four and five. This is a total decrease of 20% over the past two years. After careful analysis of our data, we can identify our weaknesses in the areas of students that scored high level ones and high level twos.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our lowest performing area was our math bottom quartile, falling 10% from last year. We saw an 11% decrease in the percentage of students making a gain in grades four and five. This is a total decrease of 20% over the past two years. After careful analysis of our data, we can identify our weaknesses in the areas of students that scored high level ones and high level twos.

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.

We scored above the state average in every scoring category except Science Achievement. In this category, we scored 3% lower than the state average. Only 20% of our SWD population that took this assessment were proficient. This is similar to last year's SWD population proficiency levels. While our overall Science Achievement levels have gone up, our SWD proficiency levels continue to stay low.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student attendance continues to be an area for growth with 21% of students missing more than 10% of school days.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Increasing our learning gains in bottom quartile math.
2. Increasing our learning gains in bottom quartile ELA.
3. Reducing our number of students who miss more than 10% of the school year.

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 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.

Description: Systematic implementation of targeted mathematics instruction for students in the bottom quartile through PLC cycles focused on identifying unfinished learning, analyzing student work, and aligning instruction to the B.E.S.T. Mathematics Standards. Teachers will utilize small-group instruction, differentiated tasks, scaffolded support, and progress monitoring to address foundational skill gaps while maintaining access to grade-level content. Instructional planning will emphasize mathematical discourse, conceptual understanding, and opportunities for students to engage in rigorous problem-solving aligned to benchmark expectations.

Impact on Student Learning: Students in the bottom quartile will receive targeted support designed to strengthen foundational mathematical skills while building the confidence and reasoning necessary to engage successfully with grade-level standards. Through intentional intervention, differentiated instruction, and consistent opportunities to apply mathematical thinking, students will develop a deeper understanding of mathematical concepts and increase their ability to solve complex problems independently.

Rationale: Data review indicates a need to strengthen instructional practices and supports for students performing in the bottom quartile of mathematics. While intervention structures are in place, a more intentional focus on identifying skill gaps, providing standards-aligned support, and ensuring access to rigorous grade-level instruction is needed. Focusing on targeted instruction, progress monitoring, and responsive teaching practices will provide educators with the tools necessary to accelerate learning, close achievement gaps, and improve outcomes for students requiring the greatest levels of support.

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.

On the Spring 2026 FAST Math assessment, only 53% of students in the bottom quartile showed a gain from the previous school year. By the Spring 2027 FAST Math assessment, the percentage of students in the bottom quartile showing a learning gain will increase by at least 10 percentage points from the 2026 baseline, returning to or exceeding the prior year's performance level, as measured by the the Florida Department of Education's school accountability calculations.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring Implementation:

- **Classroom Walkthroughs:** Administration will conduct regular walkthroughs to ensure grade-level standards are taught consistently and that strategic, data-driven small-group instruction is occurring.
- **Collaborative Data Meetings:** Teachers and administration will meet at least monthly to review instructional pacing, share best practices, and adjust lesson plans based on real-time classroom needs.

Monitoring Impact:

- **Baseline Targeting:** Teams will analyze 2025–2026 FAST Math PM3 data to identify students in the bottom quartile of each grade level for targeted support.
- **Progress Monitoring:** Throughout the 2026–2027 school year, teams will analyze FAST Math PM1 and PM2 data, Khan Academy Math data, Synergy math assessment data, and classroom common assessment data to measure student growth, pinpoint continuing areas of need, and refine small-group interventions.

Person responsible for monitoring outcome

Josh Hogmire, Assistant Principal

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:

1. Evidence-Based Interventions: Intervention A: Tier 2/3 Small-Group Instruction (Push-In Support)
Description: Classroom teachers, in collaboration with push-in Title I teachers, will deliver intentional, standards-aligned small-group instruction. Groups will be dynamically formed and adjusted based on

student data to target specific skill deficits. Intervention B: Target-Specific After-School Tutoring Description: Students identified in the bottom quartile may be invited to participate in an expanded-learning after-school tutoring program focused on reinforcing core math concepts and accelerating growth. 2. Monitoring & Support Framework Monthly Data Reviews: Teachers and administration will meet at least monthly to analyze FAST Math PM, Khan Academy, Synergy, and classroom common assessments to track progress and adjust small-group rosters. Collaborative PLCs: Teachers will utilize Professional Learning Communities (PLCs) to collaborate with administration and district math coaches, ensuring Tier 1 (core instruction) is strengthened alongside Tier 2/3 interventions. Walkthroughs & Coaching: Administration and district coaches will conduct regular walkthroughs to ensure the fidelity of Tier I and small-group instruction.

Rationale:

Small-Group Instruction (Tier 2/3 Push-In Support): According to numerous studies, explicit, systematic instruction in small groups is one of the most effective ways to support struggling math students. It allows teachers to break down complex benchmarks into manageable steps and use visual representations (like number lines or concrete models). Adding Title I teachers lowers the student-to-teacher ratio. This allows for immediate corrective feedback and keeps students highly engaged, which is critical for struggling learners who easily lose focus during whole-group instruction. Targeted After-School Tutoring: Research consistently shows that "high-dosage" or targeted tutoring is one of the single most effective school-based interventions for accelerating math growth. By focusing specifically on the bottom quartile, we are providing the extra time and intensive practice necessary to close foundational gaps without pulling students out of core Tier 1 instruction during the regular school day. Monthly Data Reviews: Student learning isn't static. Reviewing data at least monthly ensures that small groups are dynamic rather than permanent tracks. It allows us to immediately celebrate a student's growth by moving them out of an intervention group when they show mastery, or quickly catch a student whose performance has started to slip. It prevents students from wasting time on concepts they have already mastered. Collaborative PLCs and Coaching: Interventions only work if core classroom instruction (Tier 1) is strong. By having teachers collaborate with math coaches, we are building teacher capacity. This collaborative planning ensures that what is taught in small groups directly aligns with and supports what is being taught during the main math block as well as the areas in which students need the most support. Administrative Walkthroughs: Walkthroughs are about ensuring fidelity of implementation. Research shows that interventions fail when they are implemented inconsistently. Walkthroughs allow administrators to verify that small groups are actually meeting, that standards are being taught at the correct rigor, and that teachers have the resources they need to succeed.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

Progress Monitoring

Person Monitoring:

Josh Hogmire

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

To monitor implementation, administration will conduct regular classroom walkthroughs to ensure consistent, benchmark-aligned instruction and the use of intentional, strategic small-group structures. Additionally, teachers and administration will meet at least monthly to discuss planning and instructional strategies. To monitor impact, the team will first analyze 2025–2026 FAST Math PM3 data to identify students in the bottom quartile of each grade level. We will then track student growth and identify ongoing areas of need by analyzing 2026–2027 FAST Math PM, Khan Academy, Synergy, and classroom common assessments, adjusting our support plans dynamically throughout the year.

Action Step #2

Small-Group Instruction

Person Monitoring:

Kristie Lee and Beth Cummings

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During the school day, classroom teachers and push-in Title I teachers will partner to deliver intentional, standards-based small-group lessons. To monitor the implementation and impact of these interventions, teachers and administration will hold monthly data reviews—analyzing FAST, Khan Academy, Synergy, and common assessment data—to dynamically adjust student groups. Additionally, teachers will collaborate within PLCs alongside district math coaches to strengthen Tier 1 instruction and refine Tier 2/3 practices, while administration utilizes classroom walkthroughs to ensure the interventions are delivered with high fidelity.

Action Step #3

Additional Programs Outside of the School Day

Person Monitoring:

Kristie Lee and Beth Cummings

By When/Frequency:

Spring 2027/2x per week

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Beginning in the spring of 2027, the school will implement a targeted, data-driven after-school tutoring program, delivering weekly, standards-aligned small-group instruction to close foundational math gaps. To monitor the academic impact of this action step, tutoring teachers will administer a targeted diagnostic pre-test at the beginning of the tutoring program to establish individual student baselines and a corresponding post-test at the conclusion of the program to measure overall growth and benchmark mastery.

Action Step #4

Professional Learning

Person Monitoring:

Josh Hogmire

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School administration, Title I personnel, and district-level experts will deliver targeted professional development during scheduled PLCs and responsive ongoing sessions, focusing on data-driven mathematics instruction. Educators will engage in the systematic collection and deep disaggregation of student performance data to pinpoint precise instructional gaps and areas of critical concern in math. To monitor the impact of this action step, leadership will conduct regular walkthroughs to observe the application of these data strategies in the classroom. School administration, Title I

personnel, and classroom teachers will evaluate collaborative data tracking logs during PLC meetings, and will analyze formative assessment trends. This continuous feedback loop ensures that data-driven adjustments directly translate into high-impact, targeted math instruction that measurably improves student proficiency.

Area of Focus #2

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

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.

Description

Systematic implementation of targeted English Language Arts (ELA) instruction for students in the bottom quartile through PLC cycles focused on identifying unfinished learning, analyzing student work, and aligning instruction to the Florida B.E.S.T. ELA Standards. Teachers will utilize small-group instruction, differentiated tasks, scaffolded support, and progress monitoring to address foundational literacy gaps (such as decoding, fluency, vocabulary, and comprehension) while maintaining access to grade-level, complex texts. Instructional planning will emphasize collaborative academic discourse, text-based writing, and opportunities for students to engage in rigorous close reading aligned to benchmark expectations.

Impact on Student Learning

Students in the bottom quartile will receive targeted support designed to strengthen foundational literacy skills and reading comprehension while building the confidence and critical thinking necessary to engage successfully with grade-level standards. Through intentional intervention, differentiated instruction, and consistent opportunities to apply active reading and writing strategies, students will develop a deeper understanding of complex texts and increase their ability to analyze, synthesize, and respond to text independently.

Rationale

Data review indicates a need to strengthen instructional practices and supports for students performing in the bottom quartile of ELA. While intervention structures are in place, a more intentional focus on identifying specific literacy gaps, providing standards-aligned support, and ensuring access to rigorous grade-level textual analysis is needed. Focusing on targeted instruction, progress monitoring, and responsive teaching practices will provide educators with the tools necessary to accelerate reading growth, close achievement gaps, and improve outcomes for students requiring the greatest levels of support.

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.

On the Spring 2026 FAST ELA assessment, only 59% of students in the bottom quartile showed a gain from the previous school year. By the Spring 2027 FAST ELA assessment, the percentage of students in the bottom quartile showing a learning gain will increase by at least 3 percentage points from the 2026 baseline, exceeding the prior year's performance level, as measured by the the Florida Department of Education's school accountability calculations.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring Implementation

- **Classroom Walkthroughs:** Administration will conduct regular walkthroughs to ensure grade-level B.E.S.T. ELA standards are taught consistently and that strategic, data-driven small-group literacy instruction (such as differentiated reading and writing groups) is occurring.
- **Collaborative Data Meetings:** Teachers and administration will meet at least monthly to review ELA instructional pacing, share best practices, and adjust lesson plans based on real-time classroom reading and writing performance.

Monitoring Impact

- **Baseline Targeting:** Teams will analyze 2025–2026 FAST ELA PM3 data to identify students in the bottom quartile of each grade level for targeted literacy support.
- **Progress Monitoring:** Throughout the 2026–2027 school year, teams will analyze FAST ELA PM1 and PM2 data to measure student reading growth, pinpoint continuing areas of need (such as phonics, fluency, vocabulary, or comprehension), and refine small-group literacy interventions.

Person responsible for monitoring outcome

Angela Whiddon, Principal

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:

1. Evidence-Based Interventions Intervention A: Tier 2/3 Small-Group Literacy Instruction (Push-In Support) Description: Classroom teachers, in collaboration with push-in Title I teachers, will deliver intentional, standards-aligned small-group ELA instruction. Groups will be dynamically formed and adjusted based on student data to target specific skill deficits, such as phonics, oral reading fluency,

vocabulary acquisition, and comprehension strategies. Intervention B: Target-Specific After-School Literacy Tutoring Description: Students identified in the bottom quartile may be invited to participate in an expanded-learning after-school tutoring program focused on reinforcing core reading and writing skills, building vocabulary, and accelerating overall literacy growth. 2. Monitoring & Support Framework Monthly Data Reviews: Teachers and administration will meet monthly to analyze FAST ELA PM data, Lexia data, and classroom ELA common assessments to track progress and adjust small-group rosters. Collaborative PLCs: Teachers will utilize Professional Learning Communities (PLCs) to collaborate with administration and district literacy/reading coaches, ensuring Tier 1 (core ELA instruction) is strengthened alongside Tier 2/3 interventions. Walkthroughs & Coaching: Administration and district ELA coaches will conduct regular walkthroughs to ensure the fidelity of small-group reading instruction.

Rationale:

Small-Group Instruction: According to numerous studies, explicit, systematic instruction in small groups is one of the most effective ways to support struggling readers. It allows teachers to break down complex literary and informational benchmarks into manageable steps and use targeted literacy strategies (such as graphic organizers, phonics manipulatives, and scaffolded text-dependent questions). Adding Title I teachers lowers the student-to-teacher ratio. This allows for immediate corrective feedback on decoding, fluency, and comprehension, while keeping students highly engaged—which is critical for struggling learners who easily lose focus during whole-group reading instruction. Targeted After-School Tutoring: Research consistently shows that "high-dosage" or targeted tutoring is one of the single most effective school-based interventions for accelerating reading achievement and literacy growth. By focusing specifically on the bottom quartile, we are providing the extra time and intensive practice necessary to close foundational literacy gaps without pulling students out of core Tier 1 reading instruction during the regular school day. Monthly Data Reviews: Student learning isn't static, especially in reading development. Reviewing data at least monthly ensures that small groups are dynamic rather than permanent tracks. It allows us to immediately celebrate a student's reading growth by moving them to a more advanced group when they show mastery, or quickly catch a student whose comprehension or fluency has started to slip. This prevents students from wasting time on reading skills they have already mastered. Collaborative PLCs and Coaching: Interventions only work if core classroom instruction (Tier 1) is strong. By having teachers collaborate with reading and literacy coaches, we are building teacher capacity. This collaborative planning ensures that what is taught in small-group interventions directly aligns with and supports the complex text analysis being taught during the core ELA block, specifically targeting the areas in which students need the most support. Administrative Walkthroughs: Walkthroughs are about ensuring fidelity of implementation. Research shows that literacy interventions fail when they are implemented inconsistently. Walkthroughs allow administrators to verify that small-group reading interventions are actually meeting, that Florida B.E.S.T. ELA standards are being taught at the correct rigor, and that teachers have the resources they need—such as decodable texts and leveled readers—to succeed.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

Progress Monitoring

Person Monitoring:

Angela Whiddon

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To monitor implementation, administration will conduct regular classroom walkthroughs to ensure consistent, benchmark-aligned ELA instruction and the use of intentional, strategic small-group reading structures. Additionally, teachers and administration will meet at least monthly to discuss planning and instructional strategies. To monitor impact, the team will first analyze 2025–2026 FAST ELA PM3 data to identify students in the bottom quartile of each grade level. We will then track student growth and identify ongoing areas of need by analyzing 2026–2027 FAST ELA PM data, Lexia data, and classroom ELA common assessments, adjusting our support plans dynamically throughout the year.

Action Step #2

Small-Group Instruction

Person Monitoring:

Kristie Lee and Beth Cummings

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During the school day, classroom teachers and push-in Title I teachers will partner to deliver intentional, standards-based small-group literacy lessons. To monitor the implementation and impact of these interventions, teachers and administration will hold monthly data reviews—analyzing FAST ELA, Lexia, and classroom common assessment data—to dynamically adjust student groups. Additionally, teachers will collaborate within PLCs alongside district literacy coaches to strengthen Tier 1 instruction and refine Tier 2/3 practices, while administration utilizes classroom walkthroughs to ensure the interventions are delivered with high fidelity.

Action Step #3

Additional Programs Outside of the School Day

Person Monitoring:

Kristie Lee and Beth Cummings

By When/Frequency:

Spring 2027/2x per week

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Beginning in the spring of 2027, the school will implement a targeted, data-driven after-school tutoring program, delivering weekly, standards-aligned small-group instruction to close foundational literacy and reading gaps. To monitor the academic impact of this action step, tutoring teachers will administer a targeted diagnostic pre-test at the beginning of the tutoring program to establish individual student baselines and a corresponding post-test at the conclusion of the program to measure overall growth and ELA benchmark mastery.

Action Step #4

Professional Learning

Person Monitoring:

Angela Whiddon

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School administration, Title I personnel, and district-level experts will deliver targeted professional

development during scheduled PLCs and responsive ongoing sessions, focusing on data-driven literacy instruction. Educators will engage in the systematic collection and deep disaggregation of student performance data to pinpoint precise instructional gaps and areas of critical concern in reading and writing. To monitor the impact of this action step, leadership will conduct regular walkthroughs to observe the application of these data strategies in the classroom. School administration, Title I personnel, and classroom teachers will evaluate collaborative data tracking logs during PLC meetings, and will analyze formative assessment trends. This continuous feedback loop ensures that data-driven adjustments directly translate into high-impact, targeted ELA instruction that measurably improves student proficiency.

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.

Student attendance will be a major area of focus for the 2026–2027 school year. This focal point was identified as a critical, urgent need after a comprehensive review of prior-year data. During the 2025–2026 school year, 21% of our student body was chronically absent—meaning they missed 10% or more of their total school days. This high rate of absenteeism represents a significant loss of direct instructional time, creating learning gaps that compound year over year. It also disrupts classroom pacing, as teachers must frequently pause to re-teach missed material to returning students.

Research consistently shows that students who attend school regularly learn at a higher level, have better mental health, are more likely to graduate, and are more successful at retaining employment as adults. When students miss school, they miss the foundational steps of scaffolded subjects (like math and reading), making future concepts significantly harder to grasp. Chronically absent students are significantly less likely to read at grade level and have much lower high school graduation rates. In addition, academic anxiety and social isolation increase when students feel left out of classroom routines and peer groups, which can damage their mental well-being and make them avoid school even more. Regular attendance builds "school connectedness" and vital peer relationships, which act as a protective buffer for student mental health. Lastly, K-12 attendance builds "soft skills" (like reliability and time management) that directly translate to long-term workplace 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.

During the 2025-2026 school year, 21% of our students were chronically absent. For the 2026-2027 school year, we aim to reduce that amount to 17% 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.

WEC will follow the attendance plan created by Clay County District Schools. This plan can be found at: https://docs.google.com/document/d/1V-K4rTtHsmHEZrOXFRAWTwwhbZ_sHGeqEYxygM0gln4/edit?tab=t.0

Person responsible for monitoring outcome

Angela Whiddon and Josh Hogmire

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:

Utilize PBIS initiatives and include families as active partners in school decision-making Monthly Classroom Attendance Competitions: To foster collective responsibility and positive peer encouragement, classrooms will compete monthly for the highest attendance rate within three distinct bands: PK/VESC, Grades K–3, and Grades 4–6. The winning classroom in each category will be awarded a traveling trophy and receive a special school-wide public shout-out. Sunshine Shout-Outs: Daily morning and cafeteria announcements will feature "Sunshine Shout-Outs" to recognize and publicly celebrate individual students who have shown notable, consistent improvement in their personal attendance (and behavior). Staff-Student "Attendance Buddies": For students identified as chronically absent, we will establish a supportive mentorship loop. These students will select a trusted staff member to serve as their "Attendance Buddy." This mentor will conduct regular, supportive check-ins to build a strong, non-judgmental relationship, ensuring the student feels personally valued and missed when absent.

Rationale:

Using PBIS initiatives to address chronic absenteeism shifts a school's approach from punitive, compliance-driven consequences to proactive, positive reinforcement. Instead of penalizing absences—which often alienates struggling students and worsens school avoidance—the PBIS framework treats regular attendance as a teachable behavior, explicitly cultivating a warm, welcoming school culture where students feel a strong sense of belonging and connection. Including families as active partners in school decision-making bodies directly improves elementary student attendance by transforming parents from passive observers into trusted, invested co-owners of the school community. Because attendance in the early grades is almost entirely dependent on parent action, inviting families onto advisory panels and committees ensures that school policies, schedules, and support systems are designed to address the real-world barriers families face, such as transportation

bottlenecks or scheduling conflicts. When parents have a genuine voice in school governance, it builds deep institutional trust and a strong sense of mutual accountability; this positive home-school partnership ultimately translates into parents prioritizing daily attendance at home and proactively collaborating with the school to resolve attendance issues before they become chronic.

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

PBIS Initiatives

Person Monitoring:

Josh Hogmire

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To foster collective responsibility and positive peer encouragement, classrooms will compete monthly for the highest attendance rate within three distinct bands: PK/VESC, Grades K–3, and Grades 4–6. The winning classroom in each category will be awarded a traveling trophy and receive a special school-wide public shout-out.

Daily morning and cafeteria announcements will feature "Sunshine Shout-Outs" to recognize and publicly celebrate individual students who have shown notable, consistent improvement in their personal attendance (and behavior).

For students identified as chronically absent, we will establish a supportive mentorship loop. These students will select a trusted staff member to serve as their attendance buddy. This mentor will conduct regular, supportive check-ins to build a strong, non-judgmental relationship, ensuring the student feels personally valued and missed when absent.

Ongoing attendance monitoring will track whether this action step is improving student behavior.

Action Step #2

Include Families as Active Partners in School Decision-Making

Person Monitoring:

Josh Hogmire

By When/Frequency:

After each PM assessment period/3x per year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To establish families as true partners in school governance, we will actively invite and encourage parents to join the School Advisory Committee (SAC), empowering them to collaborate with school leadership on critical decisions ranging from school-wide planning to attendance policies. This collaborative leadership will be supported by systematic family feedback loops, utilizing accessible, targeted surveys throughout the year to gather community input on school climate and potential barriers to attendance. By integrating family voices directly into leadership committees and decision-making surveys, we ensure that our school policies and support systems are co-designed with and highly responsive to the needs of the community we serve.

Action Step #3

Professional Learning

Person Monitoring:

Kristie Lee and Beth Cummings

By When/Frequency:

quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To maximize student achievement and address chronic absenteeism, Title I personnel will utilize mandatory campus events to educate staff and families on the direct correlation between consistent attendance and academic success. This targeted outreach will provide data-driven insights into the significant instructional hours forfeited through both full-day absences and early check-outs, empowering parents with actionable strategies to safeguard valuable learning time.

Action Step #4

Data Review

Person Monitoring:

Josh Hogmire

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To cultivate a culture of consistent attendance, school administration will conduct monthly data reviews utilizing Focus to monitor and analyze homeroom attendance percentages. To incentivize positive behaviors, the top-performing classroom within each grade-level cohort—Pre-K and VESC, grades K–3, and grades 4–6—will be publicly celebrated and awarded a rotating trophy, fostering healthy competition and community-wide recognition of student attendance success.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (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.

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

Clay County Schools

WILKINSON JUNIOR HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (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

Our mission at Wilkinson Junior High is to provide learning opportunities that increase academic achievement and cultivate a sense of self-respect, accountability, and resilience within every student. As a school, we are dedicated to ensuring that every student receives a high-quality education in a safe, supportive, and effective learning environment.

Provide the school's vision statement

At Wilkinson Junior High, we believe it takes the collective effort among families, students, and the school staff to ensure a positive learning environment and successful outcomes for all students. As a school, we want to see parents committed to holding their student accountable and becoming an active participant in their student's education. Respectively, we want to see students acknowledge that their attitude, participation, and efforts determine their success in school. Lastly, we want to see our school staff continue to deliver high-impact practices in an environment that promotes inclusivity and high expectations for all students.

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

Heather Labbe

heather.labbe@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

All things related to running an effective school, all principal duties.

Leadership Team Member #2

Employee's Name

Joshua Burghart

joshua.burghart@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

All things related to running an effective school, all assistant principal duties.

Leadership Team Member #3

Employee's Name

Jessica Rockwell

jessica.rockwell@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

All things related to running an effective school, all assistant principal duties.

Leadership Team Member #4

Employee's Name

Position Title

Dean of Climate and Culture

Job Duties and Responsibilities

Dean, Title I Coordinator, and Co-Dept Head of Social Studies.

Leadership Team Member #5

Employee's Name

Robin Campbell

robin.campbell@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

Science, Dept Head, Science Fair Coordinator

Leadership Team Member #6

Employee's Name

Steven Doughty

Steven.Doughty@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

Math, Dept Head, Academic Team sponsor, and Math coach

Leadership Team Member #7

Employee's Name

Linda Ford

Linda.ford@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

Support Facilitator, ESE Dept Head

Leadership Team Member #8

Employee's Name

Kristin Zommer

kristin.zommer@myoneclat.net

Position Title

Parent Engagment Liason

Job Duties and Responsibilities

Principal Secretary, Community and Parent Engagement Liaison

Leadership Team Member #9

Employee's Name

Samantha Eaton

samantha.eaton@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

PE Teacher, Physical Education/Fine Arts Dept Head

Leadership Team Member #10

Employee's Name

Barbara Mackenzie

barbara.mackenzie@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

Social Studies, Dept Head

Leadership Team Member #11

Employee's Name

Mia Meakins

mia.meakins@myoneclay.net

Position Title

Testing Coordinator and Community Outreach Specialist

Job Duties and Responsibilities

State testing and social media outreach

Leadership Team Member #12

Employee's Name

Jessica Mosley

jessica.mosley@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

ELA, Department Head

Leadership Team Member #13

Employee's Name

Tanner Rosenbaum

tanner.rosenbaum@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

CTE, Department Head

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.

Over the course of the 2025-2026 school year, parents, teachers, staff, and students were surveyed for potential leadership, extracurricular, and SAC opportunities. Based on interests and results from the survey, the individuals on SAC were selected. All stakeholders were involved in the approval of the plan.

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 SIP will be consistently monitored and revised for continuous improvement on a quarterly basis through data analysis during bi-weekly PLC groups, as well as data chats with the administration team. Each quarter, data from F.A.S.T PM's and/or district-designed Performance Matters will be reviewed and utilized to drive further instructional decisions at the school level and within the classroom.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 7-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	96.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) 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>	2025-26: A 2024-25: A 2023-24: B 2022-23: B 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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								300	285	585
Absent 10% or more school days								71	66	137
One or more suspensions								52	50	102
Course failure in English Language Arts (ELA)								14	10	24
Course failure in Math								9	3	12
Level 1 on statewide ELA assessment								43	29	72
Level 1 on statewide Math assessment								24	18	42
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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								51	31	82

Current Year 2026-27

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								6	3	9
Students retained two or more times								1		1

Prior Year (2025-26) 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	
School Enrollment								369	399	768
Absent 10% or more school days								92	141	233
One or more suspensions								100	77	177
Course failure in English Language Arts (ELA)								4	5	9
Course failure in Math								7	5	12
Level 1 on statewide ELA assessment								68	50	118
Level 1 on statewide Math assessment								38	22	60
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) 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								12	20	32

Prior Year (2025-26) 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								4	10	14
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

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	64	64	62	58	63	58	56	61	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	60	58	61	54	58	59	53	57	56
ELA Lowest 25th Percentile	50	50	53	43	51	52	40	47	50
Math Achievement*	76	72	65	76	74	63	71	72	60
Math Learning Gains	56	60	62	64	60	62	61	60	62
Math Lowest 25th Percentile	61	53	57	60	58	57	57	57	60
Science Achievement	73	64	57	72	62	54	68	64	51
Social Studies Achievement*	90	86	77	88	85	73	80	83	70
Graduation Rate									
Middle School Acceleration	82	75	82	65	64	77	56	61	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					65	53		56	49

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	612
Total Components for the FPPI	9
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
68%	64%	60%	64%	54%	52%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	51%	No		
English Language Learners	43%	No		
Asian Students	91%	No		
Black/African American Students	69%	No		
Hispanic Students	61%	No		
Multiracial Students	67%	No		
White Students	69%	No		
Economically Disadvantaged Students	65%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	64%		60%	50%	76%	56%	61%	73%	90%	82%			
Students With Disabilities	35%		46%	41%	52%	50%	51%	50%	76%	61%			
English Language Learners	23%		46%	50%	62%	33%							
Asian Students										91%			
Black/African American Students	67%		56%	55%	80%	62%	67%	54%	92%	84%			
Hispanic Students	59%		54%	28%	69%	48%	44%	68%	92%	84%			
Multiracial Students	58%		66%		71%	55%		75%	88%	55%			
White Students	65%		61%	51%	77%	57%	64%	75%	89%	83%			
Economically Disadvantaged Students	62%		58%	47%	71%	53%	61%	68%	89%	79%			
28/2026													

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.
All Students	58%		54%	43%	76%	64%	60%	72%	88%	65%
Students With Disabilities	29%		40%	40%	44%	53%	53%	42%	73%	29%
English Language Learners	32%		52%	43%	53%	57%		60%	60%	
Asian Students	86%		86%		100%	71%				86%
Black/African American Students	56%		62%	55%	67%	55%	48%	69%	78%	77%
Hispanic Students	60%		54%	41%	71%	61%	50%	80%	83%	65%
Multiracial Students	42%		28%		79%	82%		63%	100%	41%
White Students	59%		54%	42%	76%	63%	60%	71%	88%	64%
Economically Disadvantaged Students	50%		50%	42%	69%	62%	56%	61%	86%	56%

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	56%		53%	40%	71%	61%	57%	68%	80%	56%			
Students With Disabilities	22%		34%	33%	44%	57%	51%	42%	67%	25%			
English Language Learners	25%		42%		75%	58%							
Asian Students	81%		46%		94%	69%							
Black/African American Students	61%		66%	61%	73%	65%	75%	78%	91%	54%			
Hispanic Students	49%		48%	33%	74%	56%	54%	53%	81%	71%			
Multiracial Students	64%		54%		71%	59%		85%	83%	61%			
White Students	55%		51%	39%	70%	61%	56%	67%	78%	54%			
Economically Disadvantaged Students	51%		51%	41%	67%	60%	55%	65%	80%	50%			

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	7	63%	62%	1%	62%	1%
ELA	8	64%	61%	3%	60%	4%
Math	7	49%	50%	-1%	53%	-4%
Math	8	69%	71%	-2%	61%	8%
Science	8	72%	61%	11%	52%	20%
Civics	7	97%	95%	2%	77%	20%
Civics	8	86%	82%	4%	75%	11%
Algebra	7	98%	99%	-1%	96%	2%
Algebra	8	94%	93%	1%	84%	10%
Geometry	8	100%	98%	2%	95%	5%

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?

WJHS had our biggest improvement in the area of middle school acceleration. By maximizing our course progressions through AICE, math, and CTE, we were able to provide numerous opportunities for students to receive high school course offerings. Students were able to receive high school credit for passing an accelerated course or state exam. We increased our middle school acceleration from 65% in 24-25 to 82% in 25-26, which equates to a 17% increase.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our lowest performing area was in the category of lower quartile learning gains in ELA, which was at 49%. WJHS has been working on improving this area since 2021, and our efforts yielded a 7% increase from last year's scores. We will continue to work on this opportunity for growth through our lower quartile Google Sheet analysis, remediation opportunities, tutoring program, and PLCs.

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 came in the category of math learning gains. We decreased in this area by 8%. In 2024-2025, we were at 64% for this category. In 2025-2026, we dropped to 56%. Our lower quartile math was at 64%, which was a 4% increase from the previous year and 8% higher than the math learning gains category from this year. WJHS focused a lot on the math lower quartile students in 2025-2026, and we saw amazing growth there. However, we will need to also apply those same learning strategies across all levels so that all students can grow and see learning gains 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.

WJHS's biggest gap when compared to the state average came in the area of Math learning gains. The state average was 62%, and WJHS obtained a 56%. The gap occurred due to two areas: our

7th-grade math learning gains were 53%, and our algebra learning gains were 38%. Algebra is a high school-level course and is extremely challenging compared to other junior high math courses. Many students skipped 7th and 8th grade math courses through the progression plan due to their previous state testing scores. While the learning gains were low, the proficiency rate in Algebra was high at 96%. 7th-grade math has numerous students enrolled in the course who traditionally struggle with math concepts. We believe that if we provide extra support in the 26-27 school year through maximizing the push-in schedule and additional tutoring opportunities, we can increase in this area as well.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The biggest area of concern from the EWS data is the number of students who missed 10% or more of the school year. We have 585 students at WJHS, and 137 of them missed 10% or more. That is 23% of the school's population.

We would also like to focus on the total number of level 1's on the statewide ELA assessment. ELA students (13% of the total population) earned a 1 on the statewide ELA assessment.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

- 1) Math learning gains
- 2) ELA lower quartile learning gains
- 3) Attendance with the focus on improving in the area of students missing 10% or more days during the school year.

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

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.

Our area of focus is to increase our ELA FAST PM 3 scores by focusing on two areas. The first area is lower quartile learning gains. WJHS will aim to increase lower quartile learning gains from 49% to 52% overall. Reading and writing are fundamental to our success in all facets of instruction. Although we have had a 9% gain over the past three years, including a 7% gain in '25-'26, we are looking for ways to improve in order to get more students up to passing grade level for reading and writing. The second area is our ELL population's proficiency. Currently, our ELL proficiency level is at 28% for the FAST ELA PM3 for the '25-'26 school year.

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.

Walkthrough data and vocabulary.com reports will show a 85% or greater increase in school-wide usage and instruction focused on vocabulary across all content areas. FAST data will show an increase in ELA lower quartile learning gains from 49% to 52%. Our ELL population's proficiency on the FAST ELA PM3 will also increase from 28% to 35%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This will be monitored through monthly PD, PLCs, and department meetings. Data used to track and monitor will be through FAST PM1, PM2, and PM3.

Person responsible for monitoring outcome

Heath Labbe, Principal, oversees ELA team

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:

Explicit Vocabulary Instruction

Rationale:

Research shows that explicit vocabulary instruction is linked to vocabulary knowledge/acquisition and reading comprehension.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Provide additional tutoring programs outside of the regular school day.

Rationale:

Research shows that tutoring can provide significant learning gains for a wide range of students with varied abilities.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Progress Monitoring

Rationale:

Research has demonstrated that when teachers use student progress monitoring, students learn more, teacher decision making improves, and students become more aware of their own performance.

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

Explicit Vocabulary Instruction

Person Monitoring:

Heather Labbe

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School-wide implementation of Vocabulary.com as a supplemental part of our ELA/Reading

Curriculum. Therefore, all core subjects will utilize Vocabulary.com as a supplement to address vocabulary benchmarks within their own classrooms. 2. Teachers, support facilitators, and assistants will provide small group instruction relative to explicit vocabulary and comprehension instruction. As the building principal and evaluator of the ELA and Social Studies Departments, Mrs. Labbe will monitor these action steps through participation in biweekly PLCs and Quarterly Data chats.

Action Step #2

Provide Additional Programs Outside of the Regular School Day

Person Monitoring:

Heather Labbe/Title I Lead

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Target Lower Quartile and ELL students through after-school tutoring (focus on Reading skills and other struggling standards/benchmarks). Mrs. Labbe and the Title I Lead will monitor student tutoring enrollment, participation/attendance, as well as cross-reference student progress on PMI and PM2 as a result of tutoring.

Action Step #3

Progress Monitoring

Person Monitoring:

Heather Labbe

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will utilize PLC's and data chats to analyze data and create plans for standard- base lessons and remediation/extension. 2. Support student achievement through Parent/Teacher conferences to discuss data and determine solutions as a partnership to better serve all students. Mrs. Labbe will participate in ELA PLC groups biweekly.

Action Step #4

Quarterly Professional Learning ELA

Person Monitoring:

Heather Labbe

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will receive professional learning around the principles and strategies for increasing Student discourse in all content areas for all subgroups of students. Administration will monitor impact and practices through weekly walkthroughs and debriefing. 2. ELA teachers will attend quarterly ELA collaboratives with district specialists, coaches, and other secondary ELA teachers. Teachers and Mrs. Labbe will reflect, discuss, and action plan during PLCs after each quarterly collaborative. Quantitatively, data from common formative/summative assessments, as well as PM data, should indicate a positive impact if best practices are being done with fidelity.

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

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.

Our area of focus is to increase our Math learning gains scores from 56% to 64% overall. In particular, we will be looking to improve our Algebra learning gains scores, as those were at 38% overall this past school year. Although we had high proficiency (76%) and lower quartile learning gains (64%) in math this past year, we are looking for ways to improve in order for all students to see learning gains in math.

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.

Walkthrough data will show an increase in the number of days small group instruction in math classes will be provided (i.e., at least 2 days a week). FAST data will show an increase in learning gains from 56% to 64%. Algebra learning gains will increase from 38% to 50% this upcoming school year on the Algebra EOC.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

WJHS will use data to track and monitor through FAST PM1, PM2, and PM3. We will discuss and monitor this data through PD, PLC's, department meetings.

Person responsible for monitoring outcome

Joshua Burghart

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:

Individual and Small Group Instruction

Rationale:

Research indicates that small group instruction supports differentiation, engagement, deeper understanding, and confidence building.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Progress Monitoring

Rationale:

Research has demonstrated that when teachers use student progress monitoring, students learn more, teacher decision making improves, and students become more aware of their own performance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Provide Additional Tutoring Programs Outside of the Regular School Day

Rationale:

Research shows that tutoring can provide significant learning gains for a wide range of students with varied abilities.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate 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

Individual and Small Group Instruction

Person Monitoring:

Joshua Burghart

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers, support facilitators, and assistants will provide small group instruction. 2. The math team will utilize PLC groups to focus and plan intentional small group instruction for remediation. 3. Incorporate Interactive TV's (enhanced classroom equipment) to enhance student engagement, assist teachers with engaging and interactive lessons, and provide visual representations. The admin team will complete walkthroughs and provide instructional feedback each week; biweekly, Mr. Burghart will participate in math PLCs.

Action Step #2

Progress Monitoring

Person Monitoring:

Joshua Burghart

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Teachers will utilize PLC's and data chats to analyze data and create plans for standard- base lessons and remediation/extension. 2. Support student achievement through Parent/Teacher conferences to discuss data and determine solutions as a partnership to better serve all students. Mr.

Burghart will participate in Math PLCs biweekly and quarterly data chats.

Action Step #3

Additional Support Outside of the Regular School Day

Person Monitoring:

Heather Labbe/Title I Team Lead

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Target Lower Quartile, SWD, and bubble students through after-school tutoring (focus on mathematical concepts and other struggling standards/benchmarks). Mrs. Labbe and the Title I Lead will monitor student tutoring enrollment, participation/attendance, as well as cross-reference student progress on PMI and PM2 as a result of tutoring.

Action Step #4

Professional Learning Math

Person Monitoring:

Joshua Burghart

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Teachers will receive professional learning around the principles and strategies for increasing Student discourse in all content areas for all subgroups of students. Administration will monitor impact and practices within weekly walkthroughs and debriefs. 2. Math teachers will attend quarterly math collaboratives with district specialists, coaches, and other secondary math teachers. Teachers and Mr. Burghart will reflect, discuss, and action plan during PLCs after each quarterly collaborative. Quantitatively, data from common formative/summative assessments, as well as PM data, should indicate a positive impact if best practices are being done with fidelity.

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.

We would like to focus on improving attendance. We had 132 of our students miss more than 10% or more of school days. This equates to 23% of our total student population missing 10% or more of school days throughout the school year. By identifying these students and improving their attendance, they will be present on campus and in class, allowing more learning to take place.

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.

Through weekly/monthly recognition and rewards for zero tardies and outstanding attendance, we will see a decrease in absences from 23% missing 10% or more of school days to 20%.

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.

Focus Systems, monthly attendance reports will be observed. We will include our initiative in parent newsletters, social media, and will provide PBIS incentives throughout the year to reward attendance.

Person responsible for monitoring outcome

Administration Team

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:

Active Classroom (High Student Engagement)

Rationale:

Research shows a positive correlation between student engagement and student achievement.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Establish Positive Connections

Rationale:

Research indicates partnerships between schools and families can improve students' grades, attendance, persistence, and motivation.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate 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

Active Classroom (High Engagement)

Person Monitoring:

Administration Team

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Equip and utilize technology supplemental materials (i.e., Penda and Pear Assessment) as well as technology devices consisting of ViewSonic interactive TVs, chromebooks, and Chromebook carts to support visual, clear, and engaging learning opportunities for students. 2. Equip and utilize hands-on learning materials in classrooms. 3. Teachers will utilize Total Participation Techniques within their classroom instruction Title I Lead will survey for needs, and the administration will monitor utilization and effectiveness through walk throughs.

Action Step #2

Establish Positive Connections

Person Monitoring:

Administration Team/ Dean

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. School personnel (i.e., instructional and classroom support) will send a minimum of 2 positive postcards home each month 2. Teachers and administrators will conduct regular communication through email, phone calls, letters, and flyers. 3. Teachers will conduct parent-teacher conferences (before or after school hours included). *Outside of required events. 4. Weekly highlights of our Eagles of the week. 5. Attend professional development (i.e., FASA or Get Your Teach On) to learn strategies for increasing positive connections and culture on a campus. The school will use monthly newsletters, social media, the school website, the marquee, and fliers to inform parents of important events. The school will collectively monitor the impact through surveys and/or feedback, and monthly discipline and academic reports.

Action Step #3

Professional Learning around discourse and creating positive relationships with students

Person Monitoring:

Administration Team/Title I Lead

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Teachers will receive professional learning around the principles and strategies for increasing student discourse in all content areas for all subgroups of students. This will be monitored weekly through walkthroughs and debriefs with teachers. 2. Faculty and staff will receive professional learning regarding school-wide behavioral expectations, provide support and feedback with school wide initiative to increase attendance, and strategies to build positive relationships with students. This will be monitored through monthly leadership meetings, PBIS meetings, and beginning of school year presentations.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (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.

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00