

Clay County Schools

ARGYLE ELEMENTARY SCHOOL



2025-26 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 work collaboratively with all stakeholders to provide a public education experience that is engaging, innovating, reflective, and safe, which will establish confidence in all students. We will increase student achievement by providing students with learning opportunities that are rigorous with benchmark aligned content that is relevant, and transcends beyond the boundaries of the school walls. We will ensure a working and learning environment built upon community, accountability, mindfulness, intentionality, regulation, prevention and engagement. Through these values, we will maximize student potential and promote individual 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**

Casey Leone

casey.leone@myonclay.net

Position Title

Assistants Principal

Job Duties and Responsibilities

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

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

Michelle Barnes

michelle.barnes@myoneclay.net

Position Title

Intervention Team Facilitator and Title 1 Lead

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. In this role, she will provide

Leadership Team Member #5

Employee's Name

Breclyn Kriener

breclyn.kriener@myoneclay.net

Position Title

Teacher K-6 and Title 1 Lead

Job Duties and Responsibilities

Mrs. Kriener supports the implementation of effective tier 1 instructional in K-6 grades.

Mrs. Kriener is the 4th-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

Melanie Newport

melanie.newport@myoneclay.net

Position Title

Teacher 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 #7

Employee's Name

Elizabeth Sellers

elizabeth.sellers@myoneclay.net

Position Title

ESE 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 #8

Employee's Name

Avery Davis

avery.davis@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 #9

Employee's Name

Tamara Mason

tamara.mason@myoneclay.net

Position Title

VE-ESE Team Lead PBS K-6

Job Duties and Responsibilities

Mrs. Mason is the VE ESE 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 #10**Employee's Name**

Jon Christy Bankhead

jonchristy.bankhead@myoneclay.net

Position Title

Teacher K-6

Job Duties and Responsibilities

Ms. Bankhead is fifth grade ELA teacher and a member of the school based leadership team. 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**

Kacee Wolfe

kacee.wolfe@myoneclay.net

Position Title

Teacher K-6

Job Duties and Responsibilities

Ms. Wolfe is a self contained grade 1 teacher, team lead and a member of the school based leadership team. 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 #12**Employee's Name**

Ashlee Morgan

ashlee.morgan@myoneclay.net

Position Title

Teacher PrK-3

Job Duties and Responsibilities

Ms. Morgan is a self contained grade 2 teacher, team lead and a member of the school based leadership team. 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 #13

Employee's Name

Miguel Rivera

miguel.rivera@myoneclay.net

Position Title

Teacher K-6

Job Duties and Responsibilities

Mr. Rivera is grade 6 ELA/ SS/ Writing teacher a member of the school based leadership team. 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

Amanda Mercer

amanda.mercer@myoneclay.net

Position Title

Teacher K-6

Job Duties and Responsibilities

Mrs. Mercer is a grade 5 science teacher, team lead, and member of the school based leadership team. 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.

Quarterly School Advisory Council meetings will be held during the school year to involve all stakeholders in school improvement efforts. During the 1st-quarter SAC meeting, our SBLT and SAC committee will present the SIP to stakeholders. The SIP will be reviewed for feedback and input from stakeholders for the 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)).

Quarterly School Advisory Council meetings will be held during the school year to involve all stakeholders in school improvement efforts. At each meeting, schoolwide progress monitoring data will be reviewed to ensure that student achievement and proficiency rates are in alignment with our established SIP goals. Adjustments to the plan, as needed, will be agreed upon by all stakeholders during these meetings to maximize effective instructional strategies to propel student learning.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	65.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: A 2023-24: C 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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)	0	9	6	23	1	0	1			40
Course failure in Math	1	4	3	0	2	11	0			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)	0	0	1	2	0	0	0			3
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 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	10	15	11	39	22	29	12			138

Current Year 2025-26

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	15	39	23	25	28	19	15			164
One or more suspensions			8	3	27	19	15			72
Course failure in English Language Arts (ELA)			5	5	6					16
Course failure in Math				1	2	2	3			8
Level 1 on statewide ELA assessment		20	35	31	27	30	17			160
Level 1 on statewide Math assessment		33	26	24	20	30	22			155
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		20	35	31						86
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		33	26	24	20					103

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1		3	4	4	4	4			20

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	1		4		1				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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	59	63	59	51	62	57	50	59	53
Grade 3 ELA Achievement	58	66	59	57	65	58	58	61	53
ELA Learning Gains	68	62	60	56	62	60			
ELA Lowest 25th Percentile	64	60	56	59	60	57			
Math Achievement*	64	67	64	53	67	62	52	64	59
Math Learning Gains	74	65	63	50	68	62			
Math Lowest 25th Percentile	76	57	51	46	59	52			
Science Achievement	52	62	58	38	61	57	55	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	93	72	63	24	55	61		55	59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	608
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
68%	48%	54%	55%	44%		66%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	50%	No		
English Language Learners	60%	No		
Asian Students	70%	No		
Black/African American Students	60%	No		
Hispanic Students	70%	No		
Multiracial Students	70%	No		
White Students	66%	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.

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%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	50%	58%			52%			55%					
Students With Disabilities	25%	36%			29%			29%					
Black/African American Students	41%	47%			40%			47%					
Hispanic Students	60%	79%			62%			68%					
Multiracial Students	58%				53%								
White Students	51%	53%			57%			64%					
Economically Disadvantaged Students	42%	55%			41%			37%					

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	55%	65%	-10%	57%	-2%
ELA	4	55%	59%	-4%	56%	-1%
ELA	5	44%	56%	-12%	56%	-12%
ELA	6	71%	67%	4%	60%	11%
Math	3	58%	66%	-8%	63%	-5%
Math	4	79%	63%	16%	62%	17%
Math	5	37%	55%	-18%	57%	-20%
Math	6	71%	77%	-6%	60%	11%
Science	5	50%	61%	-11%	55%	-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 data components that showed the most improvement was math achievement, math learning gains, and lowest quartile. Math learning gains increased from 50% to 74%. In the lowest quartile, we improved from 46% to 75%. Overall math achievement increased from 53% to 63%. For math achievement SWD, we increased from 32% to 55%. LG for SWD increased from 46% to 70%. LQ Gains for SWD increased from 59% to 68%.

We saw these increases as a result of our systematic instruction focus during the whole group PLC. We engaged in an inquiry cycle with an overall focus of strong Tier I instruction with a focus on clear learning targets and success criteria. The administrative team intentionally completed walkthroughs in math classrooms during small group instruction.

We had weekly attendance incentives on a schoolwide level. This included recognition of students being on time and in class in order to prioritize and maximize Tier I instruction.

During PM2 Data Chats, we looked at student data based on four quadrants (PG, PNG, NPG, NPNG). For our subgroup students, we collaborated with the district ESE department to facilitate planning collaboratives for Tier I instruction and implementation of SDI.

Lowest Performance

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

Third grade ELA showed the lowest performance. We increased from 54% to 55%, only a 1% gain. While 3rd grade SWD increased in ELA from 35% to 52%, the overall proficiency for the grade level remained stagnant. This could be attributable to the lack of evidence of collaborative planning amongst the grade level teachers.

This creates an area of opportunity to offer in-house professional development during school choice

weeks to build teacher capacity in student engagement, academic ownership, and rigorous benchmark-aligned tasks.

Measurable outcomes: The administrative team will utilize the walkthrough tool to track collaborative structures that transfer academic ownership to the students during small group instruction. Additionally, acadience screeners could be used to a greater capacity to drive small group instruction to close skill gaps in early literacy.

Greatest Decline

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

Fifth grade math demonstrated the greatest decline from 44% to 37% proficiency. Scheduling obstacles did present themselves this year, so utilizing the master scheduling guidelines is an administrative priority in order to limit transition time, as well as maximize tier I instructional and push-in supports. Another priority for the upcoming school year is generating teacher buy-in of PBIS structures and implementation of Tier I behavior strategies. Participating in school-wide PBIS from the beginning of the school year would improve the classroom culture of learning and increase student engagement/sense of belonging.

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.

Two areas that had the greatest gap compared to the state average were 1st grade ELA and 5th grade ELA. There was a 5% difference in 1st grade ELA and a 12% difference in 5th grade ELA.

For 1st grade ELA, there was limited buy-in from the teachers. There are clear opportunities for professional development in the Science of Reading and the development of an emerging reader.

For 5th grade ELA, areas of growth are evident in collaborative planning and building in gap lessons for adequate scaffolding and differentiation to meet the needs of all students. We need to emphasize and build capacity in the implementation of power practices such as systematic instruction, direct instruction, intentional small group instruction, and immediate corrective feedback.

EWS Areas of Concern

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

1st and 3rd grade are two grade levels that are high in EWS in all areas. These grade levels have double digit numbers in 50% of the early warning sign indicators, including 39 students in the 3rd grade with two or more indicators.

Highest Priorities

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

1. K-6 ELA Achievement
2. 3rd and 5th Grade Math Achievement
3. Decrease in Suspension Rates

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.

Description: Targeted small group instruction in ELA and math, focusing on foundational and prerequisite skills and addressing specific learning gaps identified in student data sources. **Impact on Student Learning:** Aims to improve overall student achievement as measured by the proficiency rates in ELA and math, and decrease the district/state achievement gaps through implementation of key components of strong instruction (systematic instruction, explicit instruction, differentiation, scaffolded instruction, and corrective feedback) **Rationale:** Prior year data shows a decrease in overall math proficiency in 5th grade, with a decline in the rate of progress for 3rd grade math and 3-6 ELA.

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.

Progress monitoring FAST data will reflect an increase of student proficiency in math and ELA by 5% in overall achievement in K-2 and 3-6 grade. Walkthrough data demonstrate evidence of strong instruction 80% content classroom. Students in lower quartile in ELA will increase learning gains from 63% to 67% on the FAST assessment.

Monitoring

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

Teaching and learning in a small group setting that is specifically targeted to the needs of students identified in classroom and progress monitoring data. Ongoing monitoring through classroom walkthroughs during small group intervention blocks will lead to improved student achievement outcomes. Walkthrough data will be reviewed in Leadership Team meetings on a monthly basis,

during faculty meetings, and during Progress Monitoring data chats. Data from common formative assessments, acadience screeners, and progress monitoring assessments will be collected to determine the impact on student achievement.

Person responsible for monitoring outcome

Mrs. Dorsch- Principal , Dr. Leone- Assistant Principal , Ms. Smith- 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:

The following evidence-based strategies will be implemented: Data-driven small group instruction. Implementation of a Research based program that addresses the identified gaps aligned with the Science of Reading. Direct instruction, systematic instruction, differentiation, scaffolding, and corrective feedback. Explicit vocabulary instruction. Teachers will engage families in constructing goals, monitoring progress, and supporting learning together.

Rationale:

If all teachers implement on-level curriculum using the power practices of instruction aligned to Florida State Standards, then student proficiency rates will improve in the content areas. Instructional interventionists, ESE teachers, and general education teachers are all intentionally and thoughtfully trained and specialized in high- impact classroom strategies that focus on accelerating learning for students whose performance is subordinate to that of their peers. Academically tested and proven, research-based curricular materials are effective if implemented with fidelity, thus improving student proficiency rates.

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 K-3 will utilize the intervention block for content area small group at tier 1. Teachers in grades 4-6 grade will use the instructional minutes per the master schedule for small group on regular and consistent basis.

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

Teachers will intentionally meet on a regular basis with grade level teams as well as ESE, ELD, and other student services teams to engage small group planning and data driven groups that is focused on benchmark aligned tasks and the implementation of the power practices each time.

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:

Monitoring will be conducted with our SBLT and grade level agendas. Power practices discussed and intentional strategies for implementation will be listed in the minutes of the agendas.

Action Step #3

Monthly leadership meeting, the school based leadership team reviews that current school data and progress within the school improvement plan for small group instruction and evidence of the power practice within our small group minutes.

Person Monitoring:

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

By When/Frequency:

Monthly, leadership team meetings

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, 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.

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.

Description: Evidence of collaborative planning among ESE & general education teachers, grade level teams, and vertical PLC teams, making instructional decisions based on student data

Impact on Student Learning: Aims to create consistency across what students are learning, how

they are learning it, and how students are being supported and held accountable.

Rationale: Collaborative planning creates consistency in the implementation of Tier 1 instruction and increases teacher capacity.

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 80% of all content-area classrooms show evidence of one or more key components of strong instruction (explicit instruction, systematic instruction, differentiation, scaffolded instruction, and corrective feedback). This will be our school-specific indicator that is added to the walkthrough tool utilized by the administrative team. In ELA content on the end of the year FAST assessment we will see a 3% increase in all grade levels proficiency.

Monitoring

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

Progress toward collaborative planning will be measured through:

- Grade Level Collaborative Planning Agendas
- PLC agendas
- Walkthrough data aligned with strong instruction key components
- teaching planning tools that support SDI, ELL, and tier 1 gaps

This data will be used by team leads in monthly leadership meetings, PLC teams to inform their ongoing planning and adjustments based on data and student achievement.

Person responsible for monitoring outcome

Mrs. Dorsch- Principal , Dr. Leone- Assistant Principal , Ms. Smith- 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:

The following evidence-based strategies will be implemented: Data-driven small group instruction. Implementation of a Research based program that addresses the identified gaps aligned with the Science of Reading. Direct instruction, systematic instruction, differentiation, scaffolding, and corrective feedback. Explicit vocabulary instruction. Teachers will engage families in constructing goals, monitoring progress, and supporting learning together.

Rationale:

If all teachers implement weekly collaborative planning using the power practices then student proficiency rates and bottom quartile will improve in all content areas from K-6 grade and assessment areas in grades 3-6. Instructional interventionists, ESE teachers, and general education teachers are all intentionally and thoughtfully trained and specialized in high- impact classroom strategies that focus on accelerating learning for students whose performance is subordinate to that of their peers. Academically tested and proven, research-based curricular materials are effective if implemented with fidelity, thus improving student proficiency rates.

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

Description of action needed Teachers will intentionally meet on a weekly basis with grade level teams as well as ESE, ELD, and other student services teams to engage in sessions of collaborative planning that is focused on benchmark aligned tasks and the implementation of the power practices each time.

Person Monitoring:

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

By When/Frequency:

April 2026/ Weekly

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

Monitoring will be conducted through grade level collaborative planning agendas. Power practices discussed and intentional strategies for implementation will be listed in the minutes of the agendas.

Action Step #2

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.

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 attendance at PLCs, content PLC agendas, collaborative planning agendas, and classroom walkthrough data.

Action Step #3

Teacher will meet and implement -grade level agendas -review walkthrough data centered on the power practices on strong instruction -Grade levels will vertical plan for benchmarks to close

instructional gaps and build capacity within content areas

Person Monitoring:

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

By When/Frequency:

Monthly , Leadership Meetings

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, 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.

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.

We have chosen to focus on increasing student proficiency rates within the ELA content area. As reflected by current FAST data, our proficiency rate ELA was 55% to 57% for the 2024-2025 school year. We

identified this as a critical need because proficiency rates reflect learning gaps for students as emerging readers. If our proficiency increases, that shows that our students' learning gaps are decreasing in foundation skills as well as increasing fluency in reading that supports comprehension.

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

The the 2025-2026 school year the Argyle does not have any students in K-2 that are consider a RAISE grade level for ELA.

We will continue to implement small instruction weekly to address students areas of need in tier 1 as well as

scaffolding the learning to close gaps. We will also use our interventionist to screen students that are below grade level expectations and provide next steps and ongoing feedback to teachers for small group instruction.

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

The the 2025-2026 school year the 6th grade will students will be a RAISE grade level for ELA based off PM 2 FAST in grade 5. Last year on the 2024-2025 FAST PM assessment 44% of our 5th grade students demonstrated a level 3 or higher.

We will implement small instruction weekly to address students areas of need in tier 1 as well as scaffolding the learning to close gaps. We will also follow the district reading plan to ensure we areas provided students

instruction that is aligned to the science of reading. Walkthrough will focus on strong instruction and the walkthrough data will be review monthly as a leadership team.

Grades K-2: Measurable Outcome(s)

The goal is for all grade levels K-2, to demonstrate 50% or higher in proficient as measured by the state FAST PM 3 assessment at the end of the year.

Grades 3-5: Measurable Outcome(s)

The goal is for all grade levels 3-6, especially 6 grade to show 50% or higher in proficient as measured by the state FAST PM 3 assessment at 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.

Data monitoring sources will include FAST, Lexia, classroom assessments, etc. This data will be routinely reviewed by the school-based leadership and teachers regularly, and more formal "data meetings" will be scheduled quarterly. In addition, weekly classroom walkthroughs and ongoing progress monitoring

will be used to monitor this area of focus for the desired outcome.

Person responsible for monitoring outcome

Mary Dorsch , 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 following evidence-based strategies will be implemented: Data-driven small group instruction. Implementation of a research based program that addresses the identified gaps aligned with the Science of Reading. As a school we are focused on the power practices of strong instruction to increase student leaning outcomes. We will engage families in constructing goals, monitoring progress, and supporting learning together.

Rationale:

If all teachers , especially grade 6 implement on-level curriculum and instruction aligned to Florida State Standards, then student proficiency rates will improve in the area of ELA. Instructional interventionists, ESE teachers, and general education teachers are all intentionally and thoughtfully trained and specialized in high- impact classroom strategies that focus on accelerating learning for students whose performance is subordinate to that of their peers. Academically tested and proven, research-based curricular materials are effective if implemented with fidelity, thus improving student proficiency rates.

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 instructional grouping within small group instructional.

Person Monitoring:

Mary Dorsch, Principal

By When/Frequency:

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:

Evidence-Based Program that addresses the identified gaps aligned with the science of reading and the power practices of strong instruction. We will implement SAVVAS in grade 6 and Benchmark in grade K-5 as our evidence-based program as adopted by the district.

Action Step #2

Strong Instruction- Explicit ELA Instruction

Person Monitoring:

Mary Dorsch, Principal

By When/Frequency:

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:

We will implement SAVVAS as our evidence-based program as adopted by the district. Classrooms will receive a set of recommended novels in the Florida BEST standards to supplement SAVVAS. Additionally in school wide PLCs grade 6 will engage and implement an inquiry cycle of explicit instruction.

Action Step #3

Explicit vocabulary instruction

Person Monitoring:

Mary Dorsch, Principal

By When/Frequency:

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:

Elements of academic language and explicit vocabulary will be used in small groups in grade 6th grade support instruction for explicit, systematic, cumulative, multi-sensory morphology (word parts:

morphemes), decoding, and encoding.

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

Rationale: A total of 181 discipline referrals were issued during the 2024-2025 school year. While this is a decrease since the 2023-2024 school year, it suggests a need to continue and enhance proactive behavior supports. Strengthening positive behaviors and supports through Pioneer Attributes will provide a consistent framework for teaching and reinforcing positive behavior, addressing these negative trends.

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 2024-2025 school year, 7% (49/747) of students received In School Suspension (ISS) and 5% (38/747) of students received Out of School Suspension (OSS). Through the focus of strengthening our PBIS implementation, we will decrease the percentage of students receiving ISS and OSS by 2% in each category.

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.

- Continued and consistent implementation of Pioneer Passes to positively recognize demonstration of Pioneer Attributes
- Monthly meetings to review data by the PBIS Committee

- Continuous monitoring of suspension rates via Synergy reports
- Attendance of teachers at the OneClay Culture PD

Person responsible for monitoring outcome

Mary Dorsch, Principal , Casey Leone Assistant Principal, Olivia Smith Assistant Principal 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.

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 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 strong Tier 1 behavior expectations and a culture of student engagement will be monitored through: - classroom walkthroughs - attendance at PD sessions - discipline referral data - monthly PBIS Committee meetings

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 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.

Person Monitoring:

Mary Dorsch, Principal , Casey Leone Assistant Principal, Olivia Smith Assistant Principal and PBIS Committee

By When/Frequency:

Implemented on a consistent basis through May, 2026

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

Implementation of strong Tier 1 behavior expectations and a culture of student engagement will be monitored through: - classroom walkthroughs - attendance at PD sessions - discipline referral data - monthly PBIS Committee meetings

Action Step #2

Teachers will implement the school-wide PBIS system on a consistent basis and reinforce the school-wide expectations using the provided lesson plans and resources, including Pioneer Passes to reinforce positive behavior expectations.

Person Monitoring:

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

By When/Frequency:

Implemented on a consistent basis through May, 2026

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

Implementation of the school-wide PBIS system will be monitored through the use of the Pioneer Pass system and monthly school store.

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://aes.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)).

AES plans to build positive relationships with parents, families, and AES the community by ensuring that all stakeholders feel a part of our students' academic experience. Stakeholders will receive monthly newsletters, Facebook posts, robocalls, and flyers for school events such as Back to School Kickoff, Parent and Family Engagement Events, STEAM Night, Rally for Attendance, (<https://aes.myoneclay.net/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)).

Argyle Elementary increased the amount of quality learning time in the master schedule by creating intervention blocks in K-3, as well as recreating the schedule for push in support my faculty and instructional assistants.

Teachers have also received professional development on the power practices and how to integrate in all content areas and instructional planning for instruction.

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 with our SBLT and Title 1 leads to create a plan that supports school wide goals and achievement for all students.

Title 1 funds are used for coverage for data driven meetings for all teachers three times a year, as well as hiring an instructional assistant to support and increase student contact in small group instruction in math and reading classrooms K-3.

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)).

Faculty and staff trainings such a youth mental health first aid. Our school also has a school based school counselor as well as a mental health counselors that provided classroom lessons and support for students at AES. Our classroom teachers also provided PBIs lessons that align to the Cambridge Attributers to support students education and skills outside academic areas.

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)).

Argyle Elementary patriciates in culture events with our feeder patterns in middle and high school. Our school also partners with students for volunteer opportunities as they revisit and invest in their elementary school.

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 school based literacy and PBIS committee review and track students that need additional resources in differentiated instruction to meets. Our title 1 leads and interventionist will coach and support teachers in screening and tracking early warning signs to close gaps to support student 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)).

Working alongside the district professional development team AES faculty and staff will implement a learning cycle around align learning targets to essential standards, tracking students success based on essential standards, and how to plan and align the power practices into our daily tier 1.

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)).

Argyle Elementary will work alongside the district reading departments and district professional development as students move from the preschool to kindergarten setting at AES. Including the pre school, PrK , and VPK students in all school events, and title 1 events will ensure they are exposed to school setting prior to attending kindergarten.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

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 2025-26 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

AMIKIDS CLAY COUNTY



2025-26 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

Maria Przybylski

maria.przybylski@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**

Colby Bias

colby.bias@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.

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

Jillian Lee

jillian.lee@myoneclay.net

Position Title

School Improvement Coach

Job Duties and Responsibilities

Oversees the implementation of content and curriculum. Acts as a liaison between CCSD and AMI Kids. Coaches teachers on modifying and differentiating curriculum to meet the diverse academic

levels and learning styles of male alternatively placed students, who often have significant gaps in their learning. This includes integrating hands-on activities, project-based learning, and real-world connections.

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 that call for intervention and provide data to teachers, and parents. Teachers work in collaboration with school leadership and instructional coaches to determine what intervention processes should take place, then work with teachers to implement that intervention plan. This action will then lead to the successful completion of SIP Goals. 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, or may 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)).

AMIkids Coach will monitor students' Reading and Math progress monthly, using the data to form instructional interventions. The plan will be revised as necessary, with data updates and intervention planning with the instructional scaffolds to ensure continuous improvement .

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
DJJ ACCOUNTABILITY RATING HISTORY	2024-25: MAINTAINING 2023-24:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							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

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							2	10	12	24

Current Year 2025-26

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days									2	2
One or more suspensions										0
Course failure in English Language Arts (ELA)							8	4	5	17
Course failure in Math							6	7		13
Level 1 on statewide ELA assessment							8	4	5	17
Level 1 on statewide Math assessment							6	7		13
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 (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							6	4		10

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

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

2. Grades 9-12 (optional)

Current Year (2025-26)

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	1	2			3
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)	1				1
Course failure in Math					0
Level 1 on statewide ELA assessment	1	1			2
Level 1 on statewide Algebra assessment					0

Current Year (2025-26)

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 (2024-25) 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 (2024-25) 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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	9	66	59	14	64	55	33	57	50
Grade 3 ELA Achievement									
ELA Learning Gains	29	60	58	48	62	57			
ELA Lowest 25th Percentile		59	56		62	55			
Math Achievement*	32	59	49	0	61	45	18	50	38
Math Learning Gains	68	48	47	15	60	47			
Math Lowest 25th Percentile		42	49		61	49			
Science Achievement	9	82	72	0	80	68		74	64
Social Studies Achievement*		84	75		83	71		80	66
Graduation Rate		95	92		94	90		95	89
Middle School Acceleration									
College and Career Acceleration		63	69		60	67		63	65
Progress of ELLs in Achieving English Language Proficiency (ELP)		69	52		51	49		52	45

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	29%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	147
Total Components for the FPPI	5
Percent Tested	95%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
29%	15%	26%	33%	17%		13%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Economically Disadvantaged Students	33%	Yes	3	

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	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%							

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	33%				18%								
White Students	31%				20%								
Economically Disadvantaged Students	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.

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?

Math: new curriculum was adopted and the curriculum guide was followed. Prior to this school year, instruction was being given from computer programs. With the help of newly purchased materials and the CCDS curriculum guide, significant gains were made 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.

ELA: teacher in process of becoming a certified teacher. Teacher retention has been a true challenge. We currently have our ELA educator in the process of becoming a certified teacher. Specific classes and coaching will promote higher performance for the following school year.

Greatest Decline

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

Overall, ELA showed the greatest decline from last year. The reporting categories all seemed to mirror a similar decline. A new teacher who is not certified contributed to these factors. We are in the process of getting that teacher certified and properly trained.

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.

6-10 ELA showed a regression of learning when comparing apples to apples. Comparing that to the state average, that places AMI significantly lower. A non-certified teacher contributed to these gaps and trends. This teacher is currently in the process of becoming certified and is being trained by county coach.

EWS Areas of Concern

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

Our ESSA subgroups of economically disadvantaged students and white students did not perform as well as they could have. Student retentions are also an area of concern.

Highest Priorities

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

1. ESSA subgroups economically disadvantaged and white students are our highest priority.
2. Preventing students from course failure.
3. Retaining certified teachers who can meet students' needs.
4. Providing small group intensive instruction to low-performing/ESSA subgroup 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.

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.

Description: Reading across genres and vocabulary will be addressed with new evidence-based curriculum, Corrective Reading. Through small groups and the use of graphic organizers, students who are economically disadvantaged will have their academic needs met.

Impact on student learning: Corrective Reading will address deficiencies and close the gaps our economically disadvantaged students have.

Rationale: ELA had 29% learning gains. This percentage indicates a significant opportunity for growth and a crucial need to implement targeted strategies related to the reporting category of reading across genres and vocabulary. By focusing on these reporting category deficiencies, our students who are economically disadvantaged will have intentional instruction to meet existing deficiencies.

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 using Corrective Reading, and the strategies/action plan described below, we will increase ELA LQ gains from 29% to 35% by the end of the 2025-2026 school year. These results will heavily impact our economically disadvantaged students

Monitoring

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

Regular weekly walkthroughs will monitor consistent display of Corrective Reading being taught at the

beginning of every 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. Lexia Power Up will also be used to meet learning deficits.

Person responsible for monitoring outcome

Jillian Lee

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 Vocabulary.com Manipulatives ALEKS Part-time Tutor McGraw Hill: Florida Social Studies Lexia: Power-Up Read&Write Instructional Coach- hired and supporting teachers

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. 3. Manipulatives. Visuals help students make sense out of the content and direct attention, increasing the possibilities that the learners will remember the material. 4. ALEKS- Frequent student practice in Math facts builds automaticity. 5. Part-time tutor. Research has shown that well designed tutoring programs that use volunteers and other nonprofessionals as tutors can be effective in improving children's reading skills. 6. McGraw Hill: Florida Social Studies- This program has the ability to monitor student progress. 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. 7. Lexia PowerUp: PowerUp is designed to accelerate literacy gains, whether students are several grade levels behind or show some risk of not meeting College- and Career-Ready Standards 8. Read&Write- An easy-to-use toolbar aimed at making documents, files and web pages more accessible through its multiple functions. These functions include speech-to-text, text-to-speech, language checkers, picture dictionary and study skills tools. The product aims to provide an intuitive approach to support learners with a range of literacy tasks. 9. Instructional Coach: Coaching is an essential feature of PD training that facilitates teachers' ability to translate knowledge and skills into actual classroom practice.

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

ELA teacher will attend quarterly collaboratives for training related to meeting students' needs.

Person Monitoring:

Jillian Lee

By When/Frequency:

Quarterly

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

ELA teacher will attend quarterly collaboratives which will result in improved student performance in STAR, FAST, and classroom assessments.

Action Step #2

Conduct frequent walkthroughs to ensure benchmark alignment within instruction and student tasks.

Person Monitoring:

Jillian Lee

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 walkthrough data for benchmark alignment within instruction and student tasks. The team will work with teacher to make adjustments as needed to reach the goal of 35% LQ learning gains in ELA at the end of 25-26 school year.

Action Step #3

Leadership team will meet to disaggregate student data and create actions steps for all students based on the PM data.

Person Monitoring:

Jillian Lee

By When/Frequency:

Quarterly

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

Disaggregating data from different assessments (FAST, STAR) will give a true reflection of where students academically stand and will give more of a direction to go based upon students' needs. This will impact student learning by meeting specific needs.

Action Step #4

Hired an Instructional Coach

Person Monitoring:

Maria Przybylski

By When/Frequency:

Quarterly

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

Coaching is an essential feature of PD training that facilitates teachers' ability to translate knowledge and skills into actual classroom practice. The instructional coach will work directly with students, teachers, and administrators to ensure directed discourse is embedded within standards- aligned instruction.

Area of Focus #2

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

ESSA Subgroups specifically relating to White Students (WHT)**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: According to FAST data, each grade level has a different need related to the results in each reporting category.

6th: Geometric Reasoning, Data Analysis, and Probability, Algebraic Reasoning

7th: Number Sense and Operations and Algebraic Reasoning

8th: Linear Relationships, Data Analysis and Functions

each grade levels' unmet needs will be met through ALEKS and Reveal.

Impact on student learning: The ESSA subgroup of white students will have their individualized needs met through the ALEKS platform and Reveal curriculum.

Rationale: Math had 57% LQ learning gains. This percentage indicates an opportunity for growth and a crucial need to implement targeted strategies related to the ESSA subgroup of white 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 using evidence based strategies and the action plan described below, we will increase Math LQ gains from 57% to 60% by the end of the 2025-2026 school year which will result in significant gains in the ESSA subgroup of white students.

Monitoring

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

The school-based leadership team will meet monthly to review walkthrough data for benchmark alignment within instruction and student tasks. The team will work with teacher to make adjustments as needed to reach the goal of 60% LQ learning gains in Math at the end of 25-26 school year. Walkthrough data will show a 50% increase in small group instruction in math classes which will meet the ESSA subgroup of white students needs. FAST data will reflect 60% LQ gains in Math.

Person responsible for monitoring outcome

Jillian Lee

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. ALEKS/McGraw Hill-Reveal 2. Explicit vocabulary instruction 3. Visual Representations 4. Frequent Student Practice 5. Providing Additional Programs Outside of the Regular School Day 6. Progress Monitoring

Rationale:

1. ALEKS/McGraw Hill-Reveal. This is a CCDS approved curriculum that will ensure benchmark alignment within instruction and assignments. 2. Explicit vocabulary instruction. Vocabulary learning is effective when it entails active engagement that goes beyond definition knowledge. 3. Visual Representations. Visuals help students make sense out of the content and direct attention, increasing the possibilities that the learners will remember the material 4. Frequent Student Practice. Spacing out repeated exposure and engagement with concepts, practice problems, or skills over time builds automaticity. 5. Providing Additional Programs Outside of the Regular School Day. Students have access to their materials at home to promote further learning outside of the educational setting. 6. Progress Monitoring . Research has demonstrated that when teachers use 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?

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

Use visual models to represent strategies used to increase Reading skills. Use visual models and manipulatives to support and scaffold in math.

Person Monitoring:

Jillian Lee

By When/Frequency:

monthly walkthroughs

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

Leadership team will familiarize themselves with the manipulatives needed for 6th-10th math concepts to provide the Math teacher with manipulatives to choose from.

Action Step #2

Math teacher will attend quarterly collaboratives for training related to meeting students' needs.

Person Monitoring:

Jillian Lee

By When/Frequency:

Quarterly

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

Math teacher will attend quarterly collaboratives which will result in improved student performance in STAR, FAST, and classroom assessments.

Action Step #3

Disaggregate quarterly data to inform further instruction

Person Monitoring:

Jillian Lee

By When/Frequency:

Quarterly

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

Disaggregating data from different assessments (FAST, STAR) will give a true reflection of where students academically stand and will give more of a direction to go based upon students' needs. This

will impact student learning by meeting specific needs.

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.

Being a non-profit organization that does not benefit from any additional funding supplied by Florida's Governor to increase teacher pay has made it incredibly hard for AMikids to have competitive pay- especially, because AMikids is a 12 month school. Teacher recruitment has become increasingly more difficult. Recruiting and retaining teachers has become a critical need.

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 desired outcome is to hire effective, certified, highly-qualified teachers, and retain them for as long as possible. In order to accomplish this goal, AMikids has implemented a retention bonus, and an instructional coach to support students' needs.

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

Maria Przybylski

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 that they are skilled at teaching and students will benefit from teachers who have a solid content knowledge of 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.

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?

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

Job postings listed in several high-traffic publications where teachers can identify the need at AMIkids.

Person Monitoring:

Maria Przybylski

By When/Frequency:

August, 2025

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

Screen applicants to determine which can be identified as highly-qualified and effective teaching candidates.

Action Step #2

Hire desired applicants

Person Monitoring:

Maria Przybylski

By When/Frequency:

October 2025

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

Retain candidates through instructional coaching support, professional development, and retention bonuses.

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)).

We plan to hire a certified Science/Social Studies teacher and provide them with support from our instructional coach and county collaboratives.

AMIkids will continue to provide workforce development programming 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.

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 students 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.

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 and academic failure, improve successful program completion rates and promote 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, regular meetings with our instructional coach, and quarterly collaboratives with other teachers in the county.

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 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 by July 15, 2025.

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' needs, but it was not followed with fidelity last school year. It will be followed with fidelity this year.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
School Areas of Focus	ESSA Subgroups - Economically Disadvantaged Students (FRL)	5100/521	UNISIG	0.0	10,000.00
<i>Instructional Materials: Corrective Reading Materials for 40 students</i>					
School Areas of Focus	ESSA Subgroups - White Students (WHT)	5100/644	UNISIG	0.0	12,500.00
<i>Technology < \$1,000.00: Chromebooks for online learning opportunities 32 chromebooks @ \$390.62</i>					
School Areas of Focus	ESSA Subgroups - Economically Disadvantaged Students (FRL)	6400/210	UNISIG	0.0	9,618.00
<i>Retirement: 14.03%</i>					
School Areas of Focus	ESSA Subgroups - Economically Disadvantaged Students (FRL)	6400/130	UNISIG	1.0	68,507.00
<i>Salary: Instructional Coach to provide onsite support to teachers through walkthroughs, professional learning and data chats.</i>					
School Areas of Focus	ESSA Subgroups - Economically Disadvantaged Students (FRL)	6400/220	UNISIG	0.0	5,242.00
<i>Social Security: 7.65%</i>					
School Areas of Focus	ESSA Subgroups - Economically Disadvantaged Students (FRL)	6400/230	UNISIG	0.0	459.00
<i>Group Insurance</i>					
School Areas of Focus	ESSA Subgroups - Economically Disadvantaged Students (FRL)	6400/240	UNISIG	0.0	1,001.00
<i>Worker's Compensation: 1.46%</i>					
School Areas of Focus	ESSA Subgroups - White Students (WHT)	6400/330	UNISIG	0.0	6,000.00
<i>Travel: In County for Instructional Coach \$500.00. Out of County for participation in the BSI Summer Convening - Summer of 2026.</i>					
School Areas of Focus	ESSA Subgroups - White Students (WHT)	5100/510	UNISIG	0.0	5,423.00
<i>Consumable Supplies: Paper, Folders, Journals, Chart Paper, Post-its, Pens, Pencils, Markers, Simple Calculators</i>					
Total	School Areas of Focus				118,750.00
Plan Budget Total					118,750.00

Clay County Schools

R. C. BANNERMAN LEARNING CENTER



2025-26 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

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/SAC Chairperson

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 2025) 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 re-engagement 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

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL IMPROVEMENT RATING HISTORY	2024-25: MAINTAINING 2023-24: I 2022-23: 2021-22: MAINTAINING 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment										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

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								4	17	21

Current Year 2025-26

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days								15	13	28
One or more suspensions								13	10	23
Course failure in English Language Arts (ELA)								10	4	14
Course failure in Math								8	1	9
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

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators									9	9

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

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

2. Grades 9-12 (optional)

Current Year (2025-26)

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days	27	21	20	31	99
One or more suspensions	11	15	17	4	47
Course failure in English Language Arts (ELA)	4	2	1	0	7
Course failure in Math	7	3	2	0	12
Level 1 on statewide ELA assessment	15	22	7	7	51
Level 1 on statewide Algebra assessment	0	1	5	6	12

Current Year (2025-26)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	17	14	15	1	47

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	5	57	61	0	54	58	4	52	53
Grade 3 ELA Achievement		66	62		58	59		64	56
ELA Learning Gains	22	56	61		51	59			
ELA Lowest 25th Percentile		50	55		49	54			
Math Achievement*	4	58	62	8	57	59	9	56	55
Math Learning Gains	31	54	60		57	61			
Math Lowest 25th Percentile		49	53		51	56			
Science Achievement	13	55	57		53	54	13	61	52
Social Studies Achievement*	31	75	74	33	74	72	16	74	68
Graduation Rate	70	82	72	61	77	71	52	70	74
Middle School Acceleration		67	75		68	71		69	70
College and Career Acceleration	9	40	56	9	43	54	9	38	53
Progress of ELLs in Achieving English Language Proficiency (ELP)		66	61		59	59	42	39	55

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	23%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the FPPI	185
Total Components for the FPPI	8
Percent Tested	73%
Graduation Rate	70%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
23%	22%	17%	16%	27%		21%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	22%	Yes	6	1
Black/African American Students	40%	Yes	5	
Hispanic Students	41%	No		
White Students	28%	Yes	6	1
Economically Disadvantaged Students	22%	Yes	6	6

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	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%	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	4%				9%			13%	16%		52%	9%	42%
Students With Disabilities	10%				29%			20%	20%		50%	10%	
English Language Learners											42%		
Black/African American Students											60%	5%	
Hispanic Students											40%	0%	
Multiracial Students											63%	10%	
White Students	7%				23%				25%		51%	12%	
Economically Disadvantaged Students	8%				23%			17%	21%		52%	9%	

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	5%	65%	-60%	58%	-53%
ELA	7	0%	60%	-60%	57%	-57%
ELA	8	13%	61%	-48%	55%	-42%
ELA	9	14%	64%	-50%	56%	-42%
Math	7	0%	49%	-49%	50%	-50%
Math	8	10%	71%	-61%	57%	-47%
Science	8	0%	60%	-60%	49%	-49%
Civics		23%	84%	-61%	71%	-48%
Biology		32%	78%	-46%	71%	-39%
Algebra		26%	63%	-37%	54%	-28%
Geometry		21%	62%	-41%	54%	-33%
History		25%	81%	-56%	71%	-46%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		44%	19%	25%	16%	28%
Geometry		0%	7%	-7%	23%	-23%
History		29%	38%	-9%	48%	-19%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		27%	33%	-6%	29%	-2%

2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		44%	18%	26%	18%	26%
History		20%	52%	-32%	33%	-13%
Geometry		* 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?

Data Component Showing Most Improvement:

The area showing the most significant improvement was learning gains in the lower quartile for both ELA and Math. Specifically, ELA lower quartile students demonstrated a 42% learning gain, and Math lower quartile students showed a 44% learning gain. Notably, every student subgroup within the lower quartile outperformed the overall student population in terms of growth in both subject areas.

New Actions Taken to Support Improvement:

To support this improvement, the school implemented several key strategies:

- Targeted Professional Development: ELA and Math teachers participated in intentional professional development focused on enhancing the use of curriculum maps and pacing guides. This ensured better instructional alignment and allowed teachers to address standards more effectively across the academic year.
- Focused SST (Student Success Team) Meetings: The school strengthened its SST process by emphasizing the connection between student attendance and academic progress. These meetings were used to monitor students with chronic absences and implement individualized attendance interventions. The result was increased instructional time, particularly benefiting students in the lower quartile.

Lowest Performance

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

As part of our ongoing commitment to academic growth and student success, our school routinely

reviews student performance, attendance, and behavioral data. This reflection has revealed key areas for targeted improvement and has provided a clear path forward for strategic and meaningful change.

Area of Greatest Need:

ELA Achievement English Language Arts (ELA) emerged as the area with the most opportunity for growth, with only 5% of students reaching proficiency last year. Additionally, five junior high and seven high school students did not pass ELA by year's end. While these numbers highlight a need for focused intervention, they also present a valuable opportunity to strengthen our literacy instruction, support systems, and student engagement in reading and writing.

Understanding the Contributing Factors:

Several contributing factors help explain last year's performance and guide our improvement planning:

- **Chronic Absenteeism:** In junior high, 29 students missed more than 10% of school days and experienced one or more suspensions. In high school, 99 students were chronically absent, and 47% had at least one suspension. These attendance patterns significantly impacted instructional continuity, particularly in subjects like ELA that rely on daily participation and practice. However, this data also gives us a clearer picture of where to invest resources—specifically in student re-engagement and attendance support programs.
- **Behavioral and Social-Emotional Needs:** The high rate of suspensions highlights the need for a more restorative approach to discipline and greater emphasis on social-emotional learning (SEL). Addressing the root causes of behavioral issues can foster a more positive and productive learning environment for all students.
- **Support for Struggling Learners:** The number of students who failed ELA underscores the importance of expanding access to targeted academic supports, such as small group instruction, reading interventions, and differentiated instructional strategies.

A Promising Path Forward:

While the data reveals significant challenges, it also points to promising opportunities for growth. Our school is now better positioned than ever to implement impactful strategies:

- **Strengthening Literacy Instruction:** We are investing in high-quality ELA curricula, professional development for teachers, and evidence-based reading interventions.

- **Boosting Student Attendance:** A new attendance team will work closely with families to reduce barriers to daily participation, using positive incentives and personalized outreach.
- **Promoting Positive Behavior:** Through the implementation of restorative practices and SEL programs, we aim to build a school culture that prioritizes respect, empathy, and responsibility.
- **Early Identification and Support:** We will enhance our use of data to identify students in need of support earlier and connect them with the resources necessary for success.

Our school community remains committed, resilient, and hopeful. With a clear understanding of where we are and a strategic plan for where we're going, we are confident that we will see marked improvement in ELA performance and overall student success in the coming year.

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 is Math achievement, which dropped from 41% to 20%, representing a 21 percentage point decrease.

Factors contributing to this decline include:

- **Instructional Practices:** There is a continued need to monitor alignment of teaching strategies and the curriculum map/pacing guide, indicating a need for continued professional development to ensure instruction is effective and targeted.
- **Support for Students with Disabilities (SWD):** The decline suggests a possible gap in adequate support for SWD in math. Increasing Support Facilitation push-in services can help address learning needs more directly within the general education setting.
- **Student Attendance:** Chronic absenteeism can significantly impact student performance. Strengthening accountability measures through Student Success Team (SST) meetings is crucial to improving attendance and ensuring students receive consistent instruction.

By addressing these contributing factors—instructional quality, targeted support, and attendance—our school can begin to reverse the decline in math achievement

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 components with the greatest gap compared to the state average are 7th Grade ELA and 8th Grade Math, each performing 57 percentage points below the state average.

Factors contributing to this gap:

- Attendance: Students missing instructional time are less likely to master grade-level standards. Chronic absenteeism disrupts learning continuity, leading to lower achievement and wider performance gaps compared to peers statewide.
- Behavior Issues: Disruptive behaviors can interfere with classroom learning for both the individual and their peers. High levels of disciplinary incidents may indicate a need for improved behavioral interventions or school climate support.

Trends:

- The 57-point gap indicates a significant and persistent underperformance in core academic areas, suggesting systemic issues rather than isolated incidents.
- This gap aligns with concerns about student engagement and support, especially in middle grades, where academic performance often declines if foundational skills are not solidified.
- These results may also reflect compounded learning loss, possibly stemming from prior academic disruptions or insufficient academic recovery strategies.

Addressing these issues will require targeted academic interventions, consistent behavior support systems, and strategies to improve attendance and engagement.

EWS Areas of Concern

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

Potential Areas of Concern Based on EWS Data:

1. Chronic Absenteeism (Attendance Below 90%)
 - Concern: A total of 128 students (29 in junior high, 99 in high school) have attendance below 90%, indicating a widespread issue with chronic absenteeism.

- Why it matters: Consistent attendance is critical for academic success. Students missing more than 10% of school are at significantly higher risk for academic failure, grade retention, and dropping out.
- Trend: The issue is more severe at the high school level, suggesting that attendance interventions should be prioritized there.

2. Suspensions

- Concern: A combined 76 students (29 junior high, 47 high school) have been suspended, as an alternative school we are tasked with addressing significant discipline concerns from the students' previous enrollments.
- Why it matters: Suspensions reduce instructional time and often correlate with lower academic performance and increased dropout risk. High suspension rates can also indicate school climate or behavior management challenges.
- Trend: The relatively high number of suspensions in both junior high and high school suggests the need for proactive behavioral supports and possibly restorative practices.

Summary:

The most pressing concerns are chronic absenteeism at the high school level and high suspension rates across both junior high and high school. These issues likely contribute to the academic performance gaps and should be key focus areas for intervention and support.

Highest Priorities

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

ELA achievement

Math Achievement

Attendance including 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, ELA, 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:

Our primary area of focus for the upcoming academic year across all relevant grade levels is to significantly improve ELA achievement, with a particular emphasis on vocabulary skills. This initiative aims to directly address specific learning gaps in our ESSA subgroups (white, black, economically disadvantaged, and students with disabilities) identified in our prior year's data, ensuring a more robust foundation in literacy for all students.

Impact on Student Learning:

The intentional and benchmark-aligned instruction in vocabulary is crucial to improving overall proficiency in ELA. By strengthening vocabulary, students will enhance their reading comprehension, writing clarity, and overall communication skills. This targeted approach is designed to close the significant learning gaps in all students to include our ESSA subgroups as observed at the district level, empowering students to access and understand more complex texts and express themselves more effectively.

Rationale:

The identification of this area as a crucial need stems from a comprehensive review of prior year data, which revealed a significant deficit in overall ELA achievement in all students including our ESSA subgroups. Specifically, our school's ELA performance was 58% below the district achievement level. This substantial gap highlights an urgent need for targeted intervention. The data further indicated that a lack of vocabulary mastery was a key contributing factor. Therefore, our strategy will involve specific benchmark-aligned instruction focused on vocabulary, complemented by meticulous curriculum mapping and pacing guides to systematically address this identified 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:

In the previous academic year, our school's ELA achievement was 58% below the district average, indicating a substantial gap in proficiency. This deficit was particularly pronounced in the area of vocabulary development, as evidenced by various assessments.

Measurable Outcome:

By the end of the 2026 academic year, ELA proficiency will increase by at least 36 percentage points, as measured by the state assessment. This improvement will be achieved through targeted, benchmark-aligned instruction focused on vocabulary development and the consistent use of curriculum maps and pacing guides across all relevant ELA courses.

Targeted Growth Goal:

- 2024-2025 Baseline Proficiency: 5%
- 2024-2025 Federal Percent of Points Index in ESSA Subgroups- White 28%, Black 40%, SWD-22%, ED-22%
- 2025-2026 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.

Monitoring Description:

Progress toward the desired outcome in all students to include our ESSA subgroups ELA achievement, specifically focusing on vocabulary development, will be rigorously monitored through multiple ongoing measures:

- Weekly Classroom Walkthroughs: Administrators will conduct weekly walkthroughs to observe the consistent implementation of vocabulary instruction strategies in classrooms. This practice ensures fidelity to the curriculum map and pacing guide, allows for immediate identification of instructional needs, and provides timely, constructive feedback to teachers.
- Quarterly Data Chats: Teachers will participate in structured data chats every quarter with their instructional teams and administrators. During these sessions, they will collaboratively review

student performance data derived from benchmark and formative assessments. These discussions are critical for identifying emerging trends, celebrating strengths, and pinpointing specific areas where students or groups of students require targeted support and intervention.

- **Vocabulary.com Tracking:** Student engagement and performance on Vocabulary.com will be tracked weekly. This digital tool provides valuable data on individual and class progress in vocabulary acquisition, retention, and application, allowing for granular monitoring of student learning.

Impact on Student Achievement:

The described ongoing monitoring system is designed to enable instructional teams to make real-time, data-driven adjustments to teaching strategies and interventions. By identifying learning gaps early in the instructional cycle and addressing them proactively through collaborative planning and sustained support in monthly Professional Learning Communities (PLCs), we can significantly enhance our ability to tailor instruction to meet diverse student needs. This continuous, responsive, and focused approach to instructional practices is expected to lead directly to substantial and sustained improvements in student achievement outcomes in ELA.

Person responsible for monitoring outcome

Admin Team- Mrs. Palmer and Mr. Cox

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 in ELA achievement and vocabulary development across all relevant grade levels, the following evidence-based interventions will be implemented: 1. **Explicit Vocabulary Instruction (Tiered Approach):** Teachers will utilize a systematic and explicit approach to teach academic vocabulary (primarily Tier 2 words) across all ELA units. This includes pre-teaching key vocabulary, modeling strategies for word attack and contextual understanding, and providing multiple exposures to new words in varied contexts. Strategies such as Marzano's Six-Step Process for building academic vocabulary and Frayer Models will be consistently employed. ***Monitoring:** The implementation of explicit vocabulary instruction strategies will be monitored through weekly classroom walkthroughs, focusing on observations of lesson planning and delivery. Student understanding and application of new vocabulary will be assessed through formative assessments and quarterly data chats, with specific attention to vocabulary sections on benchmark assessments. 2. **Vocabulary Integration Across Curriculum:** Vocabulary will not be confined to ELA classes but intentionally integrated into all content areas where possible (e.g., Social Studies, Science) to reinforce learning and demonstrate the applicability of academic language. Cross-curricular connections will be identified during curriculum mapping and PLC meetings. ***Monitoring:** Inter-departmental collaboration and the inclusion of vocabulary objectives in cross-curricular lessons will be reviewed during quarterly data chats. Success will also be indicated by students' increased use of academic vocabulary in content-area discussions and assignments, observed during classroom

walkthroughs. 3. Differentiated Vocabulary Practice with Technology: Leveraging platforms like Vocabulary.com, students will engage in personalized, adaptive practice tailored to their individual vocabulary needs. This platform provides immediate feedback and targets specific words for mastery. *Monitoring: Vocabulary.com tracking will provide weekly data on student engagement, proficiency, and growth in vocabulary acquisition. This data will inform small-group interventions and guide individualized practice recommendations. 4. Ongoing Professional Development (PD) on Best Practices: ELA teachers and content-area teachers will receive targeted professional development sessions focused on effective, evidence-based vocabulary instruction techniques, strategies for fostering word consciousness, and the use of linguistic analysis to support comprehension. *Monitoring: Participation in PD will be tracked. The impact of PD will be monitored through observed changes in instructional practices during weekly classroom walkthroughs and improved student performance on vocabulary measures in quarterly data chats.

Rationale:

The selection of these specific strategies is grounded in extensive educational research and their proven effectiveness in addressing vocabulary deficits and improving ELA achievement. *Explicit Vocabulary Instruction (Tiered Approach): Research consistently shows that direct, systematic instruction of high-utility academic vocabulary (Tier 2 words) significantly impacts reading comprehension and overall academic success. Strategies like Marzano's 6-Step Process are evidence-based methods for deep word learning, moving beyond rote memorization to true understanding and application. Given our school's 58% deficit in ELA proficiency, a direct and intentional approach is critical for accelerating learning. *Vocabulary Integration Across Curriculum: Literacy research emphasizes that vocabulary acquisition is most effective when words are encountered in multiple contexts and across various subject areas. This reinforces word meaning, improves retention, and helps students see the relevance of academic language. This integrated approach ensures consistent exposure and application, which is vital for closing a gap of the magnitude identified. *Differentiated Vocabulary Practice with Technology: Digital tools like Vocabulary.com provide adaptive learning paths, immediate feedback, and engaging activities that cater to individual student needs. This differentiation is crucial for efficiently addressing diverse learning gaps within the student population and ensuring that practice is both effective and motivating. The data provided by such platforms allows for targeted intervention and progress monitoring, directly aligning with our need for data-driven adjustments. *Ongoing Professional Development on Best Practices: Investing in teacher capacity through ongoing PD ensures that instructional staff are equipped with the most effective, research-backed methodologies for vocabulary instruction. This is particularly important for shifting pedagogical practices to address the significant ELA achievement gap identified and maintaining fidelity to evidence-based practices over time. When teachers are confident and skilled in these strategies, the impact on student learning is maximized. These interventions collectively form a cohesive strategy designed to systematically address the identified need for improved ELA vocabulary, aligning with ESEA Section 8101(21)(B) by employing practices with demonstrated effectiveness in improving 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

School-Wide Explicit Vocabulary Lesson Implementation: Teachers will consistently utilize school-

wide vocabulary lesson plans on a weekly basis. This structured approach will increase explicit vocabulary instruction and enhance students' ability to decode words to gain understanding. This school-wide strategy will serve as a foundational intervention for all students in ELA achievement.

Person Monitoring:

Classroom Teacher

By When/Frequency:

Starting at the beginning of the school year.
Weekly Implementation

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

The administrative team will track progress through focused classroom walkthroughs, specifically observing the implementation of the explicit vocabulary instructional routine. The school-based leadership team will monitor monthly data derived from various assessments and provide additional support and guidance through monthly Professional Learning Communities (PLCs) to ensure consistent and effective application.

Action Step #2

Targeted Professional Learning for Leadership and Staff: Professional learning will be provided monthly in a whole-group PLC format. Our school-based leadership team will lead these sessions, focusing on key topics from the OneClay Leadership training and best practices in explicit vocabulary instruction. Additionally, monthly leadership meetings will be held to evaluate data, reflect on implementation, and make necessary adjustments to the intervention strategies.

Person Monitoring:

Administration Team and School Based
Leadership Team

By When/Frequency:

Starting at the beginning of the school year,
Monthly Implementation

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

The impact will be monitored through participation rates in monthly professional learning sessions and the observed application of learned strategies during weekly classroom walkthroughs. Feedback loops from teachers during subsequent PLCs will also inform the effectiveness of the training. Ultimately, the effectiveness will be reflected in improvements in student vocabulary acquisition as seen in data chats and Vocabulary.com tracking.

Action Step #3

Regular Data Analysis Meetings: Data meetings will be held monthly to reflect on how explicit vocabulary instruction is impacting student achievement. These meetings will involve regularly analyzing school-wide data, grade-level data, and individual student progress in ELA, with a specific focus on vocabulary benchmarks.

Person Monitoring:

Administration Team and School Based
Leadership Team

By When/Frequency:

Starting at the beginning of the school year,
Monthly Implementation

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

The monitoring of this action step will be evident through the detailed reports generated from the monthly data meetings, showing trends in student growth and areas of persistent challenge. The action plans developed from these meetings, and their subsequent implementation and impact on student outcomes (as seen in ongoing assessments and Vocabulary.com data), will serve as direct indicators of this action step's effectiveness.

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:

Our area of focus for the Students with Disabilities (SWD) subgroup is to significantly improve their overall academic achievement. Prior year data revealed that the SWD subgroup had an overall Federal percent of points index of 22%, which represents a decrease from the previous year's 34%. Specifically, ELA achievement for SWD was 7%, and ELA learning gains were 17%. In Math, achievement for SWD was 0%, and math learning gains were 20%. These figures highlight a critical need for targeted and intensive support for this subgroup across all relevant grade levels.

Impact on Student Learning:

Addressing the severe deficits in ELA and Math achievement for SWD students is paramount. Improved ELA skills, particularly vocabulary development, will enhance their reading comprehension, written expression, and ability to access grade-level content across all subjects. Increased math proficiency will build foundational quantitative reasoning skills essential for academic and life success. Closing these gaps will lead to greater academic confidence, increased participation in learning, and improved long-term outcomes, including higher graduation rates and post-secondary readiness.

Rationale:

The data clearly indicates that the SWD subgroup is performing significantly below expectations, with a declining Federal percent of points index and alarmingly low proficiency rates in both ELA and Math. This identifies the SWD subgroup as a crucial need and a top priority for intervention. With greater vocabulary skills, as a high-leverage practice, we believe we can significantly improve ELA and Math achievement for SWD students in all grade levels, as vocabulary is a foundational skill that impacts comprehension and problem-solving across both disciplines.

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:

The SWD subgroup had an overall Federal percent of points index of 22%, a decrease from 34% in the prior year. ELA achievement for SWD was 7%, and ELA learning gains were 17%. Math

achievement for SWD was 0%, and math learning gains were 20%.

Measurable Outcome:

By the end of the 2026 academic year, the Federal percent of points index for the SWD subgroup will increase by at least 19 percentage points to 41% or higher. This will be achieved through targeted, benchmark-aligned instruction, with a specific focus on explicit vocabulary lessons and differentiated support, aiming for significant improvements in both ELA and Math achievement for this subgroup.

Targeted Growth Goal:

- 2024-2025 Baseline FPPI: 22%
- 2025-2026 FPPI Goal: 41% or higher

Monitoring

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

Monitoring Description:

Progress toward improving the academic achievement of the SWD subgroup will be rigorously monitored through a multi-faceted approach, deeply embedded in our daily and monthly routines:

- Hourly and Daily Student Point Sheets: For SWD students with individualized behavior or academic plans, daily point sheets will be utilized to track progress on specific vocabulary acquisition, task completion, and engagement in differentiated activities. This provides immediate feedback and allows for daily adjustments.
- Monthly PLC Meetings: Special education teachers, ELA teachers, and Math teachers will meet monthly in Professional Learning Communities (PLCs) to specifically review the progress of SWD students. These meetings will analyze data from point sheets, formative assessments, and benchmark assessments to identify trends, discuss instructional strategies, and collaboratively plan interventions.
- Staff and Student Leadership Meetings: The administrative team and school-based leadership team will review aggregated SWD data monthly. This includes achievement data, attendance, and behavior. Student leaders (where appropriate for secondary schools) will be engaged to provide qualitative feedback on the effectiveness of supports. This ensures data is defined, documented, outlines outcomes, and evaluates effectiveness at a systemic level.
- Quarterly Student Review Meetings: Individualized student review meetings will be held quarterly for all SWD students, involving special education teachers, general education teachers, and parents/guardians. These meetings will review comprehensive data, discuss the effectiveness of interventions, and make necessary adjustments to Individualized Education Programs (IEPs) or support plans.

Person responsible for monitoring outcome

Administrative Team (Mrs. Palmer, Mr. Cox), School Counselor Mrs. Payne, Dean Mcghghy, Special Education Teachers, General Education Teachers, Support Facilitators.

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: To achieve the measurable outcomes for the Students with Disabilities (SWD) subgroup, the following evidence-based interventions will be implemented across all relevant grade levels: Explicit and Systematic Vocabulary Instruction (Tiered Approach, with SWD Specific Adaptations): This intervention will build upon the school-wide vocabulary focus but will be specifically adapted for SWD. It involves direct, explicit, and systematic teaching of academic vocabulary (Tier 2 words) using multi-sensory approaches, visual aids, repeated exposure in varied contexts, and explicit connections to prior knowledge. For SWD, this will include pre-teaching, graphic organizers (e.g., Frayer Models), and frequent opportunities for verbal and written practice with immediate, corrective feedback. Monitoring: Implementation fidelity will be monitored through weekly classroom walkthroughs by administrators and support facilitators, observing the use of adapted vocabulary strategies. Student mastery will be tracked via hourly/daily point sheets, Vocabulary.com data, and specific vocabulary sections on formative and benchmark assessments. Progress will be a key discussion point in monthly PLC meetings and quarterly student review meetings. Differentiated Instruction and Co-Teaching Models (Push-in Support): General education teachers will collaborate with Special Education Support Facilitators to implement differentiated instruction within the general education classroom. This includes providing accommodations and modifications outlined in IEPs, utilizing flexible grouping, and offering varied instructional materials and assignments. Where feasible, a co-teaching model (e.g., "one teach, one support," "station teaching") will be employed to provide direct, targeted support to SWD students within the inclusive setting, particularly in ELA and Math. Monitoring: The effectiveness of differentiated instruction and co-teaching will be monitored through weekly classroom walkthroughs by administrators and support facilitators, observing teacher collaboration and student engagement in differentiated tasks. Student progress will be tracked through Progress Monitoring Assessments, ALEKS growth data, and hourly/daily point sheets. The impact on SWD achievement will be a primary focus of monthly PLC meetings and quarterly student review meetings.

Rationale:

Rationale for Evidence-Based Intervention: The selection of these interventions is based on robust research demonstrating their effectiveness for students with disabilities and their direct alignment with our identified data deficits for the SWD subgroup. Explicit and Systematic Vocabulary Instruction (Tier 1 – Strong Evidence): Research consistently supports that explicit, systematic, and intensive vocabulary instruction is crucial for improving reading comprehension and overall academic performance for students with disabilities. SWD often require more direct instruction, repetition, and multi-sensory approaches to acquire and retain new vocabulary. Given the 7% ELA achievement and 0% Math achievement for SWD, a foundational vocabulary intervention is essential to unlock access to academic content in both subjects. This approach directly addresses the identified need to improve ELA and Math achievement through vocabulary skills. Differentiated Instruction and Co-Teaching Models (Tier 1 – Strong Evidence): Differentiated instruction is a cornerstone of effective teaching for diverse learners, including SWD. It allows teachers to tailor instruction to meet individual learning

needs, strengths, and preferences. Co-teaching models, particularly push-in support by special education personnel, have been shown to increase academic engagement, improve learning outcomes, and provide more individualized attention for SWD within the least restrictive environment. This strategy directly addresses the need for adequate support for SWD in both ELA and Math, which was identified as a contributing factor to the decline in Math achievement for this subgroup. These interventions are designed to provide targeted, high-quality instruction and support that is responsive to the unique learning needs of our SWD subgroup, thereby accelerating their progress towards meeting state academic standards.

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 SWD-Specific Explicit Vocabulary Instruction Special education teachers and general education ELA/Math teachers will collaboratively develop and implement weekly explicit vocabulary lessons specifically adapted for SWD students. These lessons will incorporate multi-sensory strategies, visual supports, graphic organizers (e.g., Frayer Models), and frequent opportunities for practice with immediate, corrective feedback. This will be integrated into both general education and support facilitation settings.

Person Monitoring:

Special Education Teachers, General Education ELA/Math Teachers, Support Facilitators.

By When/Frequency:

Beginning of the school year; weekly implementation.

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

The administrative team and support facilitators will conduct weekly classroom walkthroughs to observe the fidelity and quality of adapted vocabulary instruction for SWD. Progress will be tracked through hourly/daily student point sheets for vocabulary acquisition, Vocabulary.com data, and specific vocabulary sections on formative and benchmark assessments. This data will be reviewed in monthly PLC meetings and quarterly student review meetings to assess impact and make adjustments.

Action Step #2

Enhance Differentiated Instruction and Co-Teaching Support for SWD Special education support facilitators will increase their push-in support within general education ELA and Math classrooms. This will involve co-planning differentiated lessons with general education teachers, co-teaching using various models (e.g., "one teach, one support," "station teaching"), and providing targeted small-group instruction or individualized support to SWD students during class time. Professional development will be provided to foster effective co-teaching practices.

Person Monitoring:

Special Education Teachers, General Education ELA/Math Teachers, Support Facilitators, Administrative Team (for PD).

By When/Frequency:

Beginning of the school year; daily/weekly push-in support; monthly co-planning sessions.

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

Weekly classroom walkthroughs by administrators and support facilitators will observe the implementation of differentiated instruction and co-teaching models. Student engagement and participation in differentiated activities will be noted. Progress Monitoring Assessments and ALEKS growth data for SWD will be reviewed weekly and monthly to measure academic impact. Feedback on co-teaching effectiveness will be gathered in monthly PLC meetings and quarterly student review meetings.

Action Step #3

Implement Comprehensive SWD Data Review and IEP Alignment Monthly data meetings will be held specifically to review the progress of the SWD subgroup across all academic and behavioral measures (ELA achievement, Math achievement, learning gains, attendance, behavior logs). These meetings will ensure that data-driven decisions inform adjustments to instructional strategies and that Individualized Education Programs (IEPs) are consistently aligned with student needs and progress. Quarterly student review meetings will involve parents to discuss progress and plan next steps.

Person Monitoring:

Administrative Team, School-Based Leadership Team, Special Education Teachers, School Counselor Mrs. Payne.

By When/Frequency:

Starting at the beginning of the school year; monthly data meetings; quarterly student review meetings.

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

The impact will be monitored through documented meeting minutes from monthly data reviews and quarterly student review meetings, showing evidence of data-informed decision-making and IEP adjustments. The ultimate measure will be the improvement in the SWD subgroup's Federal percent of points index, as well as increased ELA and Math proficiency and learning gains for SWD students, as reflected in state assessments and benchmark data.

Area of Focus #3

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

Instructional Practice specifically relating to Benchmark-aligned instruction, 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.

Description:

Our second key area of focus for the upcoming academic year across all relevant grade levels is to significantly improve Math achievement. This focus includes a continued need to monitor the alignment of teaching strategies with the curriculum map/pacing guide and addressing specific learning gaps identified in prior year data.

Impact on Student Learning:

This initiative aims to improve overall proficiency in Math achievement and to close the district learning gaps through intentional, benchmark-aligned instruction. By ensuring cohesive teaching practices and targeted interventions, students will develop a deeper conceptual understanding of mathematical principles, improve problem-solving skills, and enhance their overall quantitative reasoning.

Rationale:

Prior year data revealed a significant deficit in overall Math achievement, with our school performing 54% below the district achievement level. This substantial gap underscores the crucial need for focused intervention. The rationale for this focus specifically includes ensuring the consistent application of benchmark-aligned instructional strategies, along with the diligent use of curriculum mapping and pacing guides to systematically address and close this identified 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:

In the previous academic year, Math achievement was 54% below the district average, indicating a significant gap in proficiency across all relevant grade levels.

Measurable Outcome:

By the end of the 2026 academic year, Math proficiency will increase by at least 27 percentage points, as measured by the state assessment. This improvement will be achieved through targeted benchmark-aligned instruction, consistent use of curriculum maps and pacing guides, and differentiated support to address specific learning gaps.

Targeted Growth Goal:

- 24/25 baseline proficiency: 14%
- 25/26 goal: 41% proficiency or higher

Monitoring

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

Monitoring Description:

Progress toward improving student achievement in this identified focus area will be rigorously monitored through the following strategies:

- **Weekly Classroom Walkthroughs:** Administrators (Mrs. Palmer and Mr. Cox) will conduct weekly walkthroughs specifically focused on observing benchmark-aligned instruction in math classrooms. These observations will ensure instructional fidelity, highlight best practices, and identify areas where additional support or coaching is needed for individual teachers or teams.
- **Quarterly Student Data Chats:** Teachers will engage students in data chats each quarter to review individual progress on math standards, collaboratively set academic goals, and reflect on their performance. This practice promotes student ownership of learning and directly helps guide targeted interventions.
- **Progress Monitoring (PM) Assessments:** PM Assessments will be regularly administered to track mastery of specific math standards and identify precise skill gaps at the individual and class level. These assessments provide timely, actionable data to inform instructional planning and intervention strategies.
- **ALEKS Growth Tracking:** ALEKS data will be reviewed weekly by teachers and the administrative team to monitor student progress in math. Growth metrics from ALEKS will provide specific, real-time insights into individual and class-level skill development and mastery.

Impact on Student Achievement: Ongoing monitoring ensures that instruction remains dynamically aligned with student needs and academic standards. By using comprehensive data to drive decision-making in monthly PLC meetings, instructional teams can collaboratively adjust instructional strategies, share effective practices, and implement targeted supports more efficiently. This continuous improvement cycle will lead to more effective teaching and significantly improved student outcomes, particularly in addressing identified learning gaps and increasing math proficiency rates towards our ambitious goal

Person responsible for monitoring outcome

Administration: Mrs. Palmer and Mr. Cox

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: To achieve our measurable outcomes in Math achievement across all relevant grade levels, the following evidence-based interventions will be implemented: 1. Systematic Formative Assessment and Differentiated Instruction: Teachers will consistently utilize formative assessment strategies (e.g., exit tickets, quick checks, response cards) to identify student misconceptions and specific skill gaps in real-time. Instruction will then be differentiated based on these assessment results, providing targeted support through small-group instruction, individualized practice, and varied learning modalities to address specific student needs. *Monitoring: Implementation will be monitored through weekly classroom walkthroughs observing the use of formative assessments and differentiated grouping. Student progress within differentiated groups and on targeted standards will be reviewed during quarterly data chats and via Progress Monitoring Assessments. 2. Conceptual Understanding and Problem-Solving Emphasis: Instruction will intentionally shift beyond rote memorization of procedures to foster a deep conceptual understanding of mathematical concepts. Teachers will employ strategies that encourage critical thinking, reasoning, and multi-step problem-solving, providing opportunities for students to explain their mathematical thinking and justify their solutions. *Monitoring: Observed instructional practices during weekly classroom walkthroughs will focus on the prevalence of conceptual teaching strategies and problem-solving tasks. Student work samples and discussions during quarterly data chats will demonstrate growth in conceptual understanding and problem-solving abilities. 3. High-Quality Instructional Materials and Technology Integration (ALEKS): The school will ensure consistent and effective use of high-quality, district-approved math instructional materials that are aligned with state standards. Additionally, the ALEKS platform will be fully integrated as a tool for personalized, adaptive learning and practice, supplementing classroom instruction and providing targeted support for skill mastery. *Monitoring: ALEKS Growth Tracking will be reviewed weekly to monitor student progress and mastery of specific math topics. Fidelity of instructional material use will be observed during weekly classroom walkthroughs. Performance on Progress Monitoring Assessments will reflect the impact of aligned curriculum and technology integration.

Rationale:

Rationale for Evidence-Based Intervention: The selection of these interventions is firmly rooted in research-backed best practices for effective mathematics instruction and aims to directly address the significant achievement gap identified in our prior year data. *Systematic Formative Assessment and Differentiated Instruction: Research consistently shows that effective formative assessment practices, coupled with responsive differentiated instruction, are among the most powerful tools for improving student learning. By precisely identifying where students struggle and then tailoring instruction to those specific needs, we can efficiently close learning gaps and accelerate progress, moving students from 14% to 41% proficiency. This approach is highly flexible and directly addresses the diverse learning profiles within our student population. *Conceptual Understanding and Problem-Solving Emphasis: A common reason for math deficits is a lack of deep understanding of underlying concepts, leading to difficulty with application and complex problem-solving. Evidence supports that focusing on conceptual understanding, rather than just procedural fluency, leads to greater retention, transfer of knowledge, and improved performance on higher-order thinking tasks. Given our goal of significant proficiency increase, moving beyond superficial learning is critical. *High-Quality Instructional Materials and Technology Integration (ALEKS): The use of well-vetted, standards-aligned instructional materials provides a strong foundation for consistent, high-quality teaching. Integrating adaptive learning technology like ALEKS offers personalized learning paths, immediate feedback, and targeted practice that is highly effective in addressing individual skill deficits. This blend allows for efficient, data-driven differentiation and increased student engagement, both essential components for a rapid and significant increase in math proficiency. These interventions are

designed to create a comprehensive and responsive math learning environment, aligning with ESEA Section 8101(21)(B) by employing practices with demonstrated effectiveness in improving 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

Implementation of Differentiated Math Instruction: Teachers will implement differentiated math instruction daily, utilizing flexible grouping strategies based on formative assessment data. This will include targeted small-group lessons, individualized practice through ALEKS, and varied approaches to conceptual teaching and problem-solving to address specific student learning gaps identified.

Person Monitoring:

Classroom Teachers

By When/Frequency:

Starting at the beginning of the school year, daily implementation

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

The administrative team (Mrs. Palmer and Mr. Cox) will track progress through weekly classroom walkthroughs, observing the presence and effectiveness of differentiated instruction and student engagement in various learning modalities. Progress Monitoring Assessments and ALEKS growth data will be reviewed weekly to measure the direct impact on student achievement in targeted areas.

Action Step #2

Professional Learning on Math Instructional Strategies and Data Use: Professional learning will be provided monthly in a whole-group PLC format, facilitated by the Administrative Team and School-Based Leadership Team. These sessions will focus on effective math instructional strategies, including conceptual teaching, problem-solving frameworks, and the practical application of formative assessment data to drive differentiation. Training on maximizing ALEKS usage for student growth will also be included.

Person Monitoring:

Administration Team and School Based Leadership Team

By When/Frequency:

Starting at the beginning of the school year, daily implementation

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

The impact will be monitored through attendance and engagement in monthly professional learning sessions. Subsequent weekly classroom walkthroughs will observe the transfer of learned strategies into classroom practice. Teacher feedback during PLCs and the analysis of student performance on benchmark assessments and ALEKS growth will provide further evidence of impact.

Action Step #3

Professional Learning on Math Instructional Strategies and Data Use: Data meetings will be held monthly among grade-level teams and with the administrative team to reflect on how math instructional priorities and interventions are impacting student achievement. These meetings will involve a deep dive into school-wide, grade-level, and individual student data from Progress Monitoring Assessments, ALEKS growth tracking, and classroom formative assessments to identify

trends, celebrate successes, and collaboratively refine instructional plans and interventions.

Person Monitoring:

Administration Team and School Based Leadership Team

By When/Frequency:

Starting at the beginning of the school year, daily implementation

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

The monitoring of this action step will be evident through detailed meeting minutes, clear action plans developed during these sessions, and the subsequent implementation of those plans. The ultimate measure of impact will be the observed increase in student math proficiency as reflected in subsequent Progress Monitoring Assessments, state assessment results, and sustained growth in ALEKS tracking over time.

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 third critical area of focus is fostering a Positive Learning Environment, specifically by addressing Chronic Absenteeism and the underlying factors contributing to Multiple Early Warning Signs in our students.

- Junior High: In the prior year, 29 students missed more than 10% of school days and experienced one or more suspensions, indicating significant challenges with consistent attendance and behavior.
- High School: In the prior year, 99 students were chronically absent, and a substantial 47% of these had at least one suspension, highlighting an even more severe issue at this level.

Impact on Student Learning:

- Attendance: Consistent daily attendance is unequivocally critical for academic success. Students who miss more than 10% of school days are at a significantly higher risk for academic failure, grade retention, and ultimately, dropping out of school. Irregular attendance directly impacts instructional time and continuity of learning.
- Behavior Issues: Suspensions, while sometimes necessary, inherently reduce valuable

instructional time. Furthermore, high rates of suspensions often correlate with lower academic performance and an increased risk of students disengaging from school entirely. A high number of suspensions can also serve as an indicator of broader school climate challenges or areas where current behavior management strategies need enhancement.

Rationale:

The data from the prior year clearly identifies chronic absenteeism and correlated behavior issues as a crucial need. The issue is demonstrably more severe at the high school level, which suggests that attendance and behavior interventions should be strategically prioritized there while still addressing junior high needs. The relatively high number of suspensions in both junior high and high school populations strongly suggests the immediate need for implementing proactive behavioral supports, potentially including restorative practices, to address root causes and promote a more positive school environment.

Measurable Outcome

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

Prior Year Data:

Previous 2024-2025 school year data reflects an average of 73.5% daily student attendance across the school.

Measurable Outcome:

By the end of the 2025-2026 school year, average daily student attendance will increase by at least 6.5 percentage points, as measured by the Attendance Percentage Synergy Report.

Targeted Growth Goal:

- 24/25 baseline attendance 73.5 %
- 25/26 attendance goal 80% 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.

Monitoring Description:

Progress toward improving student attendance and addressing early warning signs will be rigorously monitored using the Attendance Percentage by School report available in Synergy. This report will be reviewed regularly by school leadership, attendance teams, and counselors to track average daily attendance at both the school-wide and individual student levels.

- **Weekly Monitoring:** Attendance data will be reviewed weekly by the designated team to proactively identify students falling below the 90% attendance threshold and those showing patterns of emerging absenteeism.
- **Early Intervention:** Students identified with emerging patterns of absenteeism or accumulating early warning signs (e.g., multiple tardies, minor behavioral infractions) will be promptly referred to Student Success Team (SST) meetings for comprehensive intervention planning tailored to their specific needs.
- **Parental Engagement:** Communication with families will be initiated early and maintained frequently to address identified barriers to attendance, collaborate on solutions, and consistently reinforce the critical importance of daily school participation for student success.

Impact on Student Achievement:

Consistent and targeted monitoring of attendance allows for early identification and intervention, which is essential for reducing chronic absenteeism and significantly increasing the instructional time available for students. Improved attendance is directly linked to stronger academic outcomes, as students who are consistently present have more opportunities to engage with instruction, receive necessary academic and behavioral interventions, and actively participate in classroom learning. This proactive and targeted monitoring approach will directly contribute to closing achievement gaps and supporting overall student success and well-being.

Person responsible for monitoring outcome

Admin Team- Mrs. Palmer and Mr. Cox, Dean Mcghghy, School Counselor Mrs. Payne, Social Worker, Attendance Secretary.

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: To achieve our measurable outcomes in improving student attendance and addressing early warning signs, the following evidence-based interventions will be implemented: 1. Tiered System of Support for Attendance (Check & Connect Model Adaptation): We will implement a tiered system focusing on proactive support for attendance. *Tier 1 (Universal): School-wide promotion of attendance, clear communication of attendance policies, and recognition for good/ improved attendance. *Tier 2 (Targeted): For students exhibiting early warning signs of absenteeism (e.g., 2-5 unexcused absences), a "Check & Connect" model will be adapted. Identified staff (counselors, mentors, designated teachers) will regularly check in with students, build rapport, monitor attendance, and connect students and families to school and community resources. *Tier 3 (Intensive): For chronically absent students (missing >10% of school days), intensive case

management will be provided. This will involve more frequent check-ins, home visits by the social worker, comprehensive needs assessments to identify barriers, and coordinated support from school and external agencies. *Monitoring: Weekly Attendance Percentage Synergy Reports will be used to identify students for Tier 2/3 interventions. Fidelity of Check & Connect implementation (e.g., frequency of check-ins, resource referrals) will be tracked by responsible staff. The effectiveness will be measured by a reduction in chronic absenteeism rates and an increase in daily attendance percentages for targeted student groups, reviewed in monthly data meetings. 2. Implementation of Restorative Practices and Proactive Behavioral Supports: To address the correlation between absenteeism and suspensions, we will implement restorative practices. This involves shifting from purely punitive responses to conflicts towards processes that repair harm, build relationships, and teach pro-social skills. This will be complemented by explicit teaching and reinforcement of positive behavior expectations school-wide (e.g., through a refreshed PBIS framework). *Monitoring: The implementation of restorative practices will be monitored through logs of restorative conversations/circles, and staff training completion rates. Behavior data (minor and major referrals, suspension rates) will be reviewed monthly to track reductions in disciplinary incidents. Student and staff perceptions of school climate will also be informally monitored through surveys or focus groups to assess the impact on the positive learning environment.

Rationale:

Rationale for Evidence-Based Intervention: The selection of these interventions is strongly supported by research for improving attendance and reducing disciplinary issues: *Tiered System of Support for Attendance (Check & Connect Adaptation): The "Check & Connect" model is an evidence-based intervention (Tier 1 – Strong Evidence) with a strong track record of reducing chronic absenteeism and improving student engagement. Its focus on relationship building, ongoing monitoring, and connecting students to necessary supports directly addresses the multi-faceted reasons for absenteeism (academic, social-emotional, family-related). A tiered approach ensures resources are allocated effectively, providing universal support while targeting intensive interventions for those most in need, which is critical given our identified deficit. *Implementation of Restorative Practices and Proactive Behavioral Supports: Restorative practices are widely recognized as a Tier 1 (Strong Evidence) strategy for fostering positive school climates, reducing disciplinary referrals and suspensions, and teaching students conflict resolution and accountability. By shifting away from punitive measures and focusing on repairing harm and building relationships, we aim to decrease the behavioral issues that contribute to missed instructional time and disengagement, thereby improving overall student attendance and academic outcomes. Proactive positive behavior supports, like PBIS, complement this by creating a clear, consistent, and positive school-wide behavioral framework. These interventions are designed to create a more supportive and engaging school environment that directly impacts student presence and positive behavior, aligning with ESEA Section 8101(21)(B) by employing practices with demonstrated effectiveness in improving 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

Implement Tiered Attendance Intervention System *Description of Action Needed: The attendance team will establish and implement a tiered attendance intervention system. This includes weekly review of attendance data to identify students at risk (Tier 2) and those chronically absent (Tier 3). For

Tier 2, designated staff will initiate weekly "Check & Connect" check-ins and resource referrals. For Tier 3, the social worker will initiate comprehensive case management, including home visits as needed, and connect families to intensive support services.

Person Monitoring:

Dean Mcghghy, School Counselor Mrs. Payne, Social Worker, Attendance Secretary, and designated teachers/mentors.

By When/Frequency:

Weekly identification of at-risk students starting week 2 of the school year; Tier 2 interventions initiated within 3 days of identification; Tier 3 interventions initiated within 5 days of identification.

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

The school will monitor impact through the Weekly Attendance Percentage Synergy Report, specifically tracking the reduction in chronic absenteeism rates for identified students. Logs of "Check & Connect" interactions, home visits, and resource referrals will be reviewed bi-weekly by the administrative team to ensure fidelity of implementation. The overall attendance goal will be reviewed in monthly data meetings.

Action Step #2

Provide Professional Learning on Restorative Practices and PBIS Refresher *Description of Action Needed: Professional learning will be provided quarterly for all staff on the principles and practical application of restorative practices (e.g., restorative circles, mediation, structured conversations). Concurrently, a refresher and reinforcement training on our school's Positive Behavior Intervention System (PBIS) expectations and reinforcement strategies will be conducted at the beginning of the school year and revisited quarterly to ensure consistent school-wide implementation.

Person Monitoring:

Administration Team and School Based Leadership Team

By When/Frequency:

Initial PBIS/Restorative Practice training by end of August; Quarterly follow-up PL sessions beginning October.

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

The impact will be monitored through staff attendance at professional learning sessions and direct observations during weekly classroom walkthroughs for the application of restorative techniques and consistent PBIS implementation. Disciplinary referral data (including types of infractions and resolution methods) and suspension rates will be analyzed monthly to identify trends and reductions in problematic behaviors.

Action Step #3

Implement Student Success Team (SST) Protocol for Early Warning Signs Description of Action Needed: Establish and consistently implement a formalized Student Success Team (SST) protocol for students exhibiting multiple early warning signs (e.g., chronic tardiness, academic decline alongside absenteeism, minor behavioral infractions). SST meetings will be held regularly to review student data, develop individualized support plans, and coordinate interventions involving teachers, counselors, administrators, and parents.

Person Monitoring:

School Counselor Mrs. Payne (SST Coordinator), Administrative Team, and relevant SST members (teachers, parents).

By When/Frequency:

SST protocol formalized by end of August; initial SST meetings for identified students by end of September; ongoing meetings as needed.

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

The impact will be monitored through SST meeting minutes, documentation of individualized support plans, and follow-up on intervention implementation. Student progress will be tracked through attendance data, academic grades, and behavioral records (e.g., reduction in tardies or minor infractions). Overall reductions in chronic absenteeism and suspensions will serve as key indicators, reviewed in monthly data meetings.

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 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 58% deficit in ELA achievement below the

district average, with vocabulary mastery being a key contributing factor. Our 5% 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 2025.
 - 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 2025.
 - 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 2026.

2. Resource: Additional Math Support Facilitators (Personnel)

- Rationale (Data): Math achievement showed the greatest decline (21 percentage points), dropping to 20% proficiency, and there's a 57-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:
 - Deployment: Recruit and deploy additional Math Support Facilitators to provide push-in services within general education math classes, focusing on differentiated support for struggling learners and SWD, starting September 2025.
 - 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 2026.

3. Resource: Restorative Practices Training and Materials

- Rationale (Data): 76 students (29 JHS, 47 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 2025.
 - Quarterly Advanced PD: Quarterly follow-up professional development sessions

will focus on specific restorative techniques (e.g., restorative practices, conflict resolution strategies) starting October 2025.

- 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 2025-26 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



2025-26 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

Jessica Jewell

jessica.jewell@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

Dawn King

dawn.king@myoneclay.net

Position Title

Title 1 Curriculum Coach

Job Duties and Responsibilities

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

Leadership Team Member #5

Employee's Name

Lori Fedorowich

lori.fedorowich@myoneclay.net

Position Title

Title 1 Literacy 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 #6

Employee's Name

Leigh Lillard

leigh.lillard@myoneclay.net

Position Title

Title 1 Curriculum Coach

Job Duties and Responsibilities

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

Leadership Team Member #7

Employee's Name

Valerie Buckler

valerie.buckler@myoneclay.net

Position Title

English Language Development Teacher

Job Duties and Responsibilities

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

Leadership Team Member #8

Employee's Name

Yolanda Grant

yolanda.grant@myoneclay.net

Position Title

Guidance Counselor

Job Duties and Responsibilities

Responsible for providing resources for teachers, students, and families to increase attendance and create a positive learning environment.

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

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: B 2023-24: C 2022-23: C 2021-22: C 2020-21: C

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		10	15	9	36	50	31			151

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	3	2	14						21
Students retained two or more times				3						3

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		27	37	35	29	28	35			191
One or more suspensions		1	5	3	18	13	10			50
Course failure in English Language Arts (ELA)			2			1	1			4
Course failure in Math			2		1		1			4
Level 1 on statewide ELA assessment		8	9	28	24	20	26			115
Level 1 on statewide Math assessment		7	13	22	22	17	32			113
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 (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		8	4	2	26	21	23			84

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	6	2	15						25
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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025		2024		2023**	
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	49	63	59	39	62	57
Grade 3 ELA Achievement	49	66	59	29	65	58
ELA Learning Gains	58	62	60	61	62	60
ELA Lowest 25th Percentile	64	60	56	53	60	57
Math Achievement*	51	67	64	42	67	62
Math Learning Gains	65	65	63	56	68	62
Math Lowest 25th Percentile	57	57	51	60	59	52
Science Achievement	53	62	58	38	61	57
Social Studies Achievement*	92					
Graduation Rate						
Middle School Acceleration						
College and Career Acceleration						
Progress of ELLs in Achieving English Language Proficiency (ELP)	67	72	63	40	55	61
				26	55	59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	513
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
57%	46%	40%	46%	42%		39%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	41%	No		
English Language Learners	57%	No		
Black/African American Students	49%	No		
Hispanic Students	63%	No		
Multiracial Students	61%	No		
White Students	54%	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.

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%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	36%	41%			35%			36%					26%
Students With Disabilities	10%	20%			18%			11%					
English Language Learners	10%				19%								50%
Black/African American Students	28%	38%			19%								
Hispanic Students	32%	42%			36%			31%					50%
Multiracial Students	42%				25%								
White Students	41%	44%			42%			40%					
Economically Disadvantaged Students	35%	37%			33%			34%					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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	48%	65%	-17%	57%	-9%
ELA	4	40%	59%	-19%	56%	-16%
ELA	5	39%	56%	-17%	56%	-17%
ELA	6	61%	67%	-6%	60%	1%
Math	3	46%	66%	-20%	63%	-17%
Math	4	49%	63%	-14%	62%	-13%
Math	5	35%	55%	-20%	57%	-22%
Math	6	70%	77%	-7%	60%	10%
Science	5	49%	61%	-12%	55%	-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 24-25 school year. We have increased reading by 10 points, math by 8 points, and science by 14 points. CEB attendance has increased by 1.52 percentage points. Third through fifth grades were moved to self-contained for all subject areas. Walk to Read small groups were prescriptive based on students' reading deficiencies. Math small groups with Title 1 support were determined by CEB's lowest quartile, who were not Students with Disabilities. Due to fewer transitions, CEB had consistent expectations throughout the school day, which led to an increase in attendance and a decrease in discipline. Students were in class for Tier 1 instruction.

Lowest Performance

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

Second grade had low performance due to the number of students entering second grade as nonreaders. Second graders ended first grade at 49 percent proficiency. Students received intensive reading interventions during their Walk to Read time; however, many students had significant reading gaps. Fourth and fifth grades scored lower due to teachers' content knowledge of math since teachers were self-contained. Teachers had support from District Math coaches and CEB Title 1 Math coaches. Fourth grade had lower performance for learning gains in reading due to the teachers' benchmark knowledge to improve decoding, fluency, and comprehension.

Greatest Decline

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

Second grade had the greatest decline compared to last year; however, the State and the District data also show a decline in second-grade scores. Second grade declined by eight points. Second graders also declined by three points compared to their achievement scores as first graders. The second graders entered performing well below benchmark in decoding, fluency, and reading comprehension.

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.

Fifth-grade math had the greatest gap when compared to the state average of 57% to CEB's 35% because teachers were new to the fifth-grade math curriculum and targeted small group instruction for benchmark mastery. Lack of consistent team planning to address student achievement deficits.

EWS Areas of Concern

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

Charles E. Bennett's attendance has increased 1.9 percentage points; however, 26 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.

Student attendance, specifically students who historically attend less than 90% of the school year

1st and 2nd reading

Students with disabilities' reading achievement

Students with disabilities' math achievement

4th and 5th grade 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 LETRS training, micro-credentials, and Benchmark alignment to provide targeted reading-differentiated instruction.

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

Purposeful design of lessons, considering learning goals, student needs, available resources, and effective instructional strategies. Teachers will collaborate to incorporate intentional planning for Tier 1 lessons, differentiated small groups, and Tier 1 scaffolds for all students. Teachers will receive monthly professional learning centered around ELA benchmarks and strategies to increase student achievement. Teachers will meet weekly during professional learning communities to share student outcomes on Foundational Skills in K-2.

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

Purposeful design of lessons, considering learning goals, student needs, available resources, and effective instructional strategies. Teachers will collaborate to incorporate intentional planning for Tier 1 lessons, differentiated small groups, and Tier 1 scaffolds for all students. Teachers will receive monthly professional learning centered around ELA benchmarks and strategies to increase student achievement. Teachers will meet weekly during professional learning communities to share student outcomes.

Grades K-2: Measurable Outcome(s)

Charles E. Bennett Elementary will focus on Foundational Reading Skills in Kindergarten through third-grade classrooms to increase decoding and reading fluency. Focus and support will be provided

to first and second grade classrooms to increase first grade proficiency from 53 percent to 60 percent. Second grade will increase from 46 to 52 percent proficiency.

Grades 3-5: Measurable Outcome(s)

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 52 percent from 42 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-3), 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 will show that 50 percent of K-6 readers will increase from "Well Below Benchmark" at the Beginning of the Year to "At Benchmark" by the "End of Year".

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:

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

Teachers will intentionally plan all components of their reading block, including foundational block and intervention groups (Tier 1-Tier 3)

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:

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.

Action Step #2

Reciprocal Teaching and Classroom Discourse

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.

Action Step #3

Scaffolding

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:

Data meetings will be part of the weekly PLC the data will reflect how teachers are scaffolding instruction to make sure students who need the MTSS process are correctly targeted and on the correct Tier of instruction.

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 21 percent proficiency in ELA and 51 percent proficiency in Math. English Language Learners are at 29 percent proficiency in ELA and 36 percent proficiency in Math. Using strategies and our action plan, we will increase our students with disabilities to 30 percent in ELA and 56 percent in Math, and English Language Learners to 35 percent in ELA and 41 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 82 percent of the 24-25 school year, and English Language Learners attended 88 percent of the school year.

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 their Federal Percent of Points Index from 41% to 45% and ELL will increase from 57% to 58%.

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:

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

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

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.

Action Step #2

Reciprocal Teaching and Classroom Discourse

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:

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.

Action Step #3

Scaffolding

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:

Data meetings will be part of the weekly PLC. The data will reflect how teachers are scaffolding instruction to make sure students who need the MTSS process are correctly targeted and on the correct Tier of instruction.

Action Step #4

Reciprocal Teaching and Classroom Discourse

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:

Data meetings will be part of the weekly PLC. The data will reflect how teachers are scaffolding instruction to make sure Students with Disabilities and ELL learners are receiving SDI based on their academic and behavioral needs to close their achievement deficits.

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%

GOAL 25-26 SY 93.00%

Referrals:

23-24 SY 506

24-25 SY 252

GOAL 25-26 SY 215

ELA level 1s decrease by 20 percent: 118 to 94.

Math level 1s decrease by 20 percent: 248 to 198

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

Jessica Jewell

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

Intentional Planning

Person Monitoring:

Jessica Jewell

By When/Frequency:

monthly

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

Teachers will intentionally plan engaging lessons that include routines. Students will be motivated to attend school and increase their own academic achievement.

Action Step #2

Data Chats

Person Monitoring:

Jessica Jewell

By When/Frequency:

monthly

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

During weekly PLCs, teachers will identify students who have missed more than 2 days during their ELA unit assessments and who performed below 50%. Teachers will make an action plan to reach out to parents/guardians to inform them of their student's progress with attendance and academics. Teachers will then request additional support from the administration and social worker if attendance continues to affect academic achievement.

Action Step #3

Positive Teacher and Student Relationships

Person Monitoring:

Jessica Jewell

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 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 2025-26 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



2025-26 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 while developing and refining 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 the enforcement of school policies and ensures compliance with 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

Laura Taylor

laura.taylor@myoneclay.net

Position Title

Title I Lead Teacher

Job Duties and Responsibilities

1. Instructional Modeling: Demonstrates effective, evidence-based instructional strategies for teachers in grades K–3, supporting high-quality, differentiated core instruction.
2. Reading Leadership: Actively participates in school-based reading leadership teams to align literacy priorities and support school-wide reading achievement.
3. Coaching and Mentoring: Provides job-embedded coaching, mentoring, and feedback to teachers to enhance instructional effectiveness and student outcomes.
4. Professional Development: Plans and facilitates targeted professional learning aligned to literacy development, instructional best practices, and Title I goals.
5. Data and Assessment Support: Trains teachers in administering assessments, interpreting data, and using results to inform small-group instruction and interventions.
6. Targeted Intervention: Delivers differentiated instruction and intensive reading interventions to students in need of additional support, particularly those identified through the MTSS process.
7. Compliance Oversight: Ensures the school remains in compliance with Title I regulations and documentation, supporting implementation of the schoolwide Title I plan.

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

Kathryn Wanamaker

kathryn.wanamaker@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**

Brittany Franczak

brittany.franczak@myoneclay.net

Position Title

5th Grade ELA Teacher/Intervention Team Facilitator

Job Duties and Responsibilities

1. PBIS Teacher Lead: Coordinates school-wide Positive Behavioral Interventions and Supports (PBIS) efforts, leading the PBIS team in developing initiatives that promote student engagement, positive behavior, and a safe learning environment.
2. Instructional Coaching and Mentoring: Supports teacher growth through individual coaching cycles, collaborative planning, and modeling of evidence-based instructional strategies that enhance student achievement.
3. Professional Development: Designs and delivers high-quality professional learning aligned to school improvement goals, instructional priorities, and staff needs.
4. MTSS Leadership: Leads the implementation of Multi-Tiered Systems of Support (MTSS), ensuring alignment of academic and behavioral supports across tiers, and facilitating problem-solving team meetings to monitor student progress and guide data-driven decisions.

Leadership Team Member #7

Employee's Name

Karlye Spears

karlye.spears@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.

Involving stakeholders in the School Improvement Plan (SIP) development process is crucial for ensuring the plan is comprehensive, relevant, and supported by those directly affected by its implementation. Here's a structured process at Coppergate Elementary for involving various

stakeholders and utilizing their input effectively:

1. Identification of Stakeholders:

- **School Leadership Team:** Includes principal, assistant principals, curriculum coordinators, social worker, guidance, and department heads. They provide administrative oversight and expertise.
- **Teachers and School Staff:** Classroom teachers, special educators, counselors, and support staff who contribute insights from their direct interaction with students and understanding of instructional practices.
- **Parents and Families:** Key stakeholders who provide perspectives on student needs, expectations, and community concerns. Their involvement fosters collaboration between home and school.
- **Students:** Student input is essential for understanding their learning experiences, challenges, and aspirations. It empowers students to take ownership of their education.
- **Business or Community Leaders:** These stakeholders offer external perspectives, potential resources, and support for broader community engagement initiatives.

2. Engaging Stakeholders:

- **Initial Communication:** Communicate the purpose and importance of the SIP development process to stakeholders through meetings, emails, newsletters, and school-wide announcements.
- **Inclusive Meetings:** Schedule meetings that accommodate various stakeholders' schedules and preferences. Offer virtual options if needed to ensure broad participation.
- **Surveys and Feedback Mechanisms:** Distribute surveys to gather structured feedback on current challenges, strengths, and improvement opportunities.
- **Workgroups or Committees:** Form smaller workgroups or committees representing diverse stakeholders to delve deeper into specific areas of the SIP (e.g., curriculum, professional development, community partnerships).

3. Utilizing Stakeholder Input:

- **Data Analysis:** Collate and analyze feedback from surveys, meetings, and other input channels. Identify recurring themes, priorities, and concerns expressed by stakeholders.
- **Goal Setting:** Translate stakeholder input into specific goals and objectives for the SIP. Ensure goals align with state academic standards, address achievement gaps, and reflect community expectations.
- **Strategy Development:** Involve stakeholders in brainstorming and refining strategies to achieve SIP goals. Draw on their expertise to identify effective instructional practices, interventions, and support mechanisms.

- **Resource Allocation:** Consider stakeholder input when allocating resources (e.g., funding, personnel, professional development opportunities) to support SIP implementation.

4. Feedback and Iteration:

- **Draft Review:** Share a draft SIP document with stakeholders for review and additional feedback. Encourage constructive criticism and suggestions for improvement.
- **Revision Process:** Incorporate relevant feedback into the final SIP document. Clearly communicate how stakeholder input influenced revisions and adjustments.

5. Communication and Transparency:

- **Final Presentation:** Present the final SIP to stakeholders through meetings, forums, or newsletters. Highlight how their input contributed to the development process.
- **Continuous Engagement:** Maintain ongoing communication with stakeholders throughout SIP implementation. Provide regular updates on progress, challenges, and achievements.

Benefits of Stakeholder Involvement:

- **Enhanced Ownership and Commitment:** Stakeholders feel invested in the SIP's success when their perspectives are valued and integrated into the planning process.
- **Diverse Perspectives:** Incorporating insights from various stakeholders ensures a holistic approach that considers different viewpoints and priorities.
- **Improved Effectiveness:** SIP strategies are more likely to be effective and sustainable when they reflect the needs and expectations of those directly impacted by them.

By following this process, Coppergate Elementary can foster a collaborative environment where stakeholders contribute meaningfully to SIP development, ultimately enhancing student achievement and closing achievement gaps effectively.

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 Process:

Data Collection and Analysis:

1. • Regular collection of academic data (e.g., standardized test scores, formative assessments, classroom performance data) disaggregated by student groups, including those with achievement gaps.

- Analysis of data to identify trends, patterns, and areas needing improvement.
- Data chats

2. Progress Monitoring:

- Quarterly reviews of SIP goals and objectives to assess progress
- Comparison of actual outcomes with expected outcomes outlined in the SIP.
- Use of data dashboards (Analytics and/or Synergy) are used as monitoring tools to visualize progress and trends over time.

3. Stakeholder Feedback:

- Gathering feedback from teachers, staff, students, parents, and community members regarding the effectiveness of SIP strategies.
- Conducting surveys, focus groups, or interviews to understand perspectives on SIP implementation and impact.

4. Observations and Classroom Visits:

- Principals and administrators conducting regular classroom visits and observations to assess instructional practices aligned with SIP goals.
- Feedback sessions with teachers to discuss strengths and areas for improvement.

5. Review Meetings:

- Scheduled meetings of the SIP team or leadership group to review progress.
- Discussing data trends, stakeholder feedback, and observations to inform decision-making.

Revision Process:**1. Identifying Areas for Improvement:**

- Based on the monitoring data and feedback, identify specific areas of the SIP that require adjustment.
- Prioritize revisions based on the impact on student achievement and alignment with state academic standards.

2. Setting Revised Goals and Strategies:

- Modify existing goals or establish new ones that address identified weaknesses or emerging needs.
- Develop strategies and action steps to achieve revised goals, considering evidence-based practices and research.

3. Allocation of Resources:

- Ensure adequate resources (e.g., staffing, professional development, instructional materials) are allocated to support revised strategies.
- Align budgetary decisions with the priorities identified in the revised SIP.

4. Communication and Collaboration:

- Communicate revisions to all stakeholders, ensuring transparency and understanding of

changes.

- Collaborate with teachers and staff to ensure buy-in and alignment of classroom practices with revised strategies.

5. **Implementation and Monitoring of Revisions:**

- Implement revised strategies with fidelity, monitoring progress through similar data collection and analysis methods as outlined in the monitoring process.
- Continuously assess the effectiveness of revisions and make adjustments as needed to ensure continuous improvement.

Continuous Improvement Cycle:

- **Reflect and Learn:** Encourage a culture of reflection and learning among staff and stakeholders to continually improve SIP implementation.
- **Document and Share:** Document all steps of the monitoring and revision process, sharing successes, challenges, and lessons learned.
- **Iterate:** Use findings from the monitoring process to inform future SIP cycles, ensuring a dynamic and responsive approach to improving student achievement.

By following this structured approach to monitoring and revising the SIP, Coppergate Elementary can effectively enhance student achievement, particularly among those with the greatest achievement gaps, while ensuring continuous improvement aligned with state academic standards.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	99.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: C 2023-24: B 2022-23: B 2021-22: C 2020-21: A

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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	0	0	0	2	0			5
Course failure in Math	2	3	0	1	0	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)	0	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)	0	2	9	10	24					45

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		10	7	13	16	36				82

Current Year 2025-26

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		20	26	21	20	20	24			131
One or more suspensions		5	3	1	1	5	5			20
Course failure in English Language Arts (ELA)		6			3		1			10
Course failure in Math		3		1			4			8
Level 1 on statewide ELA assessment					19	14	22			55
Level 1 on statewide Math assessment					12	22	22			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)				1						1
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)					12					12

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		6	1	4	6	9	18			44

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	1	2	7			1			12
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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	54	63	59	57	62	57	48	59	53
Grade 3 ELA Achievement	57	66	59	53	65	58	45	61	53
ELA Learning Gains	54	62	60	66	62	60			
ELA Lowest 25th Percentile	48	60	56	67	60	57			
Math Achievement*	50	67	64	56	67	62	52	64	59
Math Learning Gains	56	65	63	68	68	62			
Math Lowest 25th Percentile	55	57	51	64	59	52			
Science Achievement	42	62	58	45	61	57	63	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	53	72	63	63	55	61	70	55	59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	52%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	469
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
52%	60%	56%	53%	65%		54%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	46%	No		
English Language Learners	52%	No		
Black/African American Students	46%	No		
Hispanic Students	55%	No		
Multiracial Students	57%	No		
White Students	53%	No		
Economically Disadvantaged Students	47%	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.

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%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	48%	45%			52%			63%					70%
Students With Disabilities	27%	27%			25%			36%					
English Language Learners													70%
Black/African American Students	36%	40%			36%			31%					
Hispanic Students	44%	13%			48%			64%					
Multiracial Students	33%				39%								
White Students	54%	59%			58%			72%					
Economically Disadvantaged Students	43%	38%			45%			61%					

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	57%	65%	-8%	57%	0%
ELA	4	54%	59%	-5%	56%	-2%
ELA	5	50%	56%	-6%	56%	-6%
ELA	6	52%	67%	-15%	60%	-8%
Math	3	54%	66%	-12%	63%	-9%
Math	4	52%	63%	-11%	62%	-10%
Math	5	45%	55%	-10%	57%	-12%
Math	6	47%	77%	-30%	60%	-13%
Science	5	39%	61%	-22%	55%	-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?

While overall data trends remained relatively flat, we identified notable improvement in early literacy and 6th grade ELA performance—both areas reflecting the impact of intentional, targeted action steps. In primary grades, measurable gains were achieved through the more consistent and structured implementation of *Foundations*, which supported the development of foundational literacy skills across classrooms.

In 3rd grade, we saw continued growth, which we attribute to sustained collaboration among the ELA team in their second year of working as a cohesive unit. Their instructional alignment, combined with strong support from an experienced ESE teacher, contributed to improved student outcomes.

Our most significant milestone was in 6th grade ELA, where the cohort—under RAISE status since 3rd grade—surpassed the 50% proficiency threshold for the first time, reaching 52%. This gain resulted from several midyear instructional shifts, including a move away from heavy reliance on SRA Corrective Reading and Decoding toward the SIMS Inferencing Strategy, which better addressed students' current comprehension needs. Additionally, three of the four ELA classes were led by a first-year teacher whose strong instructional delivery helped accelerate student progress.

We also observed substantial gains among ESSA subgroups, which we attribute to our intentional focus on subgroup performance throughout the year. This included regularly highlighting subgroup data trends in faculty meetings, celebrating growth, and embedding subgroup goals into planning and instruction.

Overall, these improvements reflect the effectiveness of data-informed instructional shifts, professional collaboration, and high teacher efficacy.

Lowest Performance

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

This year's lowest-performing areas were Math and Science, particularly in 5th and 6th grades. Math

proficiency dropped to 46%, while Science declined to 41%, signaling substantial instructional gaps. Notably, 6th grade Math saw the steepest decline—from over 70% proficiency last year to 46%—coinciding with the departure of a highly effective teacher. Although the incoming teacher was experienced, challenges with classroom management disrupted instructional continuity and likely contributed to reduced student achievement.

While ELA outcomes remained steady, they plateaued despite significant supports in place, including a Title I teacher, two reading assistants, and strong intervention systems. In contrast, Math and Science lacked comparable investment. Math supports were limited primarily to tutoring, and while some teachers participated in *Making Math Thinking Visible* professional development, implementation was inconsistent and lacked follow-up.

Science instruction was further hindered by limited hands-on learning opportunities and weak vertical alignment. In earlier grades, science content was not consistently prioritized, contributing to foundational gaps by 5th grade.

These trends underscore the consequences of disproportionate resource allocation. The school's intense focus on ELA yielded initial gains but is no longer producing accelerated growth. Meanwhile, Math and Science require a more strategic and systemic response. Going forward, equitable investment across core subjects and a more refined approach to ELA instruction—beyond foundational supports—will be essential to ensure balanced academic achievement across content areas.

Greatest Decline

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

The most significant year-over-year decline occurred in 6th grade Math, where proficiency dropped from the upper 70% range to 50%. Several key factors contributed to this sharp decrease. The highly effective teacher who previously led 6th grade Math relocated over the summer. Her strong instructional practices and classroom management had a direct impact on student success.

The incoming teacher, while experienced, faced ongoing challenges with classroom management, which disrupted the learning environment and hindered instructional consistency. Although she participated in the *Making Math Thinking Visible* professional development, there was limited evidence of implementation in the classroom.

The combination of losing a high-performing teacher, inconsistent instructional delivery, and a lack of applied professional learning contributed to the decline in student achievement. This highlights the importance of ensuring strong instructional continuity and supporting new teachers with targeted

coaching and classroom management support.

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 greatest gap when compared to the state average is 5th grade science, where your school's performance was 13% lower than the state average.

Several factors contributed to this significant gap and revealed clear trends:

- **Lack of Daily Instruction in Grades K-4:** A historical trend of insufficient or inconsistent daily science instruction in the earlier elementary grades (Kindergarten through 4th grade) left students unprepared for the tested standards from previous grade levels. This created foundational knowledge gaps.
- **Remediation Challenges in 5th Grade:** As a direct consequence of the lack of prior instruction, 5th-grade teachers faced the immense challenge of trying to remediate missing standards from previous grade levels while simultaneously attempting to teach the current 5th-grade content. This dual burden made it nearly impossible to cover all necessary material effectively.
- **Limited Hands-On Experimentation:** A consistent lack of hands-on experimentation and inquiry-based learning throughout the elementary grades limited students' practical knowledge and deeper understanding of scientific concepts. This passive learning approach hindered their ability to apply scientific principles.
- **Lower Reading Proficiency:** The overall lower reading proficiency among students also played a significant role. Science assessments often require a substantial amount of reading to comprehend passages, analyze data, and interpret questions, and weaker reading skills directly hinder students' performance in this area.

EWS Areas of Concern

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

Based on the EWS data reviewed in Part I, two key areas of concern emerged. First, a high number of students are scoring at Level 1 in both ELA and Math, indicating they are performing significantly below grade level and are at risk of continued academic failure without targeted, intensive interventions. This trend may reflect broader issues with Tier I instruction, curriculum alignment, or the effectiveness of current Tier II and Tier III supports.

Second, students flagged by multiple indicators—such as low attendance, behavior incidents, and Level 1 performance on state assessments—represent a particularly high-risk group. These overlapping challenges often create a cycle of disengagement and underachievement that is difficult to interrupt without coordinated academic, behavioral, and wraparound supports.

These concerns highlight the urgent need to strengthen MTSS implementation, particularly in the areas of early identification, root cause analysis, progress monitoring, and cross-departmental communication. A more intentional and responsive approach will be essential to supporting our most vulnerable students and improving long-term outcomes.

Highest Priorities

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

For the upcoming school year, our school's highest priorities focus on accelerating academic achievement, strengthening Tier I instruction, and fostering a safe, supportive learning environment. We have identified five key areas for targeted improvement.

First, improving ELA outcomes remains a top priority. While previous interventions led to initial gains, proficiency has since plateaued, highlighting the need for a more refined and consistent schoolwide approach. This year, we will deepen our commitment to high-quality Tier I instruction and strengthen intervention delivery. Key strategies include the continued use of RACE (Restate, Answer, Cite, Explain) to support written responses to text, the READ strategy to scaffold reading comprehension, and the Frayer Model to build academic vocabulary. Additionally, we are placing a renewed focus on fluency—both oral reading fluency and written expression—as a critical bridge between decoding and comprehension. These tools and strategies will be implemented across grade levels to promote consistency, clarity, and higher-order thinking in both daily instruction and intervention.

Second, math achievement—particularly in 5th grade—will be a major area of focus. Instruction will center on data-driven small group instruction, allowing teachers to meet students where they are and accelerate learning through targeted support. We will also prioritize math fluency—especially in basic facts and multi-step problem solving—as a foundational skill for success across math standards. To increase student engagement and conceptual understanding, we will integrate more interactive lessons, visual models, and vocabulary supports using the Frayer Model to help students better understand and retain key mathematical terms and concepts.

Third, 5th grade science outcomes will be addressed through a renewed emphasis on hands-on, inquiry-based learning. Teachers will ensure science is taught daily at every grade level, integrating interactive labs, experiments, and real-world applications. We will also utilize the Frayer Model in science to support content vocabulary acquisition and conceptual understanding, which are critical for success on state assessments and in long-term scientific thinking.

Fourth, reducing behavioral referrals is a critical need. Chronic disruptions from a small group of students significantly impacted the learning environment this past year. To address this, we will

implement a schoolwide house system rooted in the CSA Way (Come Prepared, Stay Safe, Always Be Respectful). The house system will foster community, promote positive behavior through shared identity and pride, and allow for the integration of PBIS rewards, teacher-nominated recognition, and performance-based incentives. In addition, we will continue strengthening our tiered behavior supports and provide staff with professional learning in proactive classroom management strategies.

Finally, we are committed to strengthening MTSS implementation across academics and behavior. This includes improving the use of data for early identification, monitoring progress with greater fidelity, and ensuring that Tier II and Tier III interventions are aligned, evidence-based, and responsive to student needs. Improved cross-departmental collaboration and communication will also be emphasized to support a more cohesive system of support.

Collectively, these priorities reflect a focused, equitable approach to improving student outcomes and ensuring that every child has the opportunity to grow and succeed.

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: Our primary area of focus in mathematics instructional practice will be the systematic implementation of data-driven small group instruction. This approach will allow teachers to precisely target foundational skills and address specific learning gaps identified through ongoing assessment data. Furthermore, we will prioritize the development of math fluency, particularly in basic facts and multi-step problem solving, recognizing these as fundamental skills essential for success across all math standards. To foster deeper conceptual understanding and enhance student engagement, lessons will integrate more interactive strategies, visual models, and explicit vocabulary instruction using the Frayer Model to help students better understand and retain key mathematical terms and concepts.

Impact on Student Learning: This focused instructional approach aims to significantly improve overall math proficiency across all relevant grade levels. By differentiating support within small groups, we expect to accelerate learning for the lowest 25% of students, providing them with the individualized attention needed to close critical learning gaps. Ultimately, this will contribute to narrowing and eventually eliminating the existing achievement gaps when compared to district and state averages. Increased fluency will empower students to tackle complex problems with greater confidence and efficiency, while enhanced conceptual understanding through interactive methods and vocabulary support will build a stronger mathematical foundation.

Rationale: Prior year data unequivocally highlights a critical need for a more strategic and systemic response in mathematics. Overall math proficiency dropped to 50%, indicating a significant decline. Furthermore, learning gains for the lowest 25% of students were notably low, and consistent negative achievement gaps persisted across grades 3-5 when compared to district and state benchmarks. The prior year's intense focus and resource allocation on ELA yielded initial gains in that subject, but simultaneously revealed the consequences of disproportionate investment in math, which was primarily limited to tutoring. While some teachers received professional development in "Making Math

Thinking Visible," implementation was inconsistent and lacked follow-up, further underscoring the need for a cohesive and monitored strategy. Given these trends, dedicated small-group math instruction, coupled with a renewed emphasis on fluency and conceptual understanding, has been identified as a crucial and urgent need to reverse the decline and ensure equitable academic achievement across core subjects.

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.

Current Performance (2024 - 2025)

- Math Proficiency (KG-2): 67%
- Math Proficiency (3-6): 50%
- Overall Learning Gains (3-6): 56%
- Learning Gains in the Lowest Performing Quartile (LPQ, 3-6): 55%

Specific Measurable Outcomes (Grade Levels KG-5):

- **Instructional Implementation:** By the end of the academic year, weekly classroom walkthrough data will demonstrate a minimum of a 50% increase in observed small group instruction within math classes across grades KG-5 compared to baseline data from the beginning of the year.
- **Student Proficiency:** By the end of the academic year, FAST (Florida Assessment System of Student Thinking) data will reflect a minimum of 70% of students achieving proficiency across grades KG-2 and 57% achieving proficiency in mathematics across grades 3-5.
- **Student Growth (Lowest Quartile):** By the end of the academic year, at least 49% of students in the lowest quartile will demonstrate measurable gains in their FAST math scores, indicating accelerated learning and progress towards proficiency in grades 3 - 5.

Note: Measurable outcomes this year are for grades KG-5 since we no longer have 6th grade. Hence, 6th-grade data was excluded from this year's plan.

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 this Area of Focus will be rigorously monitored through a multi-faceted approach to ensure progress towards the desired outcomes:

1. **Weekly Classroom Walkthroughs:** Administrators and instructional coaches will conduct weekly classroom walkthroughs, specifically observing the frequency and quality of small group instruction in math classes, as well as evidence of student engagement and the use of

visual models and vocabulary strategies. Data from these walkthroughs will be aggregated and shared with PLC teams.

2. **Quarterly Student Data Chats:** Teachers will conduct quarterly data chats with individual students to review their progress on FAST assessments, module assessments, and Khan Academy. These conversations will help students understand their strengths and areas for growth, fostering a sense of ownership over their learning.
3. **Weekly Exit Tickets:** Teachers will utilize weekly exit tickets to quickly assess student understanding of key concepts and identify immediate learning gaps, informing adjustments to upcoming lessons and small group formations.
4. **Mid and End-of-Module Assessments:** Comprehensive mid and end-of-module assessments will provide deeper insights into student mastery of content standards, serving as crucial data points for evaluating the effectiveness of instructional strategies.
5. **Khan Academy Progress Monitoring:** Student progress on Khan Academy assignments, particularly in foundational skills and fluency, will be regularly monitored to track individual growth and identify areas requiring additional support.

All collected data (walkthrough observations, FAST scores, data chat insights, exit ticket analysis, module assessment results, and Khan Academy progress) will be systematically reviewed and analyzed by Professional Learning Community (PLC) teams during their weekly meetings. This collaborative analysis will inform ongoing instructional adjustments, facilitate the sharing of best practices, and ensure that targeted support is provided throughout the school year to maximize student achievement in mathematics.

Person responsible for monitoring outcome

Candi Sweet

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 evidence-based intervention chosen to achieve the measurable outcomes in mathematics is Intentional Planning (0.76). This intervention focuses on the purposeful design of lessons, meticulously considering specific learning goals, diverse student needs (including those identified in small group instruction), available instructional resources, and the integration of effective, research-backed instructional strategies.

Rationale:

Intentional Planning is identified as a crucial evidence-based intervention because it directly addresses the root causes of the decline in math proficiency and inconsistent instructional implementation observed in the prior year. The previous lack of a "strategic and systemic response"

in math, coupled with inconsistent professional development follow-up, highlights a deficit in purposeful lesson design.

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 engage in intentional planning for mathematics instruction, specifically designing data-driven small group lessons that precisely target identified foundational skill gaps, enhance math fluency (including basic facts and multi-step problem solving), and build deep conceptual understanding.

Person Monitoring:

Candi Sweet

By When/Frequency:

Monthly

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

This purposeful planning will involve: Collaboratively unpacking grade-level standards to identify essential learning targets and diagnose specific foundational skill gaps within their grade level. Analyzing recent student data (e.g., FAST, weekly exit tickets, mid/end-of-module assessments, Khan Academy progress) to inform the formation of flexible small groups and the differentiation of instructional content and strategies. Purposefully integrating interactive strategies, diverse visual models, and the Frayer Model for key mathematical vocabulary support within small group lessons to foster student engagement and conceptual understanding. Strategic selection and utilization of core instructional resources (e.g., i-Ready Toolbox, Eureka, The Big-M) to align with planned learning objectives and provide targeted support. The implementation and impact of this intentional planning will be consistently monitored and evidenced through regular classroom walkthroughs, review of detailed lesson plans, and collaborative analysis of student data in weekly Professional Learning Community (PLC) meetings, ensuring a high level of excellence for Tier 1 instruction.

Action Step #2

To equip teachers with the necessary tools for effective intentional planning in mathematics, professional learning sessions will be provided in a whole-group Professional Learning Community (PLC) format, facilitated by School-Based Leadership Team (SBLT) members and District staff.

Person Monitoring:

Candi Sweet

By When/Frequency:

Monthly

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

These sessions will strategically focus on designing and utilizing common formative and summative assessments, developing clear proficiency scales for key mathematical standards, and deepening data analysis skills to effectively interpret student assessment data for the purpose of forming flexible small groups, differentiating instruction, and making responsive adjustments to lesson plans. This professional learning will directly empower teachers to implement data-driven intentional planning for small group math instruction, ensuring they can meet students at their individual learning levels, accelerate progress for the lowest 25%, and drive overall math proficiency gains. Monitoring for this

action step will include tracking professional learning attendance and engagement through logs and post-session surveys, observing the application of learned strategies in lesson plans and classroom walkthroughs, and documenting discussions and artifact sharing related to assessment and data use in PLC meeting agendas and minutes.

Action Step #3

Monthly PLCs and quarterly data meetings will be held to critically reflect on how intentional planning in small group instruction is impacting student achievement by increasing Tier 1 proficiency.

Person Monitoring:

Candi Sweet

By When/Frequency:

Monthly

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

During these meetings, teachers will apply their professional learning in developing proficiency scales and using data analysis to not only analyze their student data but also to identify individual students in need and create targeted action plans for their next steps. This process will enable teachers to determine whether student concerns stem from a true learning deficit or an instructional deficit within Tier 1, ensuring appropriate and timely interventions. Monitoring for this action step will involve reviewing data meeting agendas and minutes for evidence of data analysis, identified student needs, and developed action plans, alongside ongoing observation of differentiated instruction in classrooms and analysis of subsequent student progress data.

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: Improving ELA outcomes remains a top priority, with a renewed emphasis on strengthening high-quality Tier 1 instruction and refining intervention delivery across all relevant grade levels. Key strategies to be consistently implemented schoolwide include data-driven small group instruction, the continued use of RACE (Restate, Answer, Cite, Explain) to support students' written responses to text, the READ strategy to scaffold reading comprehension, and the Frayer Model to build robust academic vocabulary. Additionally, there will be a dedicated focus on enhancing fluency, encompassing both oral reading fluency and written expression, recognizing these as critical bridges between decoding and deeper comprehension. These integrated tools and strategies will be applied consistently across grade levels to promote clarity, consistency, and higher-order thinking in both daily instruction and targeted intervention.

Impact on Student Learning: This refined and consistent schoolwide approach in ELA aims to accelerate academic achievement by fostering stronger foundational literacy skills, improving reading comprehension, and enhancing students' ability to effectively communicate in writing. The consistent

application of strategies like RACE and READ will improve students' analytical and textual evidence skills. A renewed focus on fluency will bridge the gap between decoding and comprehension, allowing students to access and understand more complex texts. The Frayer Model will systematically build vocabulary, which is crucial for overall comprehension and expression. Ultimately, these efforts will lead to increased ELA proficiency and ensure balanced academic achievement across content areas.

Rationale: While overall ELA data trends remained relatively flat in the prior year, notable improvements were observed in early literacy and 6th-grade ELA performance, demonstrating the impact of intentional, targeted action. In primary grades, measurable gains were achieved through the more consistent and structured implementation of Foundations, which supported foundational literacy skills. Third grade also saw continued growth, attributed to sustained collaboration within the ELA team and strong support from an experienced ESE teacher.

Despite these pockets of success and significant existing supports (Title I teacher, two reading assistants, strong intervention systems), overall ELA outcomes have plateaued. This highlights that while previous interventions yielded initial gains, they are no longer producing accelerated growth. The current situation underscores the need for a more refined, consistent, and schoolwide approach to ELA instruction, particularly strengthening Tier 1, to ensure continued academic acceleration and balanced achievement across all core subjects.

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.

Current Performance (2024 - 2025)

- ELA Proficiency (KG-2): 65%
- 3rd Grade ELA Proficiency: 57%
- ELA Proficiency (3-6): 54%
- Overall Learning Gains (3-6): 54%
- Learning Gains in the Lowest Performing Quartile (LPQ, 3-6): 48%

Specific Measurable Outcomes (Grade Levels K-6):

- **Student Proficiency:** By the end of the academic year, FAST (Florida Assessment System of Student Thinking) data will reflect a minimum of 70% of students achieving proficiency across grades KG-2 and 60% achieving proficiency in ELA across grades 3-5.
- **Student Growth (Lowest Quartile):** By the end of the academic year, at least 58% of students in the lowest quartile will demonstrate measurable gains in their FAST ELA scores, indicating accelerated learning and progress towards proficiency in grades 3 - 5.
- **Oral Reading Fluency (Grades 1-3):** By the end of the academic year, 70% of students in

grades KG-2 will meet or exceed their grade-level oral reading fluency benchmarks as measured by Acadience Reading.

- **Instructional Implementation Use of Schoolwide Strategies (RACE, READ, Frayer, and Small Group Instruction):** By the end of the academic year, 65% of ELA classroom walkthroughs across grades KG-5 will demonstrate consistent and accurate implementation of the RACE, READ, Frayer Model strategies, and/or effective small group instruction, indicating strengthened Tier 1 instruction

Note: Measurable outcomes this year are for grades KG-5 since we no longer have 6th grade. Hence, 6th-grade data was excluded from this year's plan.

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 this ELA Area of Focus will be continuously monitored through a combination of qualitative and quantitative data:

1. **Weekly Classroom Walkthroughs:** Administrators and instructional coaches will conduct weekly walkthroughs focused on observing the consistent application of RACE, READ, and Frayer Model strategies in ELA lessons across all grade levels. Observations will also note evidence of fluency practice (oral and written) and the quality of Tier 1 instruction, including the presence and effectiveness of small group instruction. Feedback will be provided to teachers.
2. **Regular Data Analysis in PLCs:** Weekly Professional Learning Community (PLC) meetings will include dedicated time for ELA teams to collaboratively analyze student data from various sources (e.g., FAST, Acadience, common writing tasks, exit tickets, module assessments). This analysis will inform instructional adjustments and identify students needing additional support.
3. **Lesson Plan Reviews:** Lesson plans will be periodically reviewed to ensure the explicit planning and integration of RACE, READ, Frayer Model, and fluency activities, as well as the design of small group instruction.
4. **Student Work Samples:** Periodic collection and analysis of student written responses and other ELA work samples will provide direct evidence of strategy application and growth in comprehension and expression.
5. **Intervention Data Review:** Data from reading interventions will be reviewed regularly to assess the effectiveness of tiered support and identify areas for refinement in intervention delivery, particularly how small group instruction within interventions contributes to student progress.

Person responsible for monitoring outcome

Melissa Metz

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 evidence-based intervention chosen to achieve the measurable outcomes in ELA is Intentional Planning (0.76). This intervention focuses on the purposeful design of lessons, meticulously considering specific learning goals, diverse student needs (including those identified in small group instruction), available instructional resources, and the integration of effective, research-backed instructional strategies.

Rationale:

Intentional Planning is identified as a crucial evidence-based intervention because it directly addresses the root causes of the plateau in ELA achievement and the significant decrease in learning gains among the lowest-performing quartile of students. This highlights that while previous interventions yielded initial gains, they are no longer producing accelerated growth. The current situation underscores the need for a more refined, consistent, and schoolwide approach to ELA instruction, particularly strengthening Tier 1, to ensure continued academic acceleration and balanced achievement across all core subjects.

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 engage in intentional planning for ELA instruction, specifically designing data-driven small group lessons that precisely target identified foundational literacy skill gaps, enhance oral reading fluency and written expression, and build deep reading comprehension and academic vocabulary.

Person Monitoring:

Melissa Metz

By When/Frequency:

Monthly

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

This purposeful planning will involve collaboratively unpacking grade-level ELA standards to identify essential learning targets and diagnose specific skill gaps, analyzing recent student data (e.g., FAST, Acadience, common writing tasks, exit tickets, ELA curriculum assessments) to inform flexible small group formations and differentiated instruction, and purposefully integrating the RACE, READ, and Frayer Model strategies. Strategic selection and utilization of core ELA instructional resources (e.g., Foundations, core ELA curriculum, specific reading intervention materials) will align with planned learning objectives and provide targeted support. The implementation and impact of this intentional

planning will be consistently monitored and evidenced through regular classroom walkthroughs, review of detailed lesson plans, and collaborative analysis of student data in weekly Professional Learning Community (PLC) meetings, ensuring a high level of excellence for Tier 1 instruction.

Action Step #2

To equip teachers with the necessary tools for effective intentional planning in ELA, professional learning sessions will be provided in a whole-group Professional Learning Community (PLC) format, facilitated by School-Based Leadership Team (SBLT) members and District staff.

Person Monitoring:
Melissa Metz

By When/Frequency:
Monthly

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

These sessions will strategically focus on designing and utilizing common formative and summative ELA assessments, developing clear proficiency scales for key ELA standards, and deepening data analysis skills to effectively interpret student assessment data for the purpose of forming flexible small groups, differentiating instruction, and making responsive adjustments to lesson plans. This professional learning will directly empower teachers to implement data-driven intentional planning for small group ELA instruction, ensuring they can meet students at their individual learning levels, accelerate progress, and drive overall ELA proficiency gains. Monitoring for this action step will include tracking professional learning attendance and engagement through logs and post-session surveys, observing the application of learned strategies in lesson plans and classroom walkthroughs, and documenting discussions and artifact sharing related to assessment and data use in PLC meeting agendas and minutes.

Action Step #3

Monthly PLCs and quarterly data meetings will be held to critically reflect on how intentional planning in small group instruction is impacting ELA achievement by increasing Tier 1 proficiency.

Person Monitoring:
Melissa Metz

By When/Frequency:
Monthly

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

During these meetings, teachers will apply their professional learning in developing proficiency scales and using data analysis to not only analyze their ELA student data but also to identify individual students in need and create targeted action plans for their next steps. This process will enable teachers to determine whether student concerns stem from a true learning deficit or an instructional deficit within Tier 1, ensuring appropriate and timely interventions. Monitoring for this action step will involve reviewing data meeting agendas and minutes for evidence of data analysis, identified student needs, and developed action plans, alongside ongoing observation of differentiated instruction in classrooms and analysis of subsequent student progress data.

Area of Focus #3

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

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

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 primary area of focus in Science instructional practice will be the systematic implementation of Inquiry-Based Learning. This learning base will allow teachers to shift from a "lecture-and-memorize" approach to hands-on, inquiry-based investigations and experiments. To foster a deeper understanding of science content will will incorporate the 5E Model of Instruction (MOI) (Engage, Elpolore, Explain, Elaborate, Evaluate) in the structure of Science units. The 5E (MOI) Model of Instruction encourages a student-centered approach to learning, promoting collaboration, critical thinking, and deeper understanding of scientific concepts. To further the deepen student understanding of science content through inquiry-based learning we will incorporate the use of Generation Genius. Generation Genius is a comprehensive set of science videos and lessons made in partnership with the National Science Teachers Association. Generation Genius resources align with the Next Generation Science Standards for grades K-5. Each video has accompanying lesson plans, science investigations, and quizzes.

Impact on Student Learning: This focused instructional approach aims to significantly improve overall Science proficiency across all relevant grade levels. By increasing inquiry-based learning through the implementation of the 5E MOI, which will be further supplemented by the use of Generation Genius, we plan to increase overall science proficiency, by affording student with the opportunity to participate in collaborative, inquiry-based learning of scientific concepts. Ultimately, the implementation of the 5E MOI coupled with the use of Generation Genius, this will contribute to narrowing and eventually eliminating the existing achievement gaps when compared to district and state averages, as it related to overall proficiency in science. A strong foundation in elementary science is crucial for future academic success in STEM fields and for developing scientifically literate citizens. Addressing this area of weakness will positively impact overall school achievement and foster a love of learning in our students. I

Rationale: Prior year data unequivocally highlights a critical need for a more strategic and systemic response in Science. While the overall Science proficiency dropped to 3%, science still remains our lowest performing content area. Furthermore, when compared to district and state science data, there are notable gaps, as we lag far behind. The prior year's intense focus and resource allocation on ELA yielded initial gains in that subject, but simultaneously revealed the consequences of disproportionate investment in science, which was primarily limited to tutoring, in the Spring. While 5th grade Science teachers received professional development during monthly collaboratives, it was not enough, and implementation of science take-aways was inconsistent and lacked follow-up. Furthermore, it is evident that daily science instruction is not being taught with fidelity in grades K-4; lending itself to an imminent deficit when students reach 5th grade. Given these trends, implementation of the 5E MOI and use of Generation Genius a dedicated science program, has been identified as a crucial and urgent need to reverse the decline in science proficiency and ensure equitable academic

achievement across core subjects.

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.

Current Performance (2024 - 2025)

- 42% Proficiency

Previous Years Performance

- 45% Proficiency (2023-2024)
- 63% Proficiency (2022-2023)

Specific Measurable Outcomes (Grade Levels KG-5):

- **Instructional Implementation:** By the end of the academic year, weekly classroom walkthrough data will demonstrate a minimum of a 50% increase in observed use of the 5E MOI and 60% usage of Generation Genius within math classes/math instructional blocks across grades KG-5 compared to baseline data from the beginning of the year.
- **Student Proficiency:** By the end of the academic year, Florida Statewide Science Assessment data will reflect a minimum of 52% of students achieving proficiency as it relates to fifth grade.

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 this Area of Focus will be rigorously monitored through a multi-faceted approach to ensure progress towards the desired outcomes:

1. **Weekly Classroom Walkthroughs:** Administrators and instructional coaches will conduct weekly classroom walkthroughs, specifically observing the explicit use of the 5E MOI and Generation Genius in math classes/instructional blocks. Data from these walkthroughs will be aggregated and shared with PLC teams.
2. **Quarterly Student Data Chats:** Teachers will conduct quarterly data chats with individual students to review their progress on BOY/Mid-Year Science Assessments, the Spring Mock Science Assessment, as well as unit assessments. These conversations will help students understand their strengths and areas for growth, fostering a sense of ownership over their learning.
3. **Weekly Exit Tickets:** Teachers will utilize weekly exit tickets to quickly assess student understanding of key concepts and identify immediate learning gaps, informing adjustments to upcoming lessons and small group formations.
4. **Unit Assessments:** Comprehensive Unit assessments will provide deeper insights into

student mastery of content standards, serving as crucial data points for evaluating the effectiveness of instructional strategies.

5. **Generation Genius Monitoring:** Student progress on lessons, Investigations, and quizzes, will be regularly monitored to track individual growth and identify areas requiring additional support.

All collected data (walkthrough observations, data chat insights, exit ticket analysis, Unit assessment results, and progress on lessons, science investigations, and quizzes through Generation Genius) will be systematically reviewed and analyzed by Professional Learning Community (PLC) teams during their weekly meetings. This collaborative analysis will inform ongoing instructional adjustments, facilitate the sharing of best practices, and ensure that targeted support is provided throughout the school year to maximize student achievement in science.

Person responsible for monitoring outcome

Candi Sweet

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 evidence-based intervention chosen to achieve the measurable outcomes in science is Intentional Planning (0.76). This intervention focuses on the purposeful design of lessons, meticulously considering specific learning goals, diverse student needs (including those identified in small group instruction), available instructional resources, and the integration of effective, research-backed instructional strategies.

Rationale:

Intentional Planning is identified as a crucial evidence-based intervention because it directly addresses the root causes of the decline in science proficiency and inconsistent instructional implementation observed in the prior year. The previous lack of a "strategic and systemic response" in science, coupled with inconsistent professional development follow-up, highlights a deficit in purposeful lesson design.

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 engage in intentional planning for science instruction, specifically designing inquiry-based data-driven lessons that yield hands-on science investigations that allow students to collaboratively experience scientific phenomena, thereby building a deeper conceptual understanding.

Person Monitoring:

Candi Sweet

By When/Frequency:

Monthly

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

This purposeful planning will involve: Collaboratively unpacking appropriate grade-level standards to identify essential learning targets and diagnose specific deficits related to science. Analyzing recent student data (e.g., BOY/Mid-Year assessments, weekly exit tickets, unit assessments, as well as data related to lessons, quizzes and investigations from Generation Genius) to inform the trajectory of future lessons, the formation targeted small groups, and the differentiation of instructional content and strategies. Purposefully integrating interactive strategies, such as CUBES, hands-on investigations, and the Frayer Model for key scientific vocabulary support within small group lessons to foster student engagement and conceptual understanding. Strategic selection and utilization of core instructional resources (e.g., 5E MOI, Science Investigations, and the use of Generation Genius) to align with planned learning objectives and provide targeted support. The implementation and impact of this intentional planning will be consistently monitored and evidenced through regular classroom walkthroughs, review of detailed lesson plans, and collaborative and interactive science investigations, as well as analyzing student data in weekly Professional Learning Community (PLC) meetings, ensuring a high level of excellence for Tier 1 instruction.

Action Step #2

Monthly PLCs and quarterly data meetings will be held to critically reflect on how intentional planning is impacting student achievement by increasing Tier 1 proficiency.

Person Monitoring:

Candi Sweet

By When/Frequency:

Monthly

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

During these meetings, teachers will apply their professional learning in developing proficiency scales and using data analysis to not only analyze their student data but also to identify individual students in need and create targeted action plans for their next steps. This process will enable teachers to determine whether student concerns stem from a true learning deficit or an instructional deficit within Tier 1, ensuring appropriate and timely interventions. Monitoring for this action step will involve reviewing data meeting agendas and minutes for evidence of data analysis, identified student needs, and developed action plans, alongside ongoing observation of differentiated instruction in classrooms and analysis of subsequent student progress data.

Action Step #3

Teachers will participate in professional learning focused on designing and delivering inquiry-based science instruction using the 5E Model and Generation Genius to promote hands-on investigations, collaboration, and deeper conceptual understanding.

Person Monitoring:

Candi Sweet

By When/Frequency:

Monthly

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

The school will implement a comprehensive professional learning plan focused on the 5E Model of Instruction and the integration of Generation Genius across K–5 classrooms. This plan includes

professional development during PLCs, structured collaborative planning sessions, and job-embedded instructional coaching. Teachers will be supported in designing inquiry-based lessons that align with standards, promote hands-on investigations, and incorporate Generation Genius resources to enhance conceptual understanding. To monitor implementation and impact, the school will: 1. Conduct targeted walkthroughs using a science-specific look-for tool aligned to the 5E Model and inquiry-based practices 2. Review lesson plans for evidence of intentional planning, 5E components, and integration of Generation Genius 3. Facilitate student work analysis during PLCs (e.g., science notebooks, investigation logs, assessment data) 4. Track student outcomes using Generation Genius quizzes, formative assessments, and interim science benchmarks 5. Collect ongoing teacher reflections and feedback following PD sessions and coaching cycles 6. Provide individualized feedback through coaching and post-walkthrough conversations These monitoring structures will ensure fidelity of implementation, provide formative feedback to teachers, and support continuous instructional improvement to increase science proficiency.

Area of Focus #4

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: Improving ELA outcomes remains a top priority, with a renewed emphasis on strengthening high-quality Tier 1 instruction and refining intervention delivery across all relevant grade levels. Key strategies to be consistently implemented schoolwide include data-driven small group instruction, the READ strategy to scaffold reading comprehension, and the Frayer Model to build robust academic vocabulary. Additionally, there will be a dedicated focus on enhancing fluency, encompassing both oral reading fluency and written expression, recognizing these as critical bridges between decoding and deeper comprehension. These integrated tools and strategies will be applied consistently across grade levels to promote clarity, consistency, and higher-order thinking in both daily instruction and targeted intervention.

Impact on Student Learning: This refined and consistent schoolwide approach in ELA aims to accelerate academic achievement by fostering stronger foundational literacy skills, improving reading comprehension, and enhancing students' ability to effectively communicate in writing. The consistent application of strategies like READ will improve students' analytical and textual evidence skills. A renewed focus on fluency will bridge the gap between decoding and comprehension, allowing students to access and understand more complex texts. The Frayer Model will systematically build vocabulary, which is crucial for overall comprehension and expression. Ultimately, these efforts will lead to increased ELA proficiency and ensure balanced academic achievement across content areas.

Rationale: While overall ELA data trends remained relatively flat in the prior year, notable improvements were observed in early literacy and 6th-grade ELA performance, demonstrating the impact of intentional, targeted action. In primary grades, measurable gains were achieved through the more consistent and structured implementation of Foundations, which supported foundational literacy skills. Third grade also saw continued growth, attributed to sustained collaboration within the ELA team and strong support from an experienced ESE teacher.

Despite these pockets of success and significant existing supports (Title I teacher, two reading assistants, strong intervention systems), overall ELA outcomes have plateaued. This highlights that while previous interventions yielded initial gains, they are no longer producing accelerated growth. The current situation underscores the need for a more refined, consistent, and schoolwide approach to ELA instruction, particularly strengthening Tier 1, to ensure continued academic acceleration and balanced achievement across all core subjects.

A specific and targeted approach is also needed to address the ELA proficiency challenges in our current third-grade cohort. This group, who were last year's second graders, showed a 49% proficiency rate. This can be attributed to several factors, including a first-year alternative certification teacher and significant behavior concerns among certain students (some of whom are no longer enrolled). To ensure this doesn't become a recurring issue, our primary focus must be on building the capacity of our current second-grade teachers. This team faces a unique challenge: two teachers are teaching ELA for the first time, one is in her second year and still developing, and only one is a veteran ELA teacher. Therefore, a specific goal is needed to address both the immediate needs of our third graders and the long-term development of our second-grade ELA team.

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

While it was 2nd grade that identified us as a RAISE school, those students are now in 3rd grade. Therefore this section is not applicable. However, we will be working with the teachers on 2nd grade to improve instructional practice.

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

3rd grade: Oral Reading Fluency

Grades K-2: Measurable Outcome(s)

While it was 2nd grade that identified us as a RAISE school, those students are now in 3rd grade. Therefore this section is not applicable. However, we will be working with the teachers on 2nd grade to improve instructional practice.

Grades 3-5: Measurable Outcome(s)

By the end of the 2025-2026 school year, 100% of students in third-grade will improve their oral reading fluency to at least 110 words correct per minute (WCPM) with 80% accuracy, as measured by the Florida Assessment of Student Thinking (FAST) oral reading fluency benchmark, with progress monitored weekly using curriculum-based measures.

Monitoring

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

To ensure the third-grade oral reading fluency goal is met, we'll monitor for implementation in several ways. The leadership team and instructional coach will conduct weekly walk-throughs to observe targeted fluency instruction, checking for evidence of explicit modeling, partner reading, and corrective feedback. Curriculum-based measures will be administered weekly to track student progress against the 110 WCPM goal and identify students who may need additional support. Teachers will also participate in bi-weekly professional learning communities (PLCs) to collaboratively analyze student data, share effective strategies, and problem-solve instructional challenges. These sessions will ensure consistent instructional practices across all third-grade classrooms.

We will monitor the impact of our efforts through a combination of formative and summative assessments. The Acadience Reading K–6 oral reading fluency benchmarks will serve as the primary measure of impact. We will analyze this data at the beginning, middle, and end of the year to gauge overall progress toward the 100% student achievement goal. Weekly curriculum-based measures will provide ongoing data to identify trends, celebrate student successes, and quickly adjust interventions for students who are not meeting the benchmark. The goal of 110 words correct per minute (WCPM) with 80% accuracy will be the key metric for determining if the desired outcome has been reached. By consistently monitoring both the implementation of our strategies and the impact on student performance, we can make timely adjustments to ensure all third-grade students achieve fluency.

Person responsible for monitoring outcome

Melissa Metz

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 the measurable outcome of 100% of third-grade students reaching at least 110 WCPM with 80% accuracy, we will implement Repeated Reading as a core evidence-based intervention, guided by the principles of Fluency-Oriented Reading Instruction (FORI).

Rationale:

This approach is highly effective for building reading fluency because it provides students with multiple opportunities to read the same text with support and feedback, fostering automaticity, accuracy, and prosody.

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

Third-grade teachers will implement daily, structured 5-10 minute fluency blocks incorporating both whole-class FORI practices (like echo and choral reading) and small-group/partner-based Repeated Reading sessions. This will include explicit modeling of fluent reading, targeted feedback on accuracy and prosody, and opportunities for students to reread texts until they meet their individual fluency goals.

Person Monitoring:

Melissa Metz

By When/Frequency:

Monthly

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

Description This will include explicit modeling of fluent reading, targeted feedback on accuracy and prosody, and opportunities for students to reread texts until they meet their individual fluency goals. Monitoring Impact To monitor the explicit modeling of fluent reading, targeted feedback on accuracy and prosody, and students' opportunities to reread texts, instructional coaches and school leadership will conduct weekly informal observations and walk-throughs, utilizing checklists to ensure teachers consistently model effectively and provide specific, actionable feedback during both whole-class and small-group fluency instruction. Concurrently, weekly data analysis meetings will be held for third-grade teachers to review Curriculum-Based Measures (CBMs) and student tracking charts, verifying that students are engaging in multiple rereading attempts, making progress toward their individual WCPM goals, and allowing the team to collaboratively adjust instruction or interventions as needed based on the data.

Action Step #2

The instructional coach will provide an initial comprehensive training session for all third-grade ELA teachers, covering the theoretical foundations and practical application of Repeated Reading and FORI principles.

Person Monitoring:

Melissa Metz

By When/Frequency:

Monthly

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

Description This training will include hands-on practice with strategies such as teacher modeling, structured partner reading, and effective feedback techniques, along with guidance on selecting appropriate, high-interest texts. Following this initial training, the instructional coach will offer ongoing, individualized coaching and in-class support as needed, ensuring confident and consistent implementation through targeted feedback and co-teaching opportunities. Monitoring for Impact Monitoring for the effectiveness of the professional learning will primarily occur through classroom

observations; the administration will conduct frequent, informal check-ins and targeted observations to assess the application of Repeated Reading and FORI principles following the initial training, specifically looking for evidence of teacher modeling, effective feedback delivery, and structured student rereading opportunities, with individualized feedback and support provided to teachers as identified needs arise during these follow-up interactions.

Action Step #3

Third-grade teachers will engage in monthly data analysis meetings to review individual student progress on Curriculum-Based Measures (CBMs) of oral reading fluency.

Person Monitoring:

Melissa Metz

By When/Frequency:

Monthly

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

Description During these meetings, they will analyze WCPM and accuracy data to identify students needing additional support or enrichment, adjust instructional groupings and intervention intensity, and track overall class progress toward the 110 WCPM goal for 100% of students. Monitoring for Impact Monitoring of the monthly data analysis meetings will be conducted by school leadership and instructional coaches, who will regularly review meeting agendas, documented discussions, and decisions made regarding student progress on Curriculum-Based Measures (CBMs) of oral reading fluency. This oversight will ensure that third-grade teachers consistently analyze WCPM and accuracy data to effectively identify students needing differentiated support or enrichment, make timely adjustments to instructional groupings and intervention intensity, and accurately track overall class progress toward the 110 WCPM goal for all students, ensuring data-driven decisions are consistently applied.

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: Our primary focus for PBIS is to enhance our framework by strengthening Tier 1 universal systems to proactively support positive student behavior across all grade levels. While maintaining robust Tier 2 and Tier 3 behavioral supports for students who require more intensive intervention, our emphasis will be on ensuring high fidelity in the implementation of our schoolwide PBIS plan, "The CSA Way." This includes transitioning to a point system through PBIS Rewards for consistent and appropriate positive reinforcement. This new system will support a house system where grade levels compete for the House Cup and earn periodic rewards throughout the school year. Additionally, individual students will be incentivized to join the Colts Club (VIP, Platinum, Gold, Silver, and Bronze tiers) based on the number of points earned, fostering individual accountability and

motivation. This updated approach addresses previous issues related to the misuse of Colts Cash (losing, stealing, or trading for unauthorized goods) by transitioning to a more secure and trackable point system, thereby maintaining the integrity and effectiveness of our reward system.

Impact on Student Learning: Strengthening our PBIS framework will create a more positive, predictable, and safe learning environment, directly impacting student learning. By reducing disciplinary referrals and increasing positive behaviors, instructional time will be maximized, leading to fewer disruptions and more opportunities for academic engagement. Students will benefit from clear behavioral expectations and consistent reinforcement, fostering self-regulation skills and a sense of belonging. The new point and house systems will enhance student engagement through healthy competition and clear individual incentives, promoting collective responsibility and positive peer interactions. Robust Tier 2 and Tier 3 supports will ensure that students with more intensive behavioral needs receive timely and effective interventions, allowing them to remain in the learning environment and access instruction, ultimately improving their academic outcomes.

Rationale: This focus on PBIS emerged as a crucial need based on the previous year's data, which indicated a significant increase in behavioral challenges. Specifically, we recorded 334 disciplinary referrals, representing a 21% increase from the 2023-2024 school year. This sharp rise in referrals points directly to a breakdown in our Tier 1 universal behavioral expectations and highlights the urgent need for more effective proactive strategies at this foundational level. Furthermore, the data revealed minimal and often delayed implementation of Tier 2 and Tier 3 behavioral plans, indicating a gap in providing targeted support for students with escalating needs, which is exacerbated by a weak Tier 1. A critical factor contributing to these issues was a lack of fidelity in the implementation of our schoolwide PBIS plan, "The CSA WAY," particularly evident in the inconsistent use of "Colts Cash." Compounding this, we experienced issues with students losing, stealing, or trading Colts Cash for unauthorized items, undermining the intended purpose and effectiveness of the reinforcement system. Addressing these systemic inconsistencies and strengthening our Tier 1 PBIS framework through a robust point-based system, house competition, and tiered individual rewards is essential to create a more conducive learning environment and support both academic and behavioral success 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.

Reduction in Disciplinary Referrals: By the end of the academic year, the total number of office disciplinary referrals will decrease by 50% compared to the 2024-2025 school year baseline of 334 referrals.

Increase in Positive Behavior Observations: By the end of the academic year, classroom walkthrough data will show a 25% increase in observed instances of positive student behaviors and consistent teacher use of positive reinforcement (e.g., PBIS Rewards points, verbal praise) compared to baseline observations.

Fidelity of PBIS Implementation: By the end of the academic year, the school's Benchmarks of Quality (BoQ) score for Tier 1 implementation will increase by at least 15 percentage points, indicating improved fidelity of "The CSA Way" schoolwide PBIS plan.

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 implementation and impact of the PBIS Area of Focus will be rigorously monitored through a combination of data collection and collaborative review:

1. **Disciplinary Referral Data Analysis:** The administrative team will conduct monthly reviews of disciplinary referral data, disaggregated by grade level, type of infraction, and location, to identify trends and inform targeted interventions. This data will be shared with the PBIS team and PLCs quarterly.
2. **Classroom Walkthroughs (Behavioral Focus):** Administrators and PBIS team members will conduct weekly targeted walkthroughs focusing on the consistent implementation of Tier 1 PBIS strategies, including clear behavioral expectations, positive reinforcement (e.g., use of PBIS Rewards points), and proactive de-escalation techniques.
3. **PBIS Team Meetings:** The school's PBIS team will meet monthly to review fidelity data, analyze referral trends, discuss the effectiveness of Tier 2 and Tier 3 interventions, and plan for ongoing professional development and support for staff.
4. **Student and Staff Surveys:** Annual surveys will be administered to students and staff to gather perceptions on school climate, safety, and the effectiveness of PBIS strategies.
5. **PBIS Rewards Data Audit:** A quarterly audit of PBIS Rewards point distribution and redemption will be conducted to ensure consistent and appropriate use and to address any ongoing issues.
6. **Benchmarks of Quality (BoQ):** The BoQ will be administered biannually by the PBIS leadership team to formally assess the fidelity of Tier 1 PBIS implementation. The results will guide continuous improvement efforts and action planning for "The CSA Way" schoolwide PBIS plan.

Person responsible for monitoring outcome

Melissa Metz, 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 evidence-based intervention chosen to achieve the measurable outcomes in positive school climate and behavior is the Positive Behavioral Interventions and Supports (PBIS) framework. This comprehensive, multi-tiered approach focuses on creating a positive and predictable school environment by explicitly teaching behavioral expectations, consistently reinforcing desired behaviors, and utilizing data to inform decision-making. Specifically, our implementation will emphasize strengthening Tier 1 universal supports through a schoolwide point system (PBIS Rewards), a house system for collective motivation, and a tiered individual reward system (Colts Club) to foster intrinsic motivation and accountability.

Rationale:

The PBIS framework is selected as the crucial evidence-based intervention because it directly addresses the root causes of the significant increase in disciplinary referrals and the identified inconsistencies in our previous behavioral support system. The 21% increase in referrals highlights a critical need for a more robust and consistently applied Tier 1 foundation. PBIS provides a structured, proactive approach to teaching and reinforcing expected behaviors, which is essential to reduce the frequency of minor and major infractions. The shift to a point system through PBIS Rewards, coupled with the house system and Colts Club, directly addresses the past issues of inconsistent reinforcement and misuse of physical rewards by providing a more reliable, transparent, and engaging system for acknowledging positive behavior. By systematically implementing the PBIS framework with high fidelity, we aim to create a school culture where positive behavior is the norm, instructional time is maximized, and all students feel safe, supported, and ready to learn.

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 PBIS Leadership Team will ensure the full and consistent implementation of the PBIS Rewards point system as the primary method for acknowledging positive student behaviors across all school settings and grade levels.

Person Monitoring:

Melissa Metz and Candi Sweet

By When/Frequency:

Quarterly

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

This includes reviewing the school-wide behavioral expectations aligned with "The CSA Way" and explicitly teaching these expectations to all students at the start of the year and after extended breaks. All staff will be trained on the proper and consistent use of PBIS Rewards for awarding points

for positive behaviors, ensuring equitable distribution and a high ratio of positive to corrective interactions. The house system will be implemented by assigning all students to a house and communicating the rules for inter-grade level competition for the "House Cup" and periodic rewards throughout the year. The Colts Club will be launched with clearly defined tiers (VIP, Platinum, Gold, Silver, Bronze) and corresponding incentives, ensuring students understand how to earn points and progress through the club levels. Finally, the use of physical "Colts Cash" will be phased out to eliminate issues of loss, theft, or unauthorized trading, transitioning fully to the digital point system. The fidelity of this implementation will be monitored through regular walkthroughs, PBIS Rewards data reports, and feedback from staff and students, with adjustments made as needed to optimize the system's effectiveness.

Action Step #2

To support the successful transition and sustained implementation of the enhanced PBIS framework, ongoing professional learning and coaching will be provided to all staff throughout the school year.

Person Monitoring:

Melissa Metz and Candi Sweet

By When/Frequency:

Quarterly

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

These sessions will focus on mastering the PBIS Rewards platform, including point entry, data access, and report generation. They will also deepen understanding of Tier 1 PBIS principles, emphasizing proactive strategies, explicit teaching of expectations, and consistent positive reinforcement aligned with "The CSA Way." Furthermore, strategies for effectively integrating the house system and Colts Club into daily routines and special events will be covered to maximize student engagement and collective responsibility. Staff will learn to utilize PBIS Rewards data to identify trends in student behavior, celebrate successes, and pinpoint areas requiring additional Tier 1 support or targeted interventions. Finally, these sessions will address common behavioral challenges and reinforce consistent, school-wide responses to minor infractions to maintain a predictable environment. Professional learning will be delivered through a combination of whole-group sessions, grade-level team meetings, and individualized coaching, with attendance and application of strategies monitored through training logs, walkthrough data, and staff surveys for monitoring.

Action Step #3

Regular, data-driven PBIS team meetings and data reviews will be conducted to continuously monitor the fidelity and impact of the enhanced Tier 1 PBIS framework.

Person Monitoring:

Melissa Metz and Candi Sweet

By When/Frequency:

Monthly Meetings/Bi-Annual BoQs

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

This includes monthly PBIS Leadership Team meetings to analyze disciplinary referral data (overall reduction, disaggregated by location, behavior, student group), PBIS Rewards data (point distribution, redemption rates, participation in Colts Club), and classroom walkthrough observations. A bi-annual review of the Benchmarks of Quality (BoQ) will be conducted by the PBIS Leadership Team to assess the fidelity of Tier 1 implementation, identify strengths, and pinpoint areas for improvement, using the results to inform action planning. Key PBIS data and progress will be shared with the entire faculty, students, and families through various communication channels (e.g., staff meetings, school newsletters, student assemblies) to maintain transparency and foster collective ownership of the positive school climate. These data reviews will allow the school to make informed, responsive adjustments to the PBIS plan throughout the year, ensuring it effectively reduces disciplinary incidents, promotes positive student behavior, and supports a thriving 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.

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 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 2025-26 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



2025-26 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 Hill Elementary School empowers 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 / Pre-K Teacher

Job Duties and Responsibilities

Facilitate Title I plan development and implementation. 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 #2

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 #3

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, 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

Amy Fehrs

amy.fehrs@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

Kathryn Wright

kathryn.wright@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

School Administrator, assists with overseeing all aspects of the school, including instruction, operations, professional learning, recruitment, climate and culture, etc.

Leadership Team Member #10

Employee's Name

Candice Stevens

candice.stevens@myoneclay.net

Position Title

Intervention Team Facilitator

Job Duties and Responsibilities

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

Leadership Team Member #11

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 #12

Employee's Name

To Be Determined

TBD

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 #13

Employee's Name

Adele Reed

adele.reed@myoneclay.net

Position Title

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, 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 2025 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, SAC Committee 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

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: A 2023-24: C 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	21	64	47	69	60	51	45	0	0	357
Absent 10% or more school days	0	17	10	11	10	17	20	0	0	85
One or more suspensions	0	6	2	2	3	0	2	0	0	15
Course failure in English Language Arts (ELA)	1	2	0	0	0	0	0	0	0	3
Course failure in Math	1	0	0	0	0	0	0	0	0	1
Level 1 on statewide ELA assessment	1	12	7	12	4	7	13	0	0	56
Level 1 on statewide Math assessment	1	0	2	6	6	11	22	0	0	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)	0	0	0	1	4	0	0	0	0	5
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 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	2	4	7	6	3	15	0	0	38

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	6	4	9	2	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	8	18	24	15	16	27	7			115
One or more suspensions		5	4	4	6	4	11			34
Course failure in English Language Arts (ELA)		2								2
Course failure in Math	1					1	1			3
Level 1 on statewide ELA assessment	4	26	12	17	25	8	8			100
Level 1 on statewide Math assessment	10	8	12	12	22	9	4			77
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	26	12	17						59
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	10	8	12	12						42

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators			2	2	5	14	6			29

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	7	1	9	1					21
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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	62	63	59	54	62	57	57	59	53
Grade 3 ELA Achievement	58	66	59	51	65	58	58	61	53
ELA Learning Gains	72	62	60	55	62	60			
ELA Lowest 25th Percentile	70	60	56	48	60	57			
Math Achievement*	58	67	64	49	67	62	52	64	59
Math Learning Gains	67	65	63	54	68	62			
Math Lowest 25th Percentile	62	57	51	43	59	52			
Science Achievement	51	62	58	60	61	57	65	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	72	63		55	61			55	59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	500
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
63%	52%	58%	59%	49%		59%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	49%	No		
Hispanic Students	69%	No		
White Students	61%	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.

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%		

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	57%	58%			52%			65%					
Students With Disabilities	26%	44%			23%			28%					
White Students	55%	55%			52%			67%					
Economically Disadvantaged Students	51%	49%			48%			61%					

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	56%	65%	-9%	57%	-1%
ELA	4	66%	59%	7%	56%	10%
ELA	5	55%	56%	-1%	56%	-1%
ELA	6	64%	67%	-3%	60%	4%
Math	3	59%	66%	-7%	63%	-4%
Math	4	62%	63%	-1%	62%	0%
Math	5	33%	55%	-22%	57%	-24%
Math	6	76%	77%	-1%	60%	16%
Science	5	48%	61%	-13%	55%	-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?

CHE showed improvement in 7 of the 8 component areas of the school grading system, but most notably was growth in learning gains among the lower quartile in ELA and math. In ELA, the percent of lower quartile students making a learning gain increased by 15 percentage points, from 55% to 70%. In math, the percent of lower quartile students making a learning gain increased by 12 percentage points, from 43% to 55%.

The actions that contributed to these gains were varied. Targeted small group instruction, based on assessment/diagnostic student data were provided a minimum of three days per week in all ELA and math blocks. In addition, Title-I funded, on-site teacher mentors, as well as district curriculum coaches, modeled effective instructional strategies and provided quality instructional feedback and next-steps for continuing improvement, promoting reflection and growth among targeted-content teachers.

Lowest Performance

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

The component that showed the lowest performance was 5th grade math proficiency, with just 34% of students scoring L3 or higher. Only 39% of these same students earned a learning gain in math. We attribute these limited outcomes to the lack of a credentialed ESE coteacher for several months of the year, as well as a time-limited math block. In addition, the 5th grade teacher lacked a professional learning team of "like-content" with which to learn and collaborate.

Greatest Decline

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

The component of greatest decline was 5th grade science with 48% of students scoring level 3 or higher. By domain, CHE 5th graders performed:

- 27% below the standard in Nature of Science
- 32% below the standard in Earth and Space Science
- 33% below the standard in Physical Science
- 29% below the standard in Life Science

The percentage of students scoring below the standard is fairly consistent, however the overall proficiency percentage does not fit the historic trend. The teachers reported that they and the students were unprepared for the 2025 testing environment and digital platform of the SSA. The heavy emphasis on reading comprehension may have contributed to limited proficiency as this was a less intentional aspect of the instruction in the departmentalized science classroom, where reading strategies need to be more explicitly embedded. End of year SSA outcomes were NOT in alignment with those predicted by the midyear Synergy Science Assessment and EOY Mock SSA.

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.

While CHE outperformed the state averages for percent proficient in 3rd ELA, 4th ELA, 6th ELA, and 6th math, the greatest achievement gaps were identified in 5th math (24 percentage points below the state at 33%), 5th grade science (7 percentage points below the state at 48%), and 3rd math (4 percentage points below the state average at 59%).

We attribute the gap in 5th math to the lack of a credentialed ESE coteacher for several months of the year, as well as a time-limited math block. In addition, the 5th grade teacher lacked a professional learning team of “like-content” individuals with whom to learn and collaborate.

We attribute the gap in 5th science to a lack of preparedness for the 2025 testing environment and digital platform of the SSA. The heavy emphasis on reading comprehension may have contributed to limited proficiency, as this was a less intentional aspect of the instruction in the departmentalized science classroom, where reading strategies need to be more explicitly embedded. End-of-year SSA outcomes were NOT in alignment with those predicted by the midyear Synergy Science Assessment and EOY Mock SSA.

Limited math achievement in grade three is attributed to a less-experienced teacher in the grade and content area.

EWS Areas of Concern

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

Attendance is a concern, particularly for rising 5th and 6th graders. Of our students with attendance rates below 90%, 37 of the 91 students come from these two grade level groups. 33% of rising 5th graders and 28 of rising 5th graders have attendance rates below 90% for the 24-25 school year.

Our rising 6th grade students also comprise the greatest number and percentage of students scoring a Level 1 in ELA, with 23 out of 69 students (in all grades) or 32% of the grade.

Highest Priorities

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

- Improve 5th grade science proficiency to 60%.
- Improve 5th grade ELA proficiency to 59% or higher.
- Improve 5th grade math proficiency to 55% or higher.
- Improve 5th grade math learning gains to 50% or higher.
- Improve peer relationships as evidenced by the annual climate survey to a minimum of 60% of students who report, "Students treat each other with kindness and respect at my school."

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: Differentiation, in whole- and small-group, and in all content areas, focusing on both remediation and enrichment.

Impact on Student Learning: Through intentional differentiation, we will improve proficiency and learning gains, particularly for rising 6th grade math and science students.

Rationale: Prior year data reveals that only 34% of 5th grade students scored proficient in math, only 39% made a learning gain in math, and just 48% were proficient in science. Targeted differentiation strategies, both whole- and small-group, will enable teachers to remediate areas of student need while enriching students who master 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.

At least 50% of classroom walkthroughs will reflect student engagement in differentiated learning tasks based on needs. 2025-2026 FAST PM3 will reflect at least 60% of CHE math students score a level 3 or above, and at least 67% or more earning a learning gain 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 differentiation strategies).
- Eureka² exit tickets, topic quizzes, module assessments, and benchmark assessments
- i-Ready Diagnostic results
- FAST Progress Monitoring Assessments

This data will be analyzed during grade level, bi-monthly data meetings and weekly PLCs to inform ongoing instruction and targeted support to maximize achievement.

Person responsible for monitoring outcome

Adele Reed, 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 intervention instruction via small groups, incorporating modeling & visual representations, will be incorporated in classrooms 3-5 times per week.

Rationale:

The incorporation of flexible small groups is proven to foster improved student learning and CHE has the resources, through master scheduling and the allocation of human resources, for implementation.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

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

Professional Development

Person Monitoring:

Adele Reed

By When/Frequency:

August 8, 2025 and ongoing

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

Admin will provide explicit PL in differentiated instruction at the start of the year and strategic teacher/ team support will be embedded in quarterly PLC work to ensure common understanding of differentiated teaching and characteristics of a differentiated classroom. Classroom walkthroughs, PLC agenda/minutes, and lesson plans will evidence the incorporation of intentional differentiation, and impact will be measured by student achievement outcomes.

Action Step #2

Data Meetings

Person Monitoring:

Adele Reed

By When/Frequency:

September 2025 and ongoing

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

Data meetings will be held bimonthly with grade level teams to reflect on how differentiated instruction is impacting student achievement by analyzing student work, observation data, and achievement data. Data meetings agendas and minutes will reflect the incorporation of data analysis and discussion of differentiation and its impact on student achievement, based on student outcomes, which will be embedded in agendas/minutes.

Action Step #3

Differentiation Practices as a Component of Teacher Collaboration

Person Monitoring:

Adele Reed

By When/Frequency:

September 2025 and ongoing (weekly/monthly)

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

Teachers will include a focus on differentiation practices as a sub-component of responding to the 4 Critical Questions in their weekly/monthly PLC agendas and minutes. Quarterly PLC surveys and student achievement data will reflect the impact of our focus on differentiation during ongoing staff professional learning.

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: Professional learning communities that promote strong teacher collaboration, data analysis, the development of common formative assessment, and instructional design to respond to student need.

Impact on Student Learning: Through frequent and consistent teacher collaboration via learning communities, we will improve proficiency and learning gains in ELA and math, as well as proficiency in science.

Rationale: Although CHE improved outcomes in all but one of the 8 school grade components in 2025, our goal is continuous improvement in all assessed areas. We want to exceed current-year proficiency and learning gains in ELA (62% and 72%, respectively), as well as proficiency and learning gains in math (58% and 67%). A particular area in need of improvement is grade 5, where FAST data reveals that only 34% of students scored proficient in math, and only 39% made a learning gain in math. Science instruction will improve as a result of strong PLCs, as just 48% of students

were proficient in science in 2025.

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.

CHE students in grades 4-6 will earn a composite score of at least 65% proficient on the 2026 PM3 FAST ELA assessment, an increase of two percentage points over 2025, and 60% of CHE third graders will earn a level 3 or higher on the 2026 FAST PM3 assessment. Math proficiency will increase to 60% or higher, and at least 60% of students will score a Level 3 or higher in science on the end of year state assessments.

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:

- Common formative assessment results
- Student progress monitoring, ie: FAST/Lexia/CFA results - data chats - sharing growth
- PLC agendas will reflect differentiation with specific emphasis on enrichment
- PLC mini survey - quarterly progress results - effective planning/implementation

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:

Progress monitoring will be integrated consistently in all assessed content areas.

Rationale:

By continually monitoring a child's progress, teachers can gather the information they need to match lessons to an individual child's knowledge level. Teachers in professional learning communities will use progress monitoring data to drive instructional decisions and empower their work.

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

Person Monitoring:

Adele Reed

By When/Frequency:

September 2025 and ongoing, weekly

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

Professional learning will be provided, whole-group, to ensure that teacher teams understand and develop consistent and effective systems for sustaining productive Professional Learning Communities. Teacher leaders will continue to support the weekly facilitation of effective PLCs that focus on the Collaborative Team Actions/4 Critical Questions. Teams will: analyze student data to determine what students need to know, develop common formative assessments, and determine steps for remediation and/or enrichment to achieve mastery of BEST ELA standards. PLC team agendas and minutes will reflect adherence to the Collaborative Team Actions and related elements.

Action Step #2

Common Formative Assessments

Person Monitoring:

Adele Reed

By When/Frequency:

October 2025 and ongoing, monthly

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

Teachers will develop and administer common formative assessments with collaborative teams for the purpose of progress monitoring. Student achievement data on common formative assessments and PLC team response (via critical questions 3 and 4) will reflect implementation of the action step.

Action Step #3

Monthly Data Review

Person Monitoring:

Adele Reed / Kathryn Wright

By When/Frequency:

October 2025 and ongoing, monthly

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

Administrators will review student progress monitoring data from both professional learning community agendas/minutes as well as from external data sources (FAST, Lexia, classroom data) to ensure that student achievement is trending adequately.

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.

Description: Positive peer relationships, evidenced by students reporting that they feel they treat each other with kindness and respect.

Impact on Student Learning: 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.

Rationale: Prior year data reveals that only 51.6% of students agree that “students treat each other with kindness and respect at [CHE].” 2024 data revealed that only 56.8% of students agree with this statement.

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 reveals that only 51.6% of students agree that “students treat each other with kindness and respect”. The 2026 annual Climate Survey will reveal that at least 60% of students agree that students treat each other with kindness and respect at CHE.

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 tracked via:

- PBIS Rewards monthly data
- CHE PBIS quarterly student survey
- Analysis of disciplinary reports, specifically related to peer confrontation

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:

Provide specific feedback contingent on students’ SEB and academic skills; give at least five positive praise statements for each 1 corrective statement (≥5:1 ratio)

Rationale:

Providing specific feedback actively promotes social, emotional, and behavioral growth. If teachers emphasize specific feedback relative to peer interaction and relationships, then peer relationships will improve and negative social behaviors will decrease.

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:

September 2025, monthly

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

PBIS Data Analysis

Person Monitoring:

Kathryn Wright

By When/Frequency:

September 2025, monthly

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

PBIS data meetings will be held monthly to reflect on how explicit behavior and culture lessons are impacting student achievement through reduced referral rates, consistent distribution of PAWS Points, and student survey data. PBIS Rewards data will reflect consistent distribution of PAWS points for target behaviors, Synergy data will reflect reduced referral rates, and climate survey data will reflect increased reports of positive peer relationships.

Action Step #3

Professional Learning

Person Monitoring:

Kathryn Wright

By When/Frequency:

August 2025, ongoing monthly

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

Teachers will be trained monthly on components of PBIS to promote positive behaviors, resulting in improved student-to-student relationships.

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 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 2025-26 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



2025-26 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 Clay High School, in conjunction with the School District of Clay County, is to work collaboratively with all stakeholders 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 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

Halter, Jennifer

jennifer.halter@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Educational leader of the school who oversees all areas of Clay High School. Assigned to oversee 9th & 10th grade English/Language Arts, Algebra 1, Geometry, and all new teachers to Clay High School.

Leadership Team Member #2

Employee's Name

King, Bonnie

bonnie.king@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Provides instructional leadership to the Intensive Reading, math, AICE, and ESE departments as well as manages the day-to-day operations of the school.

Leadership Team Member #3

Employee's Name

Lewis, Matthew

matthew.lewis@myoneclay.net

Position Title

Vice Principal

Job Duties and Responsibilities

Oversees career and technical education programs, manages the day-to-day operations of the school, and works with students to improve classroom climate and culture.

Leadership Team Member #4

Employee's Name

Adams, Laura A.

laura.adams@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Provides instructional leadership in math. Ms. Adams oversees PBIS, climate, and culture. She also helps manage the day-to-day running of the school.

Leadership Team Member #5

Employee's Name

Dunn, Frank

frank.dunn@myoneclay.net

Position Title

Guidance Counselor

Job Duties and Responsibilities

Guidance department head. Works with the guidance team and others to support students' academic success.

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

Dillon, Theresa

theresa.dillon@myoneclay.net

Position Title

SAC Member

Job Duties and Responsibilities

SAC Chairperson, and she is a math teacher who is responsible for providing instructional support to students in math.

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 Dr. Halter and Assistant Principal Ms. Adams. Faculty and staff perspectives are provided by Mr. Dunn, while Ms. Looney represents the parents of Clay High students. Student voices are included through the participation of 11th and 12th-grade representatives. Although not an official SAC member, Stacey Reape, owner of Tucker's Farm House, serves as a valued community partner. She is regularly consulted to provide input from the business community and contributes to key decisions 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)).

Clay High School's Improvement Plan (SIP) will be monitored through a variety of strategies designed to support continuous growth and improvement. Weekly Professional Learning Communities (PLCs) will play a central role, as teachers collaborate to develop rigorous common assessments, analyze data trends, and plan targeted remediation efforts. Special attention will be given to performance data from key subgroups, including Students with Disabilities (SWD), English Language Learners (ELL), and students in the lower quartile, to ensure we are closing achievement gaps.

Administrators will regularly attend PLC meetings to provide support and gather feedback directly from teachers. In addition, the leadership team will conduct classroom walkthroughs and offer constructive feedback on instructional practices. Students will be actively engaged in their academic progress through ongoing data chats with their teachers, encouraging ownership of their learning. Dr. Halter and Ms. Adams will closely monitor student performance data and communicate regularly about next steps. Throughout the year, particular emphasis will be placed on analyzing and addressing the needs of our ELL, SWD, and lower quartile students.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	51.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: B 2023-24: A 2022-23: B 2021-22: C 2020-21:

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 (2025-26)

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	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 (2025-26)

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 (2024-25) 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 (2024-25) 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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	65	66	59	64	64	55	57	57	50
Grade 3 ELA Achievement									
ELA Learning Gains	58	60	58	65	62	57			
ELA Lowest 25th Percentile	55	59	56	66	62	55			
Math Achievement*	45	59	49	56	61	45	50	50	38
Math Learning Gains	36	48	47	56	60	47			
Math Lowest 25th Percentile	22	42	49	53	61	49			
Science Achievement	76	82	72	74	80	68	67	74	64
Social Studies Achievement*	80	84	75	71	83	71	70	80	66
Graduation Rate	93	95	92	91	94	90	94	95	89
Middle School Acceleration									
College and Career Acceleration	60	63	69	58	60	67	58	63	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	72	69	52	50	51	49	38	52	45

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	662
Total Components for the FPPI	11
Percent Tested	98%
Graduation Rate	93%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
60%	64%	65%	52%	52%		57%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	44%	No		
English Language Learners	35%	Yes	1	
Asian Students	48%	No		
Black/African American Students	54%	No		
Hispanic Students	56%	No		
Multiracial Students	71%	No		
White Students	61%	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.

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%
12/2025													

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%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	57%				50%			67%	70%		94%	58%	38%
Students With Disabilities	29%				25%			32%	41%		95%	24%	
English Language Learners	14%				8%						69%		59%
Black/African American Students	33%				25%			41%	48%		94%	32%	
Hispanic Students	57%				44%			67%	62%		98%	48%	56%
Multiracial Students	86%				63%				91%		90%	44%	
White Students	60%				57%			70%	74%		93%	63%	
Economically Disadvantaged Students	43%				43%			54%	55%		91%	44%	55%

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	66%	65%	1%	58%	8%
ELA	9	64%	64%	0%	56%	8%
Biology		76%	78%	-2%	71%	5%
Algebra		27%	63%	-36%	54%	-27%
Geometry		54%	62%	-8%	54%	0%
History		81%	81%	0%	71%	10%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		7%	19%	-12%	16%	-9%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		11%	18%	-7%	18%	-7%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* 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?

Clay High School experienced significant growth in Social Studies, marked by a 9% increase in student performance on the U.S. History End-of-Course (EOC) exam. This notable improvement is the result of several key initiatives, including focused and rigorous weekly Professional Learning Communities (PLCs), consistent daily data collection, and the use of common assessments. Additionally, the integration of targeted reading strategies to support Level 1 and 2 readers, combined with a strong emphasis on standards-based instruction, played a critical role in driving student success.

Lowest Performance

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

Clay High School's most significant area for growth is in math learning gains among students in the lower quartile, where only 27% demonstrated measurable progress. This outcome was impacted by several factors, most notably by having two long-term substitute teachers in Algebra 1 classes due to unforeseen staffing challenges. Additionally, learning gains from Algebra 1B students could not be included in the data, as these students did not participate in state testing the previous year. The ELL subgroup showed a -20% difference in the schoolwide Algebra learning gains (7%). These circumstances contributed to lower-than-anticipated results in this critical area.

ELL students also showed a significantly lower percentage in ELA Achievement compared to the entire school (ELL 8% compared to 65% Schoolwide). ELL ELA Achievement was double achievement rate in the 23-24 schoolyear (18%). Similarly, Math Achievement schoolwide was 43% in the previous schoolyear, compared to 24-25 schoolyear, where the Math Achievement was 15%.

Greatest Decline

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

The most significant decline at Clay High was observed in math lower quartile learning gains among students in the lower quartile, with a 31% decrease compared to the previous year. The ELL Math

Achievement dropped 28% from the previous year. This drop can largely be attributed to the instructional gaps due to having two long-term substitute teachers during the third and fourth quarters. Additionally, learning gains from Algebra 1B students could not be factored into the overall data, as those students were not tested in the prior year. These combined challenges had a notable impact on performance in this area.

Greatest Gap

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

The greatest gap was found in Lower Quartile Learning Gains for Algebra and Geometry including the decline in achievement level of our ELL students. Factors that contributed to this gap include: lack of consistent grade-level benchmark-aligned instruction and a lack of effective, remediation opportunities throughout the school year, effective instructional strategies and interventions for ELL students.

EWS Areas of Concern

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

One area of concern from our EWS data was that Clay High had 38% of our students having 10% or more absences.

Highest Priorities

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

- 1) **Reduce chronic absenteeism** by decreasing the number of students with 10% or more absences by at least 10%.
- 2) **Improve math learning gains** among lower quartile and ELL students to meet or exceed the district average.
- 3) **Increase overall math proficiency** to align with or surpass the state average.
- 4) **Increase math achievement** for our ELL students by at least 10% (18% 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 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.

Clay High experienced a 28% decline in math learning gains among lower-quartile students during the 2024–2025 school year. In response to this concerning data trend, we will place a strong emphasis on increasing student engagement as a key strategy for improvement.

Impact on Student Learning:

Active engagement in the learning process enhances students' ability to understand complex concepts, retain information, and apply knowledge in real-world contexts. Engaged students are more motivated, exhibit a stronger sense of belonging, and maintain a more positive attitude toward learning—all of which contribute to academic success.

Rationale:

Given that our lower-quartile students experienced a decline in learning gains and our ELL students declined by 50% in math achievement from the previous year, it is essential to implement targeted engagement strategies to support this vulnerable group. By fostering collaborative, interactive classrooms where students are actively demonstrating understanding, we aim to close learning gaps and create more meaningful and effective learning experiences.

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, walkthrough data will reflect a 50% increase in the use of engagement strategies in classrooms with a Math End-of-Course (EOC) exam. Algebra and Geometry End-of-Course exams will increase by 5%, taking Clay High from 27% proficiency to 32% proficiency in Algebra and from 55% proficiency to 60% proficiency in Geometry. Common classroom formative and summative assessments as well as district assessments, will be regularly analyzed to monitor progress and growth among students in the lower quartile. The district's ESOL support will

meet with admin quarterly to monitor what we are seeing on our walk throughs in classes with ELL students.

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 walkthroughs

Quarterly data chats

Weekly PLCs that dive into common assessment data (Exit tickets and unit tests)

Lower-quartile monitoring documents

Person responsible for monitoring outcome

Dr. Halter, Mrs. King, 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:

Clay High School is facing significant challenges in mathematics proficiency, with only 27% of students achieving proficiency in Algebra and 55% in Geometry. A particularly concerning area is the performance of English Language Learners (ELLs) in Algebra, where proficiency stands at a mere 7%. These statistics indicate a need for a comprehensive and targeted intervention to improve mathematical understanding and success for all students, with a critical focus on supporting ELLs. The intervention combines the principles of Sheltered Instruction (specifically, the SIOP Model) with explicit instruction in mathematical vocabulary and problem-solving strategies, and targeted small-group differentiation. This multi-faceted approach aims to enhance the comprehensibility of math content for all students, while providing specialized support for ELLs. This intervention will be implemented primarily within the regular Algebra and Geometry classrooms, with additional pull-out or push-in support as needed for the most struggling students, particularly ELLs. Sheltered Instruction (SIOP Model) Integration: Teachers will explicitly teach and model various learning strategies, such as: -Graphic organizers (e.g., KWL charts for problem-solving, Frayer models for vocabulary). -Think-alouds during problem-solving. -Note-taking strategies adapted for math. Interaction: Opportunities for student-to-student interaction will be maximized through: -Pair-share activities to discuss math concepts and problem-solving approaches. -Small-group work on complex problems. -Structured academic conversations using math-specific language. Practice and Application: Students will engage in hands-on activities and apply concepts in varied contexts. Teachers will provide ample

opportunities for guided and independent practice. Lesson Delivery: Lessons will be highly engaging, with clear explanations and consistent checks for understanding. Review and Assessment: Regular review of key concepts and vocabulary will occur. Assessments will be varied (e.g., oral explanations, demonstrations, written problems) and modified for language accessibility where appropriate. Explicit Mathematical Vocabulary Instruction: Dedicated time will be allocated to teaching academic mathematical vocabulary (e.g., "coefficient," "variable," "congruent," "bisect," "derive," "interpret"). Strategies will include: direct definition, contextual examples, non-examples, visual representations, and opportunities for students to use new terms in speaking and writing. Targeted Problem-Solving Strategy Instruction: Students will be explicitly taught a systematic approach to problem-solving (e.g., "Understand the Problem, Devise a Plan, Carry out the Plan, Look Back"). Emphasis will be placed on breaking down multi-step problems, identifying key information, and selecting appropriate mathematical operations or theorems. Visual models, such as bar models, number lines, and geometric diagrams, will be used to aid comprehension. Small-Group Differentiation: Students, particularly ELLs and those identified as significantly below grade level, will receive targeted small-group instruction. These groups will focus on re-teaching foundational concepts, providing intensive practice, and offering individualized support with language barriers in math. Small-Group Differentiation: Students, particularly ELLs and those identified as significantly below grade level, will receive targeted small-group instruction. These groups will focus on re-teaching foundational concepts, providing intensive practice, and offering individualized support with language barriers in math.

Rationale:

This integrated approach is highly suitable for Clay High School's identified needs for several reasons: Addresses Foundational Gaps: The low proficiency rates suggest a need to strengthen foundational understanding in both Algebra and Geometry. Sheltered instruction, with its emphasis on comprehensible input and explicit strategies, helps build this foundation by making complex concepts accessible to all learners. Directly Targets ELL Needs: The severe disparity in Algebra proficiency for ELLs (7% vs. 27% school-wide) highlights an urgent need for language-sensitive instruction. The SIOP Model is specifically designed to integrate content and language learning, ensuring that ELLs can access the curriculum while simultaneously developing their academic English skills. Explicit vocabulary instruction is crucial for bridging the linguistic gap in math. Promotes Deeper Conceptual Understanding: Rather than focusing solely on algorithms, this intervention encourages teachers to use strategies that foster conceptual understanding (e.g., manipulatives, real-world connections, interactive discussions). This is vital for long-term retention and the ability to apply knowledge to novel problems, which is essential for higher-level math. Evidence-Based Practice: Sheltered Instruction (SIOP Model): Research consistently demonstrates the effectiveness of the SIOP Model in improving academic outcomes for ELLs across various content areas, including mathematics. It provides a structured framework for delivering high-quality instruction that is both content-rich and linguistically accessible. Explicit Instruction: Explicit teaching of academic vocabulary and problem-solving strategies is a well-established evidence-based practice for improving student achievement, particularly for students who struggle or have specific learning needs. Small-Group Intervention: Targeted small-group instruction allows for differentiated support, addressing specific learning gaps and providing individualized attention that is often not possible in a whole-class setting. Enhances Teacher Capacity: Implementing this intervention requires professional development for teachers in SIOP strategies and effective math instruction techniques. This investment in teacher capacity will lead to improved instructional quality across all math classrooms, benefiting all students in the long run. By systematically implementing sheltered instruction, focusing on mathematical language, and providing targeted support, Clay High School can create a more equitable and effective learning environment that significantly boosts Algebra and Geometry proficiency for all students, especially its English Language Learners.

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

Effectively and Efficiently using Total Participation Techniques

Person Monitoring:

Mrs. King and Ms. Adams

By When/Frequency:

Quarterly

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

Clay High teachers will be taught the importance, effectiveness, and correct way to use the TPT in their content area. They will also learn how to modify or choose a different TPT according to groups, particularly subgroups in the LQ and ELL groups/students. To monitor the impact of this initiative, Clay High's administration will conduct regular classroom walkthroughs, specifically looking for evidence these strategies are being used, and observing the level of expertise the teacher is using said strategy. Teachers that are identified as needing support in developing their use of TPT will be provided the opportunity for feedback, more training, and to walk other model teachers classes. Weekly administrative team meetings will include discussions on observed student engagement and teacher implementation, allowing for ongoing reflection and adjustments as needed to support instructional growth.

Action Step #2

Content Collaboration

Person Monitoring:

Mrs. King and Ms. Adams

By When/Frequency:

Bi-Monthly

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

Clay High holds two content-based PLCs each month, focused on improving instructional practices and student outcomes in math. During these sessions, teachers bring data from exit tickets and common assessments to facilitate in-depth discussions around student performance trends. The PLCs also serve as a platform for teachers to share which engagement strategies they implemented and how those strategies supported student mastery of specific standards. These collaborative data conversations help identify effective practices and guide instructional adjustments to drive higher learning gains.

Action Step #3

Encouraging Continued Growth & Monitoring the Data

Person Monitoring:

Mrs. King and Ms. Adams

By When/Frequency:

Monthly

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

Admin and department heads will consistently emphasize the value of using TPT by showcasing effective classroom examples that we observe during recent walk throughs and sharing concrete

results from across the school. Opportunities will be provided for teachers from all subject areas can openly share their successes and challenges, encouraging peer learning, mutual support, and school-wide coherence. Admin will provide evidence-based reminders illustrating how specific TPT practices reliably boost student engagement and lead to increased academic achievement levels. This will promote the use of TPT, consistency, reinforce alignment across departments, and gives teachers meaningful guidance they can immediately apply. To monitor this we will calculate the percentage of walk throughs that noted appropriate use of TPT during classroom walkthroughs for that month. That data will be reviewed and compared with the data from the prior month(s). This will assist in effectively identifying any areas of need or growth. From there we can examine common formative assessments and examine the correlation between that information with our data review process to monitor the impact of our monthly reviews and make adjustments where needed.

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.

Implement targeted small-group instruction in math, focusing on foundational skills and addressing specific learning gaps identified through the prior year's data.

Impact on Student Learning:

With a math achievement rate of 44% during the 2024–2025 school year, Clay High recognizes the need for differentiated instruction to support student success. By prioritizing small-group instruction, teachers can tailor lessons to meet individual student needs, helping all learners make progress toward mastery of the state standards.

Rationale:

Clay High's math achievement rate was 22 percentage points below the district average in 2024–2025. To close this gap, the school will emphasize small-group instruction designed for both remediation and enrichment. This approach ensures that students receive targeted support or more challenging tasks based on their current level of understanding, ultimately driving improvement in overall achievement and narrowing the performance gap with the district.

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 that at least 70% of math classrooms consistently demonstrate evidence of differentiated instruction through small-group learning. In addition, common assessment data will be monitored throughout the year to track progress and guide instructional adjustments. The ultimate goal is to raise overall math achievement to meet or exceed the district average of 66%.

Monitoring

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

Progress toward the desired outcome will be measured through:

Classroom walkthroughs

Quarterly student data chats

common formative and summative assessments

PLC teams will use this data to inform ongoing instructional adjustments and targeted support throughout the school year to maximize student achievement.

Person responsible for monitoring outcome

Dr. Halter, Mrs. King, 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:

Intentional Grouping of Students

Rationale:

Teachers will be exposed to a variety of strategies for grouping their students based on targeted needs. This may be done for misconceptions, forward teaching, peer teaching, and ELL instructional 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

Small Group Flex PLC

Person Monitoring:

Mrs. King and Ms. Adams

By When/Frequency:

Monthly

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

Clay High will host a monthly PLC that includes teaching teachers how to implement small group instruction with an emphasis on differentiated instruction and strategies for using effective ELL

intervention in these groups. The PLC lead will show a technique they use to implement small group instruction based on data collection. The action step will be monitored by administration through their weekly walkthroughs, and they will discuss the progress in this area during the weekly administration meetings and content math PLCs.

Action Step #2

Common exit tickets and assessments

Person Monitoring:

Mrs. King and Ms. Adams

By When/Frequency:

Bi-Weekly

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

Clay High conducts two content-area PLCs each month, providing math teachers with regular opportunities for collaborative planning and data-driven decision-making. During these PLCs, teachers will develop common exit tickets and chapter assessments to gather consistent, actionable data on student understanding. These common assessments will take into consideration any accommodations that can be put in place to make these assessments equitable for the ELL students in these classes. This data will be used to inform small-group placement, ensuring that students receive the targeted instruction they need to address learning gaps or extend their understanding. The effectiveness of this process will be monitored through administrative participation in PLC meetings and ongoing classroom walkthroughs.

Action Step #3

Teacher Data Logging

Person Monitoring:

Mrs. King and Ms. Adams

By When/Frequency:

Monthly

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

Admin will provide core content teachers with a list identifying their LQ/ELL/ESE students by period. Teachers should keep a running log in Google Sheets or in a notebook documenting when they led small group instruction (ideally 2-3 days/week), and noting if the student met the learning target, needs extra support/remediation, or was absent. Teachers should record the scores of at least one formative and one summative or two formatives each month in the log. Ms. Adams will check Google Sheets/notebook logs monthly during PLC/common planning time to monitor that teachers are keeping a running log. Admin will note if data logging is observed on a walk through and communicate that to Ms. Adams during our weekly admin meetings. Teachers will analyze the data and discuss findings with Ms. Adams or another designated administrator to identify any trends, areas of concern, what is working effectively, and if more teacher or student support is needed.

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.

According to data from the 2024–2025 school year, 38% of Clay High students were absent for 10% or more of the year. Regular attendance is a critical factor in academic success and is closely linked to graduation rates. To address this concerning trend, Clay High will implement a variety of positive attendance initiatives aimed at improving chronic absenteeism. Our goal is to reduce the percentage of students with chronic absenteeism by at least 10%.

Impact on Student Learning and Rationale:

Improving attendance will foster a stronger connection between students and the school community. When students feel more connected and engaged, they are more likely to participate actively in class and demonstrate improved academic performance. Increased attendance also ensures students are present for essential, standards-based instruction, which directly supports greater learning gains, especially in core academic areas.

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 attendance data indicates that 38% of Clay High students were absent for 10% or more of the 2024–2025 school year. To address this issue, Clay High will implement a multi-tiered approach aimed at reducing chronic absenteeism by at least 10% during the 2025–2026 school year. Strategies will include PBIS (Positive Behavioral Interventions and Supports) rewards for improved attendance, positive phone calls home for students who return after missing three consecutive days, bi-weekly attendance team meetings, monthly problem-solving meetings, and the development of a mentor program to provide students with individualized support and accountability.

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. Bi-weekly attendance team meetings will be held to monitor students who are at risk for 10% or more absences throughout the 25-26 school year.
2. The monthly problem-solving team will set up MTSS tier 1 supports for students who are at risk for missing 10% or more of the 24-25 school year.
3. The PBIS team will help teachers implement the Blue Devil Distinction program to reward students who show improvement in attendance.

Person responsible for monitoring outcome

Mrs. King & 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:

Bi-Weekly Attendance Team Meetings: A dedicated attendance team (comprising administrators, counselors, social workers, and key teachers) will meet bi-weekly to review attendance data, identify students at risk of chronic absenteeism, and develop individualized support plans. Monthly Problem-Solving Meetings: For students with persistent attendance issues, more in-depth problem-solving meetings will be held monthly, involving the attendance team, parents/guardians, and the student (when appropriate) to identify root causes of absenteeism and collaboratively design solutions.

Rationale:

Evidence-Based Framework (MTSS/PBIS): The intervention is grounded in the principles of Multi-Tiered Systems of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS), which are widely recognized as effective, evidence-based frameworks for improving student outcomes, including attendance. PBIS, in particular, focuses on proactive strategies and positive reinforcement to encourage desired behaviors. Proactive and Preventative Focus: The Tier 1 strategies, such as PBIS rewards and positive phone calls, are proactive and preventative. They aim to foster a positive school culture around attendance and engage families early, before absenteeism becomes chronic. Research suggests that early intervention and positive communication are crucial for preventing attendance issues from escalating.

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

Person Monitoring:

Ms. Adams

By When/Frequency:

Weekly

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

Clay High's PBIS program, Blue Devil Distinction, is designed to recognize and reward students who consistently demonstrate positive behavior by following the "Clay Way." As part of the school's effort to improve attendance, one student will be selected each week as a Blue Devil Distinction recipient, specifically for showing notable improvement in attendance. These students will be highlighted and celebrated, receiving PBIS incentives as a way to reinforce and encourage continued positive habits. Clay High administration will monitor this initiative to check for improved attendance.

Action Step #2

Attendance Team Meeting

Person Monitoring:

By When/Frequency:

Mrs. King

Bi-Weekly

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

Clay High will hold bi-weekly Attendance Team meetings to monitor and address chronic absenteeism. During these meetings, attendance data will be reviewed to identify students at risk, and individualized outreach will be conducted to understand the root causes and develop targeted support plans to improve attendance. School staff will work collaboratively with families to identify barriers and provide resources or interventions as needed. The administrative team will oversee this process and hold weekly discussions during leadership meetings to review progress and adjust strategies as necessary.

Action Step #3

Teacher/Parent Contact

Person Monitoring:

Ms. Adams

By When/Frequency:

Monthly

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

The teachers will contact parents/guardians of student who have been absent from their class more than once a week or more every month. The school can monitor this by haviing teachers log the communication in the contact log in Synergy. Ms. Adams will pull the report on these student and check their contact log. We will monitor the impact of the teacher contacting parents about student attendance by comparing each month's data throughout the school year.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 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 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.

To properly schedule students and provide them with the support they need throughout the school day, district personnel provide the school with students' proficiency levels as well as required ELD Minutes, recommended grouping, and possible exits from the ELL program.

They engage the admin team in ongoing dialogue focused on identifying the level of need for each ELL student on campus. Clay County District Schools provides ongoing, monthly professional development opportunities for school administrators to review and engage in resources that meet the needs of our ELL population. During these meetings, administrators are presented with the latest pedagogy, expectations for the implementation of specific ELL curriculum and instructional resources, and methods for monitoring and providing feedback on instruction related to ELL support.

Clay County District Schools also provides each school with an ELL assistant to help provide instructional support within the classroom setting. Along with this allocation, district personnel provide expectations and guidelines for how to utilize these individuals.

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).

In order to identify and address the needs of ELL students, the Clay High School Leadership Team and SAC members will closely analyze multiple sources of data to monitor the progress of our ELL population. Data sources include the F.A.S.T. Assessments for ELA and B.E.S.T. Assessments for Algebra and Geometry. Students will be provided with in-class instructional support via small group and scaffolding to bridge the instructional gap in order to increase and improve student achievement. In addition, teachers will utilize ongoing high-yield instructional strategies for ELL students in the classroom.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

CLAY CHARTER ACADEMY



2025-26 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–8 school provides a safe, inclusive, and nurturing environment where students grow into principled, reflective, and globally-minded individuals. Guided by the IB Learner Profile, AVID strategies, military family support, and character education, we prepare students for college, careers, and lifelong success, empowering every student to reach their full potential.

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

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.

Leadership Team Member #2

Employee's Name

Heather Caldwell

hcaldwell@claycharter.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.

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 PLCs.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	12.3%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: A 2023-24: B 2022-23: B 2021-22: C 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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	0	0	0	3	3	4	19
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	0	0	1
Course failure in Math	0	0	0	0	0	0	1	1	3	5
Level 1 on statewide ELA assessment	0	0	0	4	12	6	10	14	9	55
Level 1 on statewide Math assessment	0	0	0	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	0	0	0	0	0	12
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	1	1	1	0	0	0	0	0	3

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	11	17	15	7	14	10	10	11	8	103

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	2	3	3	0	2	1	0	11
Students retained two or more times										0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	18	14	10	13	17	17	27	12	16	144
One or more suspensions	2	1	1		2	3	6	7	3	25
Course failure in English Language Arts (ELA)	1	2	7	1	2	1			1	15
Course failure in Math			10	6	1	2			14	33
Level 1 on statewide ELA assessment				21	17	10	19	14	4	85
Level 1 on statewide Math assessment				21	16	10	20	14	4	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)	2	6	4	8						20
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 (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	3	8	11	7	5	11	8	9	65

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		2	2	4		1	2	1		12
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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	56	57	61	51	54	58	56	52	53
Grade 3 ELA Achievement	61	66	62	55	58	59	62	64	56
ELA Learning Gains	61	56	61	50	51	59			
ELA Lowest 25th Percentile	60	50	55	56	49	54			
Math Achievement*	62	58	62	56	57	59	51	56	55
Math Learning Gains	67	54	60	67	57	61			
Math Lowest 25th Percentile	63	49	53	70	51	56			
Science Achievement	62	55	57	51	53	54	54	61	52
Social Studies Achievement*	91	75	74	93	74	72	75	74	68
Graduation Rate		82	72		77	71		70	74
Middle School Acceleration	82	67	75	77	68	71	79	69	70
College and Career Acceleration		40	56		43	54		38	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	64	66	61	62	59	59	42	39	55

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	729
Total Components for the FPPI	11
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
66%	63%	59%	52%	48%		62%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	46%	No		
English Language Learners	62%	No		
Asian Students	60%	No		
Black/African American Students	58%	No		
Hispanic Students	67%	No		
Multiracial Students	66%	No		
White Students	76%	No		
Economically Disadvantaged Students	44%	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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	56%	61%	61%	60%	62%	67%	63%	62%	91%	82%			64%
Students With Disabilities	28%	20%	58%	58%	31%	49%	47%	32%	73%				67%
English Language Learners	41%		58%	43%	55%	66%	85%	37%	82%	90%			64%
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%			60%
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%					
12/2025													

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%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	56%	62%			51%			54%	75%	79%			42%
Students With Disabilities	22%	27%			26%			20%	40%				
English Language Learners	50%				44%								33%
Black/African American Students	42%	45%			40%			33%	73%	54%			
Hispanic Students	55%	63%			54%			62%	68%	90%			26%
Multiracial Students	65%				52%			36%					
White Students	65%	68%			55%			70%	75%	81%			
Economically Disadvantaged Students	46%				48%			50%	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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	62%	65%	-3%	57%	5%
ELA	4	57%	59%	-2%	56%	1%
ELA	5	51%	56%	-5%	56%	-5%
ELA	6	46%	67%	-21%	60%	-14%
ELA	7	60%	60%	0%	57%	3%
ELA	8	62%	61%	1%	55%	7%
Math	3	64%	66%	-2%	63%	1%
Math	4	55%	63%	-8%	62%	-7%
Math	5	65%	55%	10%	57%	8%
Math	6	60%	77%	-17%	60%	0%
Math	7	48%	49%	-1%	50%	-2%
Math	8	53%	71%	-18%	57%	-4%
Science	5	63%	61%	2%	55%	8%
Science	8	50%	60%	-10%	49%	1%
Civics		91%	84%	7%	71%	20%
Biology		96%	78%	18%	71%	25%
Algebra		93%	63%	30%	54%	39%
Geometry		93%	62%	31%	54%	39%

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 and ELA learning gains had the most improvement. We attribute this success to our strong emphasis on small group instruction, which allowed for more personalized and focused teaching. Additionally, we implemented targeted student groups throughout the day, enabling learners to work on specific strands where they needed the most support. This approach not only addressed academic gaps but also helped build students' confidence and engagement in their 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 area was 3rd grade ELA performance of the SWD's and the economically disadvantaged students as well. Although none of the students were required

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 seen in the SWD bottom quartile math data. This was attributed to teacher absences.

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 this year was observed in 6th grade reading, which fell 15% below the state average. This decline is largely attributed to the presence of new teachers at this grade level. Additionally, 6th grade marks the beginning of middle school, a transition that can be challenging for some students. After experiencing a more structured and closely supervised environment in 5th grade, students often struggle to adjust to the increased independence and responsibility. We believe that placing greater emphasis on supporting students during this transitional period could help mitigate this academic decline.

EWS Areas of Concern

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

One of our most pressing concerns is student attendance. Consistent attendance is essential for academic success—students must be present to fully engage in learning. Therefore, creating an environment where students feel connected, motivated, and eager to participate is a top priority for our school.

Highest Priorities

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

This school year, our priorities include sustaining the positive momentum in student survey data, by improving survey results—particularly in the areas of student loyalty engagement, and decision-making—and increasing proficiency in English Language Arts (ELA) as well as learning gains in 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, Differentiation, ELA, Intervention, 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.

ELA was the lowest scoring area overall this year. Reading affects all subjects areas and we want to ensure students are able to accurately read, comprehend, and understand content across grade levels, focusing on improving reading will make the biggest impact.

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.

Clay Charter Academy will increase schoolwide ELA Proficiency from 56% to 61%.

Monitoring

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

Administration will attend PLC team weekly meetings to ensure planning with a focus on the Science of Reading, perform regular walkthroughs to inspect best instructional practices and monitor lesson plans to check for differentiation.

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:

Fidelity with Wilson Foundations as core phonics curriculum for grades K-3.

Rationale:

With students entering 3rd grade reading on grade level, they will be better prepared and set up for success in higher grade levels that focus on reading for understanding.

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

Wilson Foundations training for all K-3 teachers

Person Monitoring:

Leadership team

By When/Frequency:

completed by end of August 2025

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

K-3 Teachers will all be provided specific training through Wilson Foundations.

Action Step #2

Collaborative PLCs focused on planning with incorporating science of reading principles and differentiating based on reading levels

Person Monitoring:

Leadership Team

By When/Frequency:

ongoing until end of May 2026

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

To be monitored by administration through focused walkthroughs and attendance in weekly team PLCs

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.

K-5: The focus is on building consistent daily routines and fostering family engagement to support regular attendance. Chronic absenteeism in early grades was linked to foundational skill gaps in reading and math.

MS: The emphasis is on early intervention and mentoring programs. Data showed a sharp increase in

absenteeism beginning in Grade 6, often tied to social-emotional challenges and disengagement.

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 year, the chronic absenteeism rate will decrease by 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.

This will be monitored through the attendance committee by monthly meetings.

Person responsible for monitoring outcome

Attendance 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:

Monitoring and rewards

Rationale:

Ensuring that students attendance is being monitored and rewarded will help provide an inviting environment for students to want to attend.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Clearly communicate with parents who's children struggle with absenteeism.

Rationale:

Reaching out to these parents specifically about the progress or struggles their students have specifically can help students. This keeps all stakeholders in the know so they can see how attendance can positively impact their students learning.

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 Meetings

Person Monitoring:

Attendance Committee

By When/Frequency:

Monthly

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

To address early warning signs of absenteeism, meetings will be held with parents or guardians of students who begin to show patterns of irregular attendance. These meetings will serve to: Identify barriers to regular attendance (e.g., transportation, health, family obligations), Collaboratively develop a plan of action tailored to the student's and family's needs, Connect families with school and community resources, such as counseling, transportation assistance, or academic support, Establish regular check-ins to monitor progress and adjust the plan as needed.

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 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 2025-26 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



2025-26 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

Amanda Stilianou

Amanda.Stilianou@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@myonclay.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 (Lexia and I-Ready 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 and behavior goals will be modified as needed.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	32.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: B 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	3	6	3	3	5	8	7	7	6	48
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	3	1	0	0	0	0	0	1	5
Level 1 on statewide Math assessment	0	2	0	0	0	1	0	1	0	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)	0	2	0	0	0	1	0	1	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	0	0	0	0	0	0	0	0

Current Year 2025-26

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

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

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	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 (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										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		1	1			2		2	2	8
Level 1 on statewide Math assessment								1	1	2
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 (2024-25) As Last Reported (pre-populated)

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

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

2. Grades 9-12 (optional)

Current Year (2025-26)

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	6	10	19	33	68
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 (2025-26)

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 (2024-25) 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 (2024-25) 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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	80	57	61	67	54	58	58	52	53
Grade 3 ELA Achievement		66	62		58	59		64	56
ELA Learning Gains	73	56	61	46	51	59			
ELA Lowest 25th Percentile		50	55	50	49	54			
Math Achievement*	71	58	62	67	57	59	55	56	55
Math Learning Gains	54	54	60	54	57	61			
Math Lowest 25th Percentile		49	53	67	51	56			
Science Achievement	65	55	57	66	53	54	62	61	52
Social Studies Achievement*		75	74	84	74	72	79	74	68
Graduation Rate	97	82	72	80	77	71	86	70	74
Middle School Acceleration		67	75	27	68	71	20	69	70
College and Career Acceleration	35	40	56	44	43	54	35	38	53
Progress of ELLs in Achieving English Language Proficiency (ELP)		66	61		59	59		39	55

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	475
Total Components for the FPPI	7
Percent Tested	95%
Graduation Rate	97%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
68%	59%	56%	56%	52%		70%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
White Students	65%	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.

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	80%		73%		71%	54%		65%			97%	35%	
White Students	79%		72%		65%	50%		54%			97%	39%	
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%		

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	58%				55%			62%	79%	20%	86%	35%	
Students With Disabilities	40%				46%								
Black/African American Students	55%				36%						92%	27%	
Hispanic Students	64%										83%	60%	
White Students	57%				62%			71%	86%		84%	34%	
Economically Disadvantaged Students	35%				31%						86%	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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	90%	65%	25%	58%	32%
Science	8	50%	60%	-10%	49%	1%
Civics		100%	84%	16%	71%	29%
Algebra		60%	63%	-3%	54%	6%
Geometry		70%	62%	8%	54%	16%
History		96%	81%	15%	71%	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	8	* 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	7	* 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.				
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra						

** 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?

We had the most improvement in the area of learning gains in ELA. Overall, 30% learning gains in ELA. 36% learning gains in lower 25% ELA. LG for SWD ELA 83%.

There has been an increase in the live lesson requirement for full time students from just the elementary to the secondary students. There was a specific schedule of live lessons for tested areas for all full time students to attend. These had a 75% attendance rate. Supplemental programs (Lexia/Edgenuity/ALEK/Iready)have also been added at all levels. Teachers are now having data chats with their students/parents on progress and growth (or lack thereof) with a focus on growth and learning gains as well as meeting proficiency.

The bottom 25% have been identified for our teachers and there has been more use of small groups as well as incorporating our support facilitator into live lessons. Teachers of tested areas/live lessons had a collaborative teaching PD with the district ESE staff along with our support facilitator to improve push in best practices for live lesson. ATSI walks specific to getting feedback on supporting SWD students led to improvements in alignment to state benchmarks and improved rigor for students during live lessons as well as the student's one on one sessions with their ESE 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.

High School and Junior High School acceleration are the lowest areas of performance with 35% of high school students and 33% of junior high school students earning acceleration.

This data is one year behind so actions taken don't impact until the next school year. Lack of clear pathways to acceleration in the virtual education setting created barriers. CTE coursework in the virtual platform doesn't align to industry certifications so needing to create ways to supplement those courses with test prep. Creating pathways to acceleration to middle school requires more than one

year to implement due to establishing tracks and providing time for students in 6th and 7th grade to get ready for those accelerated opportunities.

Junior High Acceleration

Have students doing 7th and 8th grade science this year in 7th grade to take the 8th grade assessment and be on track to take Environmental Science (Ducks Certification) next year in 8th grade. Current 6th graders are moving onto segment 1 of 7th grade and will do segment 2 of 7th and all of 8th grade science next year in 7th grade to be on track for 8th grade Environmental Science (Ducks certification). This will be the track moving forward for all 6-8th graders.

High School Acceleration

We had 0 CTE opportunities in the past. We now are working towards 3 options-DIT, Ducks, and Entrepreneurship. We will also have Cambridge courses and the SLS course.

Greatest Decline

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

We had the least improvement or decline in performance in the area of math learning gains. Overall, the math learning gains dropped from 54% to 51% and lower 25% dropped from 67% to 38%. Proficiency overall for math grew 6% but these did not translate to learning gains. Algebra and Geometry had the biggest drops in learning gains Alg went from 44% to 40% and 0% to 0% for lower 25% LG. Geometry went from 36% to 38% and 33% to 33% lower 25%.

We feel the biggest contributing factor is finding a reliable progress monitoring system to show learning gains from the previous math course/score. Although our students showed gains from PM 1 to PM 3, these gains did not transfer to gains from 23-24 to 24-25. This was especially true in monitoring gains from Algebra to Geometry where we increased in proficiency, but not in gains. Aligning the district progress monitoring for these two EOC courses with predictable outcomes for learning gains is an area of need. FLVS curriculum for math does not always provide students with the rigor or practice at the assessed level needed for sustained student growth. Students working in the math supplemental programs need to be more closely monitored with usage tracking, corrective feedback, and increased connections between what they do in that program to what is being done in class.

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.

K-2 ELA (K -23%, 1st -25%, 2nd -19%)

Daily literacy lessons and practice with teacher is limited to one live lesson a week. Parents serving as learning coaches at home for daily practice with students are limited in their knowledge of teaching and reinforcing early and foundational literacy skills. Students have limited opportunities and materials to practice at home.

EWS Areas of Concern

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

Literacy rates for K-2.

Highest Priorities

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

1. Math learning gains
2. K-2 literacy proficiency
3. attendance (work submissions- no work 7 days)
4. attendance to live lessons/supplementals
5. acceleration for junior high and high school 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 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 math, 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 81% from 80%, learning gains will increase to 77% from 76% and lower quartile learning gains will increase to 87% from 86%.

Math- Student proficiency will increase to 75% from 73%, learning gains will increase to 55% from 51% and lower quartile learning gains will increase to 50% from 38%

8th grade science proficiency will increase to 70% from 50%

Attendance to live lessons will be 80% or higher, an increase of 5%.

Completion of assigned supplemental materials will be 75% or higher, an increase of 25%.

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.

Attendance to live lesson and completion of supplemental programs will be monitored weekly through a teacher weekly data form, PLC monitoring, and monthly teacher-admin meetings to discuss data trends.

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 and 75% of lessons should demonstrate benchmark aligned instruction. 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 mid-year 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

Amanda Stilianou

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:**By When/Frequency:**

teachers, administration, PLCs

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 at the level of assessments. 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 27% (SY 23-24) and this school year (24-25) expecting 33%. High school acceleration 44% (SY 22-23 lagging) and this school year 35% (SY 23-24) and predicted SY 24-25 will be 43%. While we are making improvements in these areas, 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.

70% of junior high school students eligible to earn an acceleration point will earn one, an increase of 38%.

40% of high school students will earn an acceleration point by graduation, an increase of 5%

This measure outcome 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

Amanda Stilianou

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 2025

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 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, 82% 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 and will be on or ahead of pace, a 3% improvement from SY 24-25.

Monitoring

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

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

Amanda Stilianou

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 2025

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 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 2025-26 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



2025-26 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

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

Oversees entire instructional programming and implementation of the goals for the school.

Leadership Team Member #2

Employee's Name

Paul Boysen

paul.boysen@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Creates testing schedules, in charge of instructional materials and oversees data collection for students and staff.

Leadership Team Member #3

Employee's Name

Suzy Torres

suzette.torres@myoneclay.net

Position Title

ESE Teacher/ITF/MTSS

Job Duties and Responsibilities

She is our intervention facilitator looking at data and helping to collect data points for students. She also supports our staff in providing support and interventions for our students.

Leadership Team Member #4

Employee's Name

Lauren Paine

lauren.paine@myoneclay.net

Position Title

Media Specialist/IAF/LLT

Job Duties and Responsibilities

She helps provide technology support for students and staff regarding the programs we use. She also is instrumental in updating our social media and web accounts for all 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.

Our school advisory council collaborates with administration, teachers, parents and community members to develop and implement strategies that meet the goals and requirements outlined in Doctors Inlet Elementary's school improvement plan. They review goals and monitor progress through at least quarterly meetings.

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 will use data to drive instruction by analyzing student performance metrics, attendance records, early warning systems, and other relevant data to identify areas of need. Based on these insights, the council will work with educators to develop targeted strategies and interventions, monitor progress, and adjust instructional methods to improve student learning outcomes.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	99.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment										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	0	0							0
Course failure in Math	0	0	0							0
Level 1 on statewide ELA assessment	0	0	0	17	17	15	7			56
Level 1 on statewide Math assessment	0	0	0	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	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

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	14	6	11	32	19	19	11			112

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		3	5	6	5	9	10			38
Students retained two or more times	0	0	0	0	0	0	0			0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	2	17	16	4	5	2	1			47
One or more suspensions		14	5	3	2		1			25
Course failure in English Language Arts (ELA)							2			2
Course failure in Math				1		1	1			3
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment				2	5	2				9
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 (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		3		2	3		1			9

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	1		7						9
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	59	63	59	55	62	57	58	59	53
Grade 3 ELA Achievement	66	66	59	50	65	58	59	61	53
ELA Learning Gains	58	62	60	62	62	60			
ELA Lowest 25th Percentile	60	60	56	67	60	57			
Math Achievement*	63	67	64	69	67	62	61	64	59
Math Learning Gains	70	65	63	68	68	62			
Math Lowest 25th Percentile	67	57	51	63	59	52			
Science Achievement	65	62	58	63	61	57	78	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	41	72	63	55	61	64	55	59	

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	549
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
61%	62%	67%	60%	61%		62%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	41%	No		
English Language Learners	53%	No		
Black/African American Students	48%	No		
Hispanic Students	65%	No		
Multiracial Students	58%	No		
White Students	67%	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.

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%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	58%	59%			61%			78%					64%
Students With Disabilities	37%	40%			35%								
English Language Learners	47%				65%								80%
Black/African American Students	57%				46%			82%					
Hispanic Students	55%	73%			70%								
Multiracial Students	82%				91%								
White Students	56%	57%			59%			74%					
Economically Disadvantaged Students	54%	51%			56%			76%					

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	60%	65%	-5%	57%	3%
ELA	4	37%	59%	-22%	56%	-19%
ELA	5	56%	56%	0%	56%	0%
ELA	6	61%	67%	-6%	60%	1%
Math	3	45%	66%	-21%	63%	-18%
Math	4	55%	63%	-8%	62%	-7%
Math	5	58%	55%	3%	57%	1%
Math	6	74%	77%	-3%	60%	14%
Science	5	59%	61%	-2%	55%	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?

The 3rd, 5th, and 6th grades demonstrated the most significant improvement in their English Language Arts (ELA) performance this year. To foster this progress, we introduced a dedicated success block for certain grade levels, which included targeted interventions like corrective reading sessions. This strategic approach not only aimed to enhance literacy skills but also to build student confidence and engagement in their 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 performance in mathematics was notably the lowest among all subjects. As a RAISE school dedicated to enhancing English Language Arts (ELA) for third and fifth graders, we dedicated a significant amount of time and resources to improving instruction and outcomes in these two grade levels. This concentrated effort, however, meant that we had less opportunity to address the needs of our math curriculum.

Greatest Decline

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

We had a change in a few grade levels instructionally. This contributed to a decline in 3rd grade math, 4th the grade math and we lost seasoned teachers to retirement last 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 primary focus will be on enhancing 1st grade reading skills, as this foundational area is crucial for

early literacy development. We will also prioritize 3rd and 4th grade math, ensuring that students build strong, critical thinking abilities and a solid understanding of key mathematical concepts. By dedicating significant attention to these subjects, we aim to foster a love for learning and equip our students with the essential skills they need for future academic success.

EWS Areas of Concern

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

The goal for reading proficiency was not achieved, and there was a noticeable decline in performance across certain grade levels. Specifically, kindergarten, fourth grade, and fifth grade students demonstrated lower English Language Arts (ELA) performance compared to their peers in other grades. This trend raises concerns about the literacy development of these younger students, indicating a need for targeted interventions and support to improve their reading skills.

Highest Priorities

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

ELA

PLC

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 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.

The school will focus on strengthening instructional practice through targeted professional learning communities (PLCs) and enhanced small-group instruction across all grade levels (K–6). This effort is rooted in the need to provide more differentiated and data-driven instruction to address the academic gaps identified in the 2024–2025 state assessment data. Specifically, a significant percentage of students in grades 3–5 scored below proficiency in English Language Arts (ELA) with subgroup performance (particularly students with disabilities and economically disadvantaged students) lagging behind their peers.

Through consistent, collaborative PLCs, teachers will analyze student data, identify skill deficits, and plan targeted small-group lessons to address individual student needs. In primary grades (K–2), the focus will be on foundational literacy and numeracy skills, ensuring early intervention. In intermediate grades (3–6), the focus will shift to applying comprehension strategies, critical thinking, and multi-step problem-solving.

This focus was selected due to last year's walkthrough observations, which revealed inconsistent implementation of differentiated instruction and limited use of flexible small-group rotations. Feedback from teachers and instructional coaches also indicated a need for structured collaboration time to better analyze data and adjust instruction in real-time.

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

Improve early literacy skills, particularly phonemic awareness, decoding, and fluency, to ensure students are reading at grade level by the end of 2nd grade.

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

Improve reading comprehension, fluency, and critical thinking skills for students in grades 3-5, focusing on both fiction and nonfiction text comprehension and applying strategies for deeper understanding.

Grades K-2: Measurable Outcome(s)

Increase the percentage of students meeting grade-level benchmarks in reading fluency and comprehension by 25% by PM3.

Increase STAR ELA performance by 10% by PM3.

Achieve a 50% or higher proficiency in comprehension and decoding skills by the end of PM3.

Grades 3-5: Measurable Outcome(s)

Measurable Outcome:

70% of 3-5 students will increase their comprehension scores by 15% by PM3 as measured by comprehension assessments after each close reading session.

Monitoring

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

The administration will diligently oversee the effectiveness of the various strategies while closely monitoring the implementation of the comprehensive plan. Their roles will involve evaluating progress, identifying any challenges that may arise, and ensuring that the objectives are met efficiently and effectively.

- **Weekly PLC agendas and notes** will be submitted and reviewed by instructional leaders to ensure data-driven planning and collaborative reflection.
- **Walkthroughs and informal observations** will be conducted bi-weekly using a common instructional rubric, focusing on evidence of small-group instruction and differentiated practices.
- **Student data notebooks** and formative assessments will be reviewed monthly to track student progress and adjust instructional groups.

- **Quarterly data chats** will occur between administration and grade-level teams to evaluate benchmark assessments and determine instructional shifts.

Ongoing monitoring will ensure real-time instructional adjustments that promote continuous student growth, especially among the lowest-performing subgroups.

Person responsible for monitoring outcome

Carolyn Ayers, Principal and Paul Boysen, 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:

Differentiated Reading Groups: Group students based on their specific needs and reading levels. Small-group instruction will focus on personalized strategies for students who are below grade level or need additional support. Measurable Outcome: 80% of students in below-grade-level groups will show one level of growth in reading by PM3. Progress Monitoring with STAR Assessments: Conduct weekly or bi-weekly assessments using STAR Reading to track individual student progress in fluency, comprehension, and vocabulary. This data will be used to adjust groupings and instructional strategies accordingly.

Rationale:

By using these instructional practices, data-driven decisions, and evidence-based interventions, we aim to close achievement gaps and improve overall student proficiency in ELA across both K-2 and 3-5 grade levels. These strategies will ensure that every student has the necessary skills to succeed and progress in their literacy development.

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

Implement Weekly Data-Driven PLCs - Grade-level teams will meet weekly to analyze student work,

review formative data, identify trends, and plan small-group instruction.

Person Monitoring:

Instructional Coaches, Grade-Level Chairs,
Administration

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:

Administration will collect and review PLC agendas, minutes, and planning documents. Impact monitored via formative assessments and student work samples.

Action Step #2

Provide Professional Development on Small-Group Instruction Teachers will receive ongoing PD focused on small-group strategies, differentiation, and progress monitoring tools.

Person Monitoring:

Administration with the support of district
specialists.

By When/Frequency:

Monthly PD sessions (Aug–May)

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

PD sign-in sheets, walkthrough look-fors, and pre/post PD self-assessments to track growth in teacher practice.

Action Step #3

Conduct Instructional Walkthroughs with Targeted Feedback Admin will conduct bi-weekly walkthroughs to observe small-group instruction and provide actionable feedback.

Person Monitoring:

Administration

By When/Frequency:

Bi-Weekly beginning in August - June 1st.

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

Feedback forms are logged and trends are analyzed quarterly—adjustments to coaching cycles made based on observed needs.

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.

Supporting students with disabilities is essential to ensuring equity, access, and achievement for all learners. State assessment data and progress monitoring results from the 2023–2024 school year indicate that students with disabilities are not performing at the same level as their non-disabled peers in both English Language Arts (ELA) and Mathematics. This achievement gap not only affects student outcomes but also reflects a broader need for increased differentiation, collaboration, and intentional instructional design. By focusing on the unique needs of SWDs, the school can create

inclusive learning environments where all students can thrive and demonstrate growth. Improving the performance of SWDs is also a critical component of meeting federal accountability targets 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.

Measurable Outcomes:

Based on 2024–2025 state assessment results:

- **ELA:** Only 27% of students with disabilities scored at or above proficiency.
- **Math:** Only 30% of students with disabilities scored at or above proficiency.

Goals for 2025–2026:

- Increase **ELA proficiency** for SWDs from **27% to 40%**.
- Increase **Math proficiency** for SWDs from **30% to 45%**.
- Decrease the **achievement gap** between SWDs and non-disabled peers by **at least 10 percentage points** in both subject areas.

Monitoring

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

Weekly PLC Reviews of SWD Data:

SWD performance will be discussed in every PLC meeting using formative assessment data, classroom performance, and IEP progress.

Bi-Weekly Walkthroughs with a Focus on Differentiation:

Admin and instructional coaches will conduct walkthroughs to observe the use of accommodations, small-group instruction, and evidence of scaffolded instruction for SWDs.

Monthly Co-Planning Logs:

ESE and general education teachers will submit evidence of collaborative planning focused on student needs, goal alignment, and instructional adjustments.

Quarterly Data Chats and IEP Progress Monitoring:

Progress on IEP goals and academic benchmarks will be discussed quarterly with teachers, and adjustments to supports will be made as needed.

Person responsible for monitoring outcome

Administration- Carolyn Ayers and 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:

Supporting students with disabilities (SWDs) is critical to ensuring that all students have equitable access to quality education. The 2023–2024 data from state assessments and progress monitoring indicate a significant performance gap between students with disabilities and their non-disabled peers, particularly in English Language Arts (ELA) and Mathematics. This achievement gap underscores the need for targeted instructional strategies and interventions designed to meet the specific needs of SWDs. By focusing on this area, the school will work to provide a more inclusive learning environment where students with disabilities can make measurable progress and demonstrate academic growth while also helping the school meet federal and state accountability standards. The need for improvement in SWD performance is evident from the prior year's data, which shows that only 27% of SWDs scored at or above proficiency in ELA, and only 30% scored at or above proficiency in Math. These results highlight the urgent need for differentiated instruction, specialized support, and data-driven interventions to close the achievement gap between SWDs and their non-disabled peers.

Rationale:

For Differentiated Instruction, the Rationale would be: Differentiation is critical for addressing the diverse learning needs of SWDs. By tailoring instruction based on individual strengths and weaknesses, teachers can provide appropriate levels of challenge and support. Collaborative Teaching Rationale: Collaborative teaching models, including co-teaching, foster a more inclusive environment where students with disabilities benefit from targeted support while being included in general education settings.

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

Provide Targeted PD on Differentiation for SWD Offer professional development sessions focused on accommodations, scaffolded instruction, and co-teaching models to support students with disabilities (SWD).

Person Monitoring:

Admin, ESE Specialists, Instructional Coaches,
District Support Team

By When/Frequency:

Quarterly PD sessions (Aug–May)

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

Pre/post teacher surveys and PD reflection forms. Implementation monitored via walkthroughs and lesson plan reviews.

Action Step #2

Collaborative Teaching and Engagement

Person Monitoring:

Carolyn Ayers and Paul Boysen

By When/Frequency:

Monthly

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

Admin will also review walkthrough data to discuss the following: Observe Teacher Interactions: During the walkthrough, observe how teachers are collaborating. Are they co-planning lessons, sharing strategies, or making use of team-generated data to drive instruction? Monitor Student Impact: Observe if students are benefiting from collaborative teaching methods (e.g., more personalized instruction, active learning strategies). Look for Evidence of Collaboration: Evidence might include shared instructional resources, joint groupings of students across classrooms, peer feedback, or use of collaborative data analysis.

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.

This focus area aims to reduce absenteeism by creating a school culture that emphasizes the importance of daily attendance and actively engages families and the community in supporting students' regular participation in school activities. Student attendance is directly linked to higher academic performance and social-emotional development. Research consistently shows that students who attend school regularly are more likely to demonstrate stronger academic outcomes, better engagement in school activities, and improved social skills. Chronic absenteeism, defined as missing 10% or more of school days, is particularly detrimental in elementary grades, where the foundations of literacy, numeracy, and social skills are established.

In many cases, absenteeism can become a barrier to learning that disproportionately affects students from underserved backgrounds, including those facing socioeconomic challenges, health issues, or family instability. These students are at a higher risk of falling behind, which can have long-term consequences on their educational trajectory. Addressing attendance issues early is critical to ensuring that all students have equitable access to the opportunities they need to succeed.

By identifying student attendance as a critical need, the school can focus on targeted interventions, such as improved communication with families, the implementation of incentive programs, and personalized support for students struggling with attendance. Creating a positive school culture around attendance will help students understand the importance of being present and engaged, not just for academic growth but for their personal development and sense of belonging within the school community.

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, our elementary school will reduce the percentage of students with chronic absenteeism (missing 10% or more of school days) by 10%, from 93%, through targeted interventions and community 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.

We will have daily attendance tracking with classroom teacher and the attendance secretary at the forefront recording student attendance daily and completing social work request for students with more than 10% of absences. We will hold monthly attendance meetings with the student, parents, teacher, social worker, and administration to ensure the accountability for students attending. We will

create an attendance plan for students with chronic absences and phone call reminders about the importance of attendance.

Person responsible for monitoring outcome

Carolyn Ayers

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 addition to our monthly Student Success Team meetings with parents to discuss attendance, we are introducing a new attendance incentive program, Mustang Mornings Matter, which offers student rewards. This program will incorporate student incentives and rewards with social recognition and shout-outs. It will be available to all grade levels, from PK to 6th grade.

Rationale:

The Monthly Attendance Monitoring Plan with incentives is designed to not only track and improve attendance but to create a school culture that values presence, engagement, and participation. The rationale behind this plan is based on several key points:

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

Creation of Mustang Mornings Matter

Person Monitoring:

Carolyn Ayers

By When/Frequency:

Monthly with Social worker meetings and Student Success Team Meetings

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

Regular monitoring and reporting of student attendance allow the school to identify patterns of absenteeism early. This proactive approach helps address attendance issues before they become chronic, preventing the long-term academic consequences that can result from missed instruction. By maintaining weekly tracking and monthly reports, the school can provide timely interventions for students who may be struggling with attendance, including those facing personal or family challenges that impact their ability to attend regularly.

Action Step #2

Early Identification of Attendance Patterns

Person Monitoring:

Carolyn Ayers & Paul Boysen

By When/Frequency:

Monthly

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

Monitor attendance data closely to identify patterns of absenteeism (e.g., frequent tardiness, unexcused absences), through data meetings, SST, and PLCs. Identify students at risk of chronic absenteeism (missing 10% or more of school days). Track data on both individual students and grade levels to identify trends that may require school-wide or group interventions.

Action Step #3

Parent & Family Engagement Events

Person Monitoring:

Carolyn Ayers & Paul Boysen

By When/Frequency:

Monthly

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

Providing information to families and staff about the importance of attendance. Send regular reminders to parents regarding the importance of school attendance and the potential impact of absences on their child's academic success. Develop a communication plan to connect with parents through emails, phone calls, or home visits if absenteeism persists. Provide resources and support for families who may be facing barriers to consistent attendance (e.g., transportation issues, health concerns, or financial difficulties).

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/dis/>

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/dis/>

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)).

Targeted Instructional Support:

We will implement a data-driven, tiered approach to address the diverse needs of students at various proficiency levels. Teachers will use formative assessments to identify specific gaps in student learning and provide targeted interventions, ensuring that each student receives the support they need to succeed in ELA.

Focused Literacy Block:

A dedicated and uninterrupted literacy block will be scheduled daily to provide direct, focused instruction in reading and writing. During this time, students will participate in various activities, including guided reading, shared reading, writing workshops, and independent reading, which promote fluency, comprehension, and critical thinking.

Differentiated Instruction and Small Group Instruction:

To meet the diverse needs of our learners, we will use differentiated instruction and small-group interventions. These strategies will allow teachers to work closely with students who are struggling and provide enrichment for advanced learners, ensuring that every student has the opportunity to excel.

Math Interventions:

Similar to ELA, we will implement a tiered math intervention system tailored to student needs. Teachers will utilize diagnostic assessments to identify students requiring additional support and will offer targeted intervention sessions to reinforce foundational concepts. Students who demonstrate mastery of grade-level skills will be offered enrichment opportunities, such as problem-solving challenges and math enrichment groups.

Hands-on Learning and Real-World Applications:

We will integrate more hands-on learning activities that relate to real-world mathematical problems. This approach will help students understand the practical application of math concepts and increase their engagement. Interactive math games, manipulatives, and real-world problem-solving scenarios will be incorporated into lessons to reinforce concepts in an engaging and meaningful way.

Collaborative Learning:

Students will participate in collaborative math tasks, encouraging peer interaction and the sharing of problem-solving strategies. This collaborative approach fosters a deeper understanding of mathematical concepts and provides students with opportunities to explain their thinking and learn from one another.

Engagement Strategies to Encourage School Participation:

We will provide students with engaging and meaningful learning experiences that inspire them to be excited about coming to school. This includes incorporating project-based learning, hands-on activities, and extracurricular opportunities that appeal to a wide range of student interests, making school more enjoyable and increasing student motivation to attend regularly.

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)).

By strengthening our academic program through focused instructional strategies in ELA and math, increasing learning time with targeted interventions, and promoting a culture of attendance, we are committed to providing every student with the opportunity to excel. This approach ensures that we address the core areas of proficiency, enhance the quality of education, and support our students' holistic development. By focusing on these areas of need, we are setting the foundation for greater academic success, improved student outcomes, and a more engaged school community.

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 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 2025-26 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



2025-26 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

marcia.mainer@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

As 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

The AP is responsible for assisting the principal with all leadership and school vision activities.

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

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	46.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: B 2023-24: A 2022-23: A 2021-22: A 2020-21: A

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	18	21	14	9	38	19	17			136

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3			7						10
Students retained two or more times										0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	24	28	15	14	6	22	30			139
One or more suspensions	4	6		7	9	7	35			68
Course failure in English Language Arts (ELA)	3	2		1		1				7
Course failure in Math		1			1	2				4
Level 1 on statewide ELA assessment				15	13	10	18			56
Level 1 on statewide Math assessment				19	10	19	14			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)	3	5	8	3						19
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 (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	2	1	2	2	9	24			43

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	1		3	2					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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	67	63	59	68	62	57	65	59	53
Grade 3 ELA Achievement	72	66	59	68	65	58	58	61	53
ELA Learning Gains	57	62	60	64	62	60			
ELA Lowest 25th Percentile	45	60	56	60	60	57			
Math Achievement*	69	67	64	80	67	62	77	64	59
Math Learning Gains	45	65	63	74	68	62			
Math Lowest 25th Percentile	36	57	51	68	59	52			
Science Achievement	59	62	58	76	61	57	65	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	96	72	63	50	55	61	58	55	59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	546
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
61%	68%	68%	65%	62%		74%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	39%	Yes	1	
English Language Learners	52%	No		
Asian Students	82%	No		
Black/African American Students	50%	No		
Hispanic Students	64%	No		
Multiracial Students	52%	No		
White Students	59%	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.

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%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	65%	58%			77%			65%					58%
Students With Disabilities	34%	25%			54%			64%					
English Language Learners	52%				48%								75%
Asian Students	84%				90%								
Black/African American Students	56%	50%			68%			53%					
Hispanic Students	59%	60%			77%			54%					
Multiracial Students	72%	81%			78%								
White Students	76%	57%			85%			84%					
Economically Disadvantaged Students	55%	43%			61%			58%					90%

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	71%	65%	6%	57%	14%
ELA	4	61%	59%	2%	56%	5%
ELA	5	58%	56%	2%	56%	2%
ELA	6	70%	67%	3%	60%	10%
Math	3	79%	66%	13%	63%	16%
Math	4	53%	63%	-10%	62%	-9%
Math	5	61%	55%	6%	57%	4%
Math	6	75%	77%	-2%	60%	15%
Science	5	57%	61%	-4%	55%	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?

Discovery Oaks Elementary achieved a **notable increase in 3rd-grade English Language Arts (ELA) proficiency**, rising from **68% to 71%**. This positive trend is directly attributed to a multi-faceted approach. Our school-based and district instructional coaches provided focused support, refining high-leverage instructional practices and implementing rigorous data monitoring protocols to inform pedagogical adjustments. A dedicated interventionist delivered intensive push-in support within classrooms where instructional needs were identified. This facilitated immediate, in-context professional development and co-teaching opportunities, directly enhancing teacher capacity and student outcomes. Our school-wide emphasis on **writing across the curriculum** fostered a comprehensive approach to literacy development, strengthening foundational ELA skills in diverse content areas throughout the academic year.

Lowest Performance

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

Students in our Bottom Quartile experienced a jaw-dropping decrease in ELA and Math. In ELA, our proficiency decreased from 60% to 45%. In math, our proficiency decreased from 68% to 40%. We attribute the decrease in both areas to a lack of push in support for our ELL students. (ESE support in 4th, 5th - mid year leave) In our PLCs we are identifying students based on our data. Using student work protocols to determine if the task matches the standard. Teachers collaboratively plan with our ESE teachers for SDI. We also fell in SWD to 39% which was so disappointing despite having some student gains.

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 in the area of Math achievement, with a notable decline from 68% to 80%.

Mid-year shift due to ESE enrollment increase. (lacked consistency in instruction) 3-way split on one of our 4th-grade teams, 3-way split on both 5th-grade teams, lacked consistency. Additionally we have a weak overall performance for students with disabilities falling below the 41% threshold to 39%.

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 proficiency stands at 53%, compared to the state average of 62%. There has been a mid-year class reorganization, and ESE support remains inconsistent. Additionally, enrollment has increased, with a rotation of three teachers. Several staff members are new to the school, and some are also new to the state of Florida.

EWS Areas of Concern

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

Attendance is an area of concern. As we progress through the grade levels, we have a core group of students who are consistently absent. This year we did reduce the number of students who had missed more than 10% of school days in our K - 2nd grades. In the intermediate grade levels, the number of students who have more than 10% has increased by 3 to 6 students.

Highest Priorities

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

1. The lowest 25% percentile ELA and Math
2. SWD Achievement
3. Math Achievement
4. ELA Achievement
5. ELL Subgroups

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.

Description: Targeted small group instruction in Math and ELA focusing on foundational skills and addressing specific learning gaps identified in our 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 significant decline in the lowest 25% learning gains with consistent negative gaps across grades 3-5 compared to district and state. Given the previous focus on reading and writing instruction, intentional small-group math instruction is now a crucial need to address this decline.

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 increase from 26.2% to 50% in small group instruction. FAST data will show that our Bottom Quartile will increase from 45% to 60% in ELA, and in math, our bottom quartile will increase from 40% back to 68%. The PLC work at DOE will reflect the creation of groups, data to support the groups, materials used, and the creation of common assessments.

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)

- Data chats every 3 weeks
- i-Ready growth
- Professional Learning Communities
- Lexia
- Task-based writing

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

Jim Herrholtz - 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 our ESE teachers to incorporate Foundational Skills to support literacy. We will explicitly teach students academic language skills including the use of inferential and narrative language and vocabulary knowledge. Explicitly teach students to know sounds and segments of speech to link letters. Teach students to decode words, analyze word parts and write and recognize words. We will ensure each of our students with disabilities is connected to text everyday to support reading accuracy, fluency, and comprehension.

Rationale:

Literacy is the core for all learning. We need to focus our efforts to increase overall literacy of our SWD population.

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

Strategic planning for interventions

Person Monitoring:

DOE Teachers/

By When/Frequency:

End of School Year - progress monitor every 4 weeks.

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... use data to support intervention planning script questions for instruction (DOK wheel) vertical PLCs (common vocabulary benchmark aligned) common assessments that are aligned to the standards know standards and content limits intentional use of assistant support collaborative planning with between teachers (GenED/ESE) and assistants The school will monitor the impact of this action step by reviewing PM data, monitoring walkthrough results, and supporting PLC time to allow for teacher collaboration.

Action Step #2

Monthly Data Review

Person Monitoring:

Doe Admin - Team Leads

By When/Frequency:

Monthly

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

We will incorporate into our monthly team lead meetings a section that will specifically measure progress towards SIP goals and action steps. This data review will occur monthly.

Action Step #3

Professional Learning

Person Monitoring:

Doe Admin - Team Leads

By When/Frequency:

PLC - Weekly

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

Strengthen Professional Learning Communities (PLCs) to support continuous improvement and shared learning among educators. We will use the district schedule along with whole-group purposeful sessions focused on Interventions, working with students with disabilities, evaluation of data, usage of formative assessment data and working on tier 1 instruction and interventions.

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: Intentional small group instruction and grouping based on student learning gaps identified in prior year's data for our ELL and bottom quartile scholars.

Impact on Student Learning: Aims to improve overall proficiency, accelerate learning for our ELL and SWD subgroups, and close district/state gaps through differentiated support.

Rationale: Prior year data shows a significant decline in achievement for our ELL and bottom

quartile subgroups. Our previous focus on ELA will continue with the addition of Math to address this decline.

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 and ELA with a focus on ELL and BQ. FAST data will show that our BQ will increase from 45% to 60% in ELA and in math our BQ will increase from 40% back to 68%. The PLC work at DOE will reflect the creation of groups, data to support the groups, materials used, and the creation of common assessments.

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)
- data chats every 4 weeks
- Professional Learning Communities
- Lexia
- Task-based writing

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

James Herrholtz - 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 researched based reading/phonics programs - Lexia Core - Heggerty - Benchmark Advanced - UFLI - all of our district adopted curriculum in both whole group and small group interventions. The strategic and consistent analysis of data during our PLC's on a regular basis.

Rationale:

We use the selected curriculum because it has been and is thoroughly vetted and are researched based. We will utilize our PLC process as a strategy to create targeted, intentional and purposeful interventions that focus on individual students as well as our targeted Subgroup.

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

Effective use of PLC to disaggregate data and determine interventions based on need.

Person Monitoring:

DOE Teachers and Admin

By When/Frequency:

Ongoing/Data Chats every 4 weeks

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... use data to support intervention planning script questions for instruction (DOK wheel) Use of the PLC cycle to vertical PLCs (common vocabulary benchmark aligned) common assessments that are aligned to the standards know standards and content limits intentional use of assistant support collaborative planning with between teachers (GenED/ESE) and assistants label our building (identify languages) visible language (learning target, success criteria, tasks) Use of Ellevation (language proficiency levels and Can Do's) Use of total participation techniques Feedback (at the appropriate level)

Action Step #2

Effective monitoring of interventions used for and by teachers with students with disabilities.

Person Monitoring:

DOE ADMIN

By When/Frequency:

Monthly using walkthrough data as a way to capture interventions.

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

We have set an internal goal to visit 10 classrooms a day. With three Administrators that is 30 teachers a day. We will use that walkthrough data to ensure teachers are using and implementing effective research based interventions with student with disabilities. Focused data conversations about our subgroup of SWD in weekly CORE meetings, grade level PLC(s), ESE Team meetings and individual team meetings.

Action Step #3

Monthly Data Review

Person Monitoring:

Admin Team - Team Leads

By When/Frequency:

Monthly

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

We will incorporate into our monthly team lead meetings a section that will specifically measure progress towards SIP goals and action steps. This data review will occur monthly.

Action Step #4

Professional Learning

Person Monitoring:

Doe Admin - Team Leads

By When/Frequency:

Weekly

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

Strengthen Professional Learning Communities (PLCs) to support continuous improvement and shared learning among educators. We will use the district schedule along with whole-group purposeful sessions focused on Interventions, working with students with disabilities, evaluation of data, usage of formative assessment data and working on tier 1 instruction and interventions.

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 implementation of Tier 1 OneClay Culture characteristics with clear expectations, explicit teaching, consistent reinforcement, and clear consequences.

Impact on Student Learning: A positive learning environment aims to minimize disruptions, enhance engagement, and promote safety, ultimately maximizing instructional time and learning opportunities.

Rationale: We said we would decrease our office-directed referrals by 20% last year, but did not meet our goal. We believe that strengthening positive behaviors and supports through OneClay Culture will provide a consistent framework for teaching and reinforcing positive behavior, addressing these negative trends.

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 (based on indicators C.3, S.3, T.3.) will indicate a school-wide average of at least 80% of observed areas demonstrating consistent display of school-wide expectations and evidence of reinforcement systems by the end of Quarter 2. A decrease of at least 10% in the total number of administrative interventions will be evident 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.

Progress towards the desired outcome will be measured through:

- Quarterly Synergy discipline dashboard checks
- Quarterly rewards based on points gained in the PBIS rewards tracker

Person responsible for monitoring outcome

James Herrholtz, 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 our ESE teachers to incorporate Foundational Skills to support literacy. We will explicitly teach students academic language skills including the use of inferential and narrative language and vocabulary knowledge. Explicitly teach students to know sounds and segments of speech to link letters. Teach students to decode words, analyze word parts and write and recognize words. We will ensure each of our students with disabilities is connected to text everyday to support reading accuracy, fluency, and comprehension.

Rationale:

Literacy plus behavior is vital to school success. Using the Positive Behavior Supports plus our focus on overall literacy will ensure student success in 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

Implementation of our school-wide PBIS plan

Person Monitoring:

DOE Admin and 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 the instructional priority in this way... -training PBIS rewards -PBIS reboot (teach lessons - teachers and students) -create school-wide or grade-level point systems (prepared = 20, had hwk = 15) -expectations explicitly taught (Non-negotiable) for hallway, cafe, restrooms, recess

Action Step #2

Monthly Data Review

Person Monitoring:

Doe Admin - Team Leads

By When/Frequency:

Monthly

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

We will incorporate into our monthly team lead meetings a section that will specifically measure progress towards SIP goals and action steps. This data review will occur monthly.

Action Step #3

Professional Learning

Person Monitoring:

Doe Admin - Team Leads

By When/Frequency:

Weekly

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

Strengthen Professional Learning Communities (PLCs) to support continuous improvement and shared learning among educators. We will use the district schedule along with whole-group purposeful sessions focused on Interventions, working with students with disabilities, evaluation of data, usage of formative assessment data and working on tier 1 instruction and 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 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 are reviewing the use of resources to meet student needs involves a multi-stage process. First, data is collected and analyzed to identify specific student needs, then resources are allocated based on those needs, and finally, the effectiveness of the resource allocation is evaluated. This process ensures that resources are utilized efficiently and effectively to support student learning and well-being. We are specifically focused on our students with disabilities and progress towards greater literacy and skill acquisition.

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).

Using Benchmark Advanced, UFLY and all of our tier 1, 2, and 3 approved resources to focus on the science of reading literacy. Specially designed interventions for our students with Disabilities.

Phonological awareness: manipulating sounds, particularly phonemic awareness, a subset or component of phonological awareness (an oral language skill)

- Phoneme-grapheme correspondence: letter/sound associations. Understanding how speech sounds (phonemes) are represented by letters/letter combinations (graphemes) and recognizing this correspondence in both directions.
- Alphabet knowledge: recognizing and naming individual letters
- Decoding skills: sounding out and blending, and structural analysis (breaking apart into syllables and word parts)
- Fluency: reading with speed, accuracy, and expression
- Spelling: orthography and encoding
- Other Language Components: knowing prefixes and suffixes, vocabulary and word usage, grammar, and mechanics

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

FLEMING ISLAND ELEMENTARY SCHOOL



2025-26 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

6th Grade Team Leader

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

5th Grade Team Leader

Job Duties and Responsibilities

5th Grade team leader- 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

Kindergarten Team Leader

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

Multi Grade Team Leader

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 #7

Employee's Name

Natalie Wells

natalie.wells@myoneclay.net

Position Title

1st Grade Team Leader

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 #8

Employee's Name

Beth Calciano

beth.calciano@myoneclay.net

Position Title

School Site Specialist

Job Duties and Responsibilities

Beth will help to lead professional development, analyze data, and ensure compliance for our students with individualized education plans.

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

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	30.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) 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>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21: A

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	NA	78	69	82	87	92	96	na	na	504
Absent 10% or more school days	NA	8	5	8	6	5	8	na	na	40
One or more suspensions	NA	1	1	3	0	1	5	NA	NA	11
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	NA	NA	0
Course failure in Math	0	0	0	0	0	0	0	NA	NA	0
Level 1 on statewide ELA assessment	NA	11	6	10	11	13	11	NA	NA	62
Level 1 on statewide Math assessment	NA	17	15	13	13	22	9	NA	NA	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)	NA	0	1	0	0	0	0	NA	NA	1
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	NA	0	1	0	0	0	0	NA	NA	1

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	NA	2	4	5	11	11	7	0	0	40

Current Year 2025-26

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	5	9	7	5	7	14	11			58
One or more suspensions	1	1			3	4				9
Course failure in English Language Arts (ELA)	1	2	2							5
Course failure in Math		1				1				2
Level 1 on statewide ELA assessment				7	8	6	3			24
Level 1 on statewide Math assessment				3	4	4	1			12
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)				2						2

Prior Year (2024-25) As Last Reported (pre-populated)

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2			3						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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	78	63	59	80	62	57	76	59	53
Grade 3 ELA Achievement	83	66	59	78	65	58	80	61	53
ELA Learning Gains	71	62	60	67	62	60			
ELA Lowest 25th Percentile	65	60	56	62	60	57			
Math Achievement*	86	67	64	90	67	62	83	64	59
Math Learning Gains	70	65	63	84	68	62			
Math Lowest 25th Percentile	55	57	51	75	59	52			
Science Achievement	87	62	58	76	61	57	82	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	72	63		55	61		55		59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	74%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	595
Total Components for the FPPI	8
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
74%	77%	80%	70%	69%		76%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	57%	No		
Asian Students	91%	No		
Black/African American Students	72%	No		
Hispanic Students	82%	No		
Multiracial Students	76%	No		
White Students	75%	No		
Economically Disadvantaged Students	67%	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.

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%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	76%	80%			83%			82%					
Students With Disabilities	50%	68%			58%			56%					
Black/African American Students	57%				74%								
Hispanic Students	74%	87%			83%			79%					
Multiracial Students	72%				91%								
White Students	78%	84%			82%			83%					
Economically Disadvantaged Students	63%	67%			75%			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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	84%	65%	19%	57%	27%
ELA	4	72%	59%	13%	56%	16%
ELA	5	77%	56%	21%	56%	21%
ELA	6	79%	67%	12%	60%	19%
Math	3	93%	66%	27%	63%	30%
Math	4	82%	63%	19%	62%	20%
Math	5	85%	55%	30%	57%	28%
Math	6	85%	77%	8%	60%	25%
Science	5	88%	61%	27%	55%	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?

This year, our school saw the most improvement in Science and ELA Learning Gains, with a notable increase in Science (87%) and ELA Achievement (83%) for 3rd Grade students. These gains reflect a schoolwide focus on aligning instruction to standards and integrating more frequent formative assessments. We also created a more intentional schedule for Science with some of our lowest learners to ensure longer time with the science content.

In ELA specifically, our 3rd grade team implemented small-group instructional rotations and targeted reading skill development using data from progress monitoring tools. These changes contributed to increased achievement levels for students at all performance bands.

We also saw encouraging progress in the performance of Students with Disabilities, particularly in ELA and Math achievement. This growth was supported by targeted instructional support including support facilitation models, scaffolded curriculum resources, and individualized intervention plans based on student data. Our ESE and general education teachers collaborated closely to ensure instructional access and continuity for all learners.

These combined efforts reflect our commitment to equity and high expectations for every student.

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 components that showed the lowest performance were ELA and Math Learning Gains for students in the Lowest Quartile, with particular concern in Math Learning Gains overall and decline among key subgroup populations. Several contributing factors impacted these outcomes. First, there was a lack of consistent, full-time personnel in one grade, which limited our ability to provide targeted, small-group instruction to struggling students. Additionally, there were gaps in staff understanding of the most effective instructional strategies to support learners in the lowest quartile, especially those needing intensive remediation. Another key challenge was the limited professional development

focused on identifying specific student academic weaknesses and implementing targeted instructional responses. As a result, some students did not receive the level or type of support necessary to close skill gaps in a timely manner.

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 prior year was our Math Learning Gains for the Lowest Quartile. Several contributing factors impacted these outcomes. First, there was a lack of consistent, full-time personnel in one grade, which limited our ability to provide targeted, small-group instruction to struggling students. Additionally, there were gaps in staff understanding of the most effective instructional strategies to support learners in the lowest quartile, especially those needing intensive remediation.

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 comparing our data to the state average, most of our ELA and Math performance in grades 3–6 consistently trends 20–30 points higher, which reflects the strength of our core instruction and data-driven practices at the intermediate level. However, the greatest gap in performance exists in our early grades, particularly in K–1 Math, where our data is not as strong or aligned with the levels seen in upper grades. K also shows opportunity in ELA/Reading. Several factors have contributed to this gap. In early primary grades, there has been limited foundational math intervention support. Additionally, early math instruction has not received the same level of data analysis, progress monitoring, or professional learning support as reading instruction in K–1. This trend highlights the need for increased focus on more intentional math instruction in the primary grades, and professional development for teachers in using early math assessments to guide instruction. Strengthening these areas is a key priority to ensure students build strong foundational skills from the start.

EWS Areas of Concern

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

Reflecting on our Early Warning System (EWS) data, two potential areas of concern are students scoring at Level 1 on statewide assessments in ELA (35 students) and Math (36 students) and those who have been absent 10% or more of the school year. Students performing at Level 1 are at significant academic risk and often struggle to access grade-level content without targeted interventions. This concern is compounded when paired with chronic absenteeism, which limits instructional time and deepens existing learning gaps. These trends highlight the need for intensified academic support, stronger intervention systems, and proactive attendance initiatives to ensure students stay engaged and on track for success.

Highest Priorities

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

1. ELA Lowest Quartile Gains
2. Math Lowest Quartile Gains
3. Math Learning Gains
4. Level 1 students in Math and ELA (EWS)

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.

Description: Targeted small group instruction in Math and Reading focusing on foundational skills and addressing specific learning gaps identified in prior and current year data.

Rational and Impact on Learning: The data components that showed the lowest performance for our school grade were ELA and Math Learning Gains for students in the Lowest Quartile, with particular concern in Math Learning Gains overall with a decline among key subgroup populations. Without addressing this population of student learning, students may not continue to fill academic 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.

Walkthrough data will indicate at least 60% of classrooms demonstrating observable evidence of targeted small group instruction with both remediation and extended activities being implemented across classrooms for the needs of learners after quarter one. Walkthrough data will show an increase of at least 10% of classrooms demonstrating observable evidence of targeted small group instruction each quarter.

FAST data will reflect 4th - 6th grade students scoring at least 70% in the category of ELA Lowest Quartile Learning Gains and 75% in the category of Math Lowest Quartile 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:

- Classthrough walkthrough data
- Student data chats
- Teacher data chats
- Universal screeners
- Progress Monitoring Assessments
- Common Assessments

This data will be used by PLC learning teams to inform ongoing instruction adjustments and targeted support throughout the school year to maximize student achievement.

Person responsible for monitoring outcome

Administration - Mrs. McConnell 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:

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

Intentional Planning

Person Monitoring:

Classroom Teacher including any Supporting ESE Bi-Monthly - PLC, Weekly
Teacher and/or classroom assistant

By When/Frequency:

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

Teachers will use prior year data and ongoing formative assessments to intentionally plan benchmark aligned and rigorous 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 intensive support for the lowest quartile and targeted reinforcement for all students. 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

Person Monitoring:

Team Leads, Administration

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

Data Analysis

Person Monitoring:

Administration

By When/Frequency:

Grade Level Data Meetings - After the FAST PM1 and PM2 The School-Based Leadership Team Meetings - 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. The school-based leadership team will regularly analyze the schoolwide data, grade-level data, and the progress of students across the months.

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 instruction involves designing and delivering content that directly corresponds to the specific benchmarks for a particular grade level or subject area. Aligning instruction with the benchmarks ensures that what is taught matches the expectations for what students are to learn.

Data from school grade shows the lowest performing categories as learning gains of the bottom quartile students in both reading and math. We must ensure learning opportunities are maximized for these students by intentionally designing all lessons, including interventions, to align with the grade level 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 indicate at least 60% of classrooms demonstrating benchmark aligned instruction with learning targets and success criteria after quarter one. Walkthrough data will show an increase of at least 10% of classrooms demonstrating benchmark aligned instruction each quarter. FAST data will reflect 4th - 6th grade students scoring at least 70% in the category of ELA Lowest Quartile Learning Gains and 75% in the category of Math Lowest Quartile 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:

- Classthrough walkthrough data
- Student data chats
- Teacher data chats
- Universal screeners
- Progress Monitoring Assessments
- Common Assessments

This data will be used by PLC learning teams to inform ongoing instruction adjustments and targeted support throughout the school year to maximize student achievement.

Person responsible for monitoring outcome

Administration- Mrs. McConnell 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:

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

Aligning Learning Targets and Success Criteria with Grade Level Benchmarks

Person Monitoring:

Classroom Teacher/Team Leader

By When/Frequency:

Weekly-PLCs

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

Teachers will use prior year data and ongoing formative assessments to intentionally plan benchmark aligned and rigorous tasks for instruction. Teachers will identify specific foundational skills gaps, group students according to need, and develop learning targets and success criteria, aligned with grade level benchmarks, to address these skill gaps. Instruction within these small groups will be precisely tailored to address those gaps with scaffolded and differentiated materials. This allows for more intensive support for the lowest quartile and targeted reinforcement for all students while also addressing any possible barriers to students successfully learning the grade level benchmark. The school-based leadership team will regularly analyze the schoolwide data, grade-level data, and the progress of students across the months.

Action Step #2

Data Analysis/Data Tracking

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:

Administrators will observe classrooms to see if the adjustments discussed at the data meetings are visible in instructional practices. The school-based leadership team will regularly analyze the schoolwide data, grade-level data, and the progress of students across the months.

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 held around learning targets and success criteria, differentiation and scaffolding. Teachers will have a clear understanding of what the specific benchmark aligned learning target and success criteria are for each lesson. Teachers will develop an understanding of how to determine students' specific gaps in learning aligned with the benchmark and how to differentiate and scaffold tasks to align with the identified needs. The school-based leadership team will regularly analyze the schoolwide data, grade-level data, and the progress of students across the months.

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.

Our area of focus is behavior expectations as they relate, specifically, to kindness and respect between students. Survey data from the Spring of 2025 calculated the lowest two statements with the response of strongly agree or somewhat agree for students in grades 4-6 were: 1) Students treat each other with kindness and respect at my school. (62.5%) 2.) The behaviors in my classes are appropriate and allow teachers to teach. (52.7 %) The results for staff showed the two lowest statements with the percentage of strongly agree and somewhat agree being in response to the statements, 1) Students at my school demonstrate behaviors that allow teachers to teach and students to learn. (76.6%) 2) Students at my school show respect to other students who disagree with them. (72.3%)

Based on the responses by students and staff to these statements, both perceive students to not be respectful and kind to each other and also behave in a manner that is inappropriate for the classroom in order for 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 PBIS and the development of clear expectations, teaching, modeling, and review- positive student interactions and appropriate classroom behavior will increase, thus allowing more positive learning outcomes for students and more positive perceptions of behavior for both students and teachers. On the Spring 2026, the percentage of students and staff responding to the same two statements above with strongly agree and/or somewhat agree will increase by at least 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.

PBIS team will meet monthly to review data. Expectation stations will take place during the first week of school in order to teach and model the school wide expectations in different common areas. PBIS will develop specific classroom lessons for each of the school wide expectations. The school will continue to utilize a school wide reward system. PLCs will meet weekly with an intentional focus on engagement strategies and tracking the data that aligns. Additionally, partnerships with community programs and businesses will work to incentivise positive behavior, respect, and kindness.

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:

Positive Behavior Interventions and Support- Tiered levels of supports based on students needs. Setting Clear Expectations and Rules: Establishing and consistently reinforcing classroom rules and expectations Building Positive Relationships: Fostering positive connections between students and teachers, and among peers

Rationale:

The school will continue to utilize Stingray Bucks to reward students for following the school-wide expectations, build partnerships with community members/programs, and monitor data in order to develop proactive strategies to address identified needs. As the expectations continue to be refined, the teaching, modeling, practicing, and reteaching of them will take place so that there is a clear and consistent expectation established for all students and staff on campus.

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

Clear Expectations

Person Monitoring:

Classrooms teachers/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 set classroom expectations together with students. School wide expectations will be taught and reviewed with students throughout the school year. As students are found to be meeting the expectations, staff will reward the behavior with a Stingray Buck.

Action Step #2

Data Review

Person Monitoring:

PBIS Team

By When/Frequency:

Monthly

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

Through monthly data review, the PBIS team will determine if additional strategies/programs/systems could be implemented to proactively address identified needs.

Action Step #3

Professional Learning

Person Monitoring:

Administration/PBIS 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 be provided professional learning on Tier 1 behavior strategies to proactively address

behavior. Through data analysis, the PBIS will determine additional professional learning to implement as well as additional strategies to employ for specific students identified with a need for more support.

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 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 2025-26 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



2025-26 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
- Math Administrator
- Community/Business Partnerships

Leadership Team Member #2

Employee's Name

Brittany Senna

Brittany.Senna@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Master Schedule Creation

Instructional Technology

Oversees Guidance, Science and Career and Technical Education Department

Cambridge/AICE Administrator

Leadership Team Member #3

Employee's Name

Heather Labbe

Heather.Labbe@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

-Campus Professional Development

-State Testing

-ELA, 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
- Social Studies, PE, NJROTC and Custodial Administrator
- Instructional Materials
- Lead Safety Administrator

Leadership Team Member #5

Employee's Name

Amy Cannon

Amy.Cannon@myoneclay.net

Position Title

Dean

Job Duties and Responsibilities

- School-Wide Discipline
- PBIS Lead
- Attendance Monitoring/Student Success Team Organizer
- Intervention Team 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.

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

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	30.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21: 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 (2025-26)

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	411	410	446	431	1,698
Absent 10% or more school days	85	92	112	142	431
One or more suspensions	52	68	35	50	205
Course failure in English Language Arts (ELA)	19	10	3	10	42
Course failure in Math	3	6	15	6	30
Level 1 on statewide ELA assessment	45	58	8	4	115
Level 1 on statewide Algebra assessment	5	1	6	6	18

Current Year (2025-26)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	49	57	28	45	179

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	77	66	59	75	64	55	73	57	50
Grade 3 ELA Achievement									
ELA Learning Gains	66	60	58	63	62	57			
ELA Lowest 25th Percentile	68	59	56	66	62	55			
Math Achievement*	79	59	49	81	61	45	66	50	38
Math Learning Gains	53	48	47	65	60	47			
Math Lowest 25th Percentile	65	42	49	77	61	49			
Science Achievement	89	82	72	92	80	68	86	74	64
Social Studies Achievement*	94	84	75	89	83	71	86	80	66
Graduation Rate	97	95	92	97	94	90	98	95	89
Middle School Acceleration									
College and Career Acceleration	77	63	69	73	60	67	74	63	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	74	69	52	63	51	49	58	52	45

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	839
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	97%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
76%	76%	77%	69%	63%		62%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	61%	No		
English Language Learners	59%	No		
Asian Students	83%	No		
Black/African American Students	69%	No		
Hispanic Students	76%	No		
Multiracial Students	76%	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.

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	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%
12/2025													

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	75%		63%	66%	81%	65%	77%	92%	89%	
Students With Disabilities	42%		48%	51%	69%	60%	64%	80%	55%	
English Language Learners	56%		68%	78%	71%	60%		70%	100%	
Asian Students	79%		76%		88%	60%		94%	100%	
Black/African American Students	61%		60%	59%	78%	56%		86%	88%	
Hispanic Students	68%		62%	66%	76%	74%	85%	86%	84%	
Multiracial Students	76%		78%	80%	75%	62%		100%	88%	
White Students	78%		62%	64%	83%	65%	75%	93%	89%	
Economically Disadvantaged Students	66%		60%	65%	75%	65%	77%	86%	81%	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	73%				66%			86%	86%		98%	74%	58%
Students With Disabilities	42%				39%			52%	55%		98%	40%	
English Language Learners	45%				77%			55%					55%
Asian Students	85%				80%			88%	91%		100%	76%	
Black/African American Students	60%				41%			77%	79%		98%	59%	
Hispanic Students	73%				63%			82%	78%		96%	65%	
Multiracial Students	78%				40%			82%	93%		95%	81%	
White Students	73%				70%			88%	86%		98%	76%	
Economically Disadvantaged Students	61%				52%			84%	78%		96%	55%	

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	76%	65%	11%	58%	18%
ELA	9	76%	64%	12%	56%	20%
Biology		89%	78%	11%	71%	18%
Algebra		64%	63%	1%	54%	10%
Geometry		82%	62%	20%	54%	28%
History		93%	81%	12%	71%	22%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		21%	19%	2%	16%	5%
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		25%	18%	7%	18%	7%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* 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 Proficiency for Students with Disabilities increased from 42% to 48%.

During the 24-25 school year, FIHS increased the number of collaborative teaching partnerships/ push-in ELA sections to 11 from 8. Content area teachers and ESE Push In collaborative partners participated in multiple professional learning sessions provided by district staff as well as the Florida Inclusion Network. The training focused on collaborative teaching structures, micro and macro planning, and engagement strategies.

Master scheduling allowed for Intensive Reading seats for all students who performed below grade level the prior school year for additional support and remediation. Intensive Reading students were placed in specific sections based on screening.

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 shows the lowest performance in proficiency for students with disabilities, though there was an increase of 6% from the previous school year, there is still a 28% gap between SWD and overall school proficiency in ELA.

We are trending in the right direction due to strategic planning, instruction, and interventions, but our students with disabilities still need to receive rigorous instruction with appropriate scaffolds in place to bridge the gap. Appropriate professional development for meeting the needs of students with disabilities in the general education setting and continued education on how teachers can implement high level practices and specially designed instruction for all students in the classroom with or without support facilitation/push in. Further instruction and support needs to be provided for collaborative partners to implement various teaching structures in the classroom and move away from one teach one assist to ensure students are receiving appropriate interventions.

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 showed the greatest decline at 54% from 65% the year prior. Curriculum pacing and collaboration for our Algebra I A courses the previous year was a factor affecting the progress of these students. Ensuring students are receiving rigorous, grade level instruction needs to be a priority rather than just focusing on ritual compliance and behavior. Student engagement needs to increase which will minimize behavioral issues and maximize instructional time.

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.

FIHS outperformed the state average in all subject areas for the 2024-2025 school year. The subject area in which we were closest to the state average was in Algebra 1, with FIHS students outperforming the state average by 16% (FIHS students outperformed the state average in all other subject areas by 18-28%). Curriculum pacing and collaboration for our Algebra I A courses the previous year was a factor affecting the progress of these students. Ensuring students are receiving rigorous, grade level instruction needs to be a priority rather than just focusing on ritual compliance and behavior. Student engagement needs to increase which will minimize behavioral issues and maximize instructional time. Additional training needs to be provided on following the curriculum map more closely and collectively pacing as a subject area team, which will be done through professional learning communities.

EWS Areas of Concern

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

Area of Concern from EWS: Attendance

431 students, approximately 25% of our student body missed 10% or more of school. This impacts our proficiency, learning gains, and bottom quartile for every tested area as well as our graduation rate. Every subgroup is affected by student attendance.

Highest Priorities

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

- ELA Proficiency for Students with Disabilities
- Math Learning Gains
- 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.

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: Variation in Collaborative Teaching Structures in push-in classrooms will be the focus for the 25-26 school year. This will allow a focus on specific learning gaps SWD students need addressed and opportunity for best practices to be implemented with maximum support from both the support facilitator and general education teacher.

Impact on Learning: Accelerate learning for SWD students and build skills/strategies for students in order to close the gap between SWD students and general education students in the area of ELA proficiency through differentiated support in push-in classrooms.

Rationale: ELA shows the lowest performance in proficiency for students with disabilities, though there was an increase of 6% from the previous school year, there is still a 28% gap between SWD and overall school proficiency in ELA.

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: ELA Proficiency for Students with Disabilities increased from 42% to 48% from the 23-24 school year to the 24-25 school year. There was a 33% gap between SWD and overall proficiency in 24-25. There is a 28% gap in the 24-25 school year. Though the goal of closing the gap by at least 2% was met, there is still opportunity for growth and improvement in this area.

Measurable Outcome: FAST ELA Proficiency scores for SWD students will be at least 50%. Walkthrough data will show a 10% increase on the Teacher Led Small Group Instruction classroom structure indicator (increasing from 14.4% to 24.4%).

Monitoring

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

the desired outcome.

Weekly classroom walkthroughs will be conducted looking for intentional planning of small group instruction and various classroom teaching structures. Classroom walkthrough data will be monitored on a monthly basis by the administration team to evaluate classroom structure. FAST PM 1 and 2 data will be analyzed to see progression of proficiency of SWD students in comparison with the school wide population.

Person responsible for monitoring outcome

Heather Labbe

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:

Intentional scheduling with our SWD students took place within Intensive Reading. Students were placed in specific IR sections based on placement exams to provide targeted interventions (including decoding, spelling through morphographs, etc.). Increased support in English classrooms by Support Facilitators will also be used to provide Specially Designed Instruction in the least restrictive environment. Support Facilitators will be pushing in to multiple sections of 9th and 10th grade ELA classes to provide additional assistance and support to our SWD students. Collaborative partners will have designated planning time to work together and intentionally plan for various teaching structures based on student need. All teachers are being trained in high leverage practices to incorporate high cognitive and high participation techniques to improve student engagement, collaboration and overall growth.

Rationale:

Our students with disabilities will have the opportunity to remain in their least restrictive environment by having Support Facilitators push-in to ELA, allowing them to receive both content instruction from English certified teachers, while receiving differentiated and specially designed instruction and support from ESE certified educators. Various teaching structures will maximize instruction and allow teachers to hone in on targeted areas for improvement in student deficiencies.

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

Strategic Scheduling

Person Monitoring:

By When/Frequency:

Brittany Senna

July/August

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

Students will be placed in Intensive Reading classes based on reading assessment to identify appropriate placement for intervention. SWD students will be scheduled first in the master schedule to ensure they receive the appropriate push in support required on their IEP as well as students in need of additional interventions/support.

Action Step #2

Weekly Walkthroughs

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:

Admin team will conduct weekly walkthroughs looking specifically for various collaborative teaching practices, including teacher led small group instruction.

Action Step #3

PM1 and 2 Data Reviewed by ELA and Reading Teachers, Support Facilitators

Person Monitoring:

Heather Labbe

By When/Frequency:

Monthly and Quarterly

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

Evaluate PM1 and 2 data to identify areas of deficiency in reporting categories so teachers can identify specific standards to target with SWD students. English and Reading teachers will work with ESE teachers to intentionally plan remedial strategies to address these standards. Teachers will regularly look at the walkthrough feedback to evaluate effectiveness of classroom structures.

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.

Description: Structured and monitored PLC time for Algebra 1A, 1B, and 1 teachers with a focus on curriculum pacing, data analysis, and planning of differentiated, targeted instruction based on student need. Increased number of Algebra 1A teachers to promote collaboration and team planning.

Impact on Student Learning: Aims to improve overall proficiency for Algebra 1A, 1B, and 1 students, including measurable learning gains from prior year math data.

Rationale: Math Learning Gains dropped 11% during the 24-25 school year (from 65% to 54%) in addition to a decline in overall math achievement, and learning gains for the lowest 25%. The decline in these three math categories shows the need for targeted focus within this content area.

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 of at least 5% in "Using Benchmark-Aligned Tasks to Check for Understanding" (from 63% previously) and a 5% increase in "Responding to Student Learning of Benchmark-Aligned Learning Targets" (from 58% previously). Algebra 1 EOC data will show an increase of 4% in student Learning Gains (from 54% to 58%).

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 Checking for Understanding and Responding to Student Learning)
- Common Assessment data
- District Assessment data
- Aleks growth data

This data will be used by the Algebra PLC learning team to inform ongoing instructional adjustments and targeted support throughout the school year to maximize student achievement.

Person responsible for monitoring outcome

Thomas Pittman

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:

-Structured, designated time will be allocated for Algebra teachers to plan pacing of essential standards based lessons. -General education teachers will have increased support from push in Support Facilitators who will provide Specially Designed Instruction and differentiation of instruction during class time. -Aleks will be utilized regularly in class to practice foundational skills, check for understanding, and provide data for teachers to analyze in their PLCs

Rationale:

-Intentional planning time will allow teachers to develop common assessments and discuss progress monitoring data to ensure students are receiving quality instruction based on their needs. -Students with disabilities receiving interventions during push in will provide the opportunity to remain in the least restrictive environment receiving content instruction from the certified math teacher with differentiated instruction from the ESE certified teacher. -Using Aleks to track student knowledge and growth will assist teachers with identifying learning gaps, so they can provide remediation and

reteaching to help students achieve mastery. -Various teaching structures will maximize instruction and allow teachers to hone in on targeted areas for improvement in student deficiencies.

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 Data Analysis

Person Monitoring:

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:

Algebra teachers will use prior year data and ongoing formative assessments to identify specific skill gaps to intentionally plan for remediation and reteaching. Instruction will be tailored to address student learning gaps and provide targeted reinforcement for students.

Action Step #2

Classroom Walkthrough Data Analysis

Person Monitoring:

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 school-based leadership team will track progress through targeted classroom walkthroughs observing specifically how teachers are checking for student understanding, and responding to student learning.

Action Step #3

Professional Development surrounding class structure and engagement

Person Monitoring:

Leadership Team

By When/Frequency:

Monthly

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

Professional Development will be implemented school-wide to increase student engagement, total participation techniques, and various intentional class structures (collaborative, small group, etc). Implementation of strategies shared during professional development will be monitored through classroom walkthrough data, specifically on the level of student engagement and class structure.

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: Teachers will participate in Professional Development throughout the school year surrounding Intentional Planning, specifically implementation of engagement strategies, collaborative work, and rigorous tasks.

Impact on Student Learning: If students are receiving quality, rigorous instruction that is engaging, they will be more apt to want to attend school. Offering professional development on meaningful engagement strategies and differentiation to challenge high performing students and improve the skills of low performing students will create a learning culture that students will want to be a part of and find value in attending school.

Rationale: 431 students, approximately 25% of our student body missed 10% or more of school. This impacts our proficiency, learning gains, and bottom quartile for every tested area as well as our graduation rate. Every subgroup is affected by student attendance. If students are receiving quality, rigorous instruction that is engaging, they will be more apt to want to attend 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.

Walkthrough data shows “Rigorous Tasks” only 38% of the time and “Teacher Led Small Group Instruction” observed only 10% and “Collaborative Work” 44%; whereas, “Whole Group Instruction” was observed 56% and Independent work 71%. Overall Student Engagement was seen 68% of the time during classroom walkthroughs. Our walkthrough data needs to show a substantial increase in “Rigorous Tasks”, “Teacher Led Small Group Instruction”, “Collaborative Work” and “Student Engagement”. By increasing these areas in the classroom, as well as promoting attendance through PBIS and Counselor Support Services, we plan on decreasing the percentage of students who missed more than 10% of the school year by 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.

Progress towards the desired outcome will be measured through:

- Monthly attendance data reviewed and Student Success Team Meetings scheduled accordingly (with student, parent, administration, counselor, dean, and school social worker)

- Monthly walk-through data reviewed in school-based leadership meetings, looking for an increase in identified indicators to increase student engagement
- Month over month comparison of attendance data in PBIS meetings

Person responsible for monitoring outcome

Thomas Pittman

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 Approach for Targeted Interventions and Early Outreach. We will utilize attendance data and early warning systems to identify students at risk of chronic absence and intervene early.

Rationale:

Analyzing data to identify students at risk of chronic absenteeism allows school personnel to address root causes, as students have diverse reasons for absenteeism and these needs should be addressed individually. Connecting students and families with resources that can help address any barriers to attendance, as well as providing academic and mental health support, creates an environment for students that is supportive and encourages them to attend regularly to reach their full potential.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

FIHS faculty will participate in Professional Development throughout the school year focusing on intentional planning for high engagement, total participation, collaboration, and rigor.

Rationale:

Students are more likely to attend class if they find class time and learning meaningful and enjoyable. There will be a focus on the planning and design of engaging, interactive classroom activities that encourage total student participation. Lessons will be tailored to meet the individual needs of students, so that the learning environment is inclusive, differentiated, and rigorous.

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

Student Support Meetings at Beginning of Year

Person Monitoring:

Leadership Team/School Counseling Team

By When/Frequency:

End of First Grading Quarter

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

School Administrators, School Counselors, Dean, and School Social Worker will review prior year attendance data by student. Those who missed more than 10% for the 24-25 school year will meet one-on-one with a member of these teams to discuss supports needed, discuss available resources, etc.

Action Step #2

Walkthrough Data Analysis

Person Monitoring:

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:

School-Based Leadership team will review walkthrough data monthly regarding specific indicators tied to student engagement, collaboration, and rigor. This data will be used to identify specific faculty-wide professional development, as well as teacher coaching cycles as needed.

Action Step #3

Professional Development Focused Attendance

Person Monitoring:

Tom Pittman

By When/Frequency:

Monthly

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

-School-wide focus on intentional planning will lead to higher levels of engagement, which in turn will lead to more interest and ownership in classroom work, and increase attendance, because students will be more inclined to attend when receiving engaging, meaningful work. -PD regarding total participation techniques and differentiated engagement strategies that meet the needs of various learners will be provided. -Levels of engagement and intentional planning will be monitored through classroom walkthroughs (specific indicator addressing levels of engagement will be used for observation). -Monthly attendance reports will be pulled by attendance team for monitoring effect of intentional planning and engagement strategies.

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 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 2025-26 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



2025-26 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 Online School. 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 provides instructional leadership for the virtual campus and ensures

alignment with the mission and goals of the school system. Responsibilities include the development and implementation of standardized curricula, evaluation of instructional practices, monitoring of student achievement data, and promotion of meaningful parent and community engagement. Additional duties include the review and revision of policies and procedures to support continuous improvement, as well as the recruitment, hiring, supervision, and evaluation of faculty and staff.

Leadership Team Member #2

Employee's Name

Page Green

pgreen@flccacademy.org

Position Title

6-12 Academic Administrator

Job Duties and Responsibilities

The academic administrator for grades 6-12 provides instructional leadership for the virtual campus and ensures alignment with the mission, vision, and strategic priorities of the school system. Responsibilities include overseeing the development and implementation of rigorous, standards-based curricula; evaluating and supporting instructional practices; analyzing student achievement data to drive continuous improvement; and promoting parent, guardian, and community engagement. Additional duties include reviewing and refining policies and procedures, as well as managing the recruitment, hiring, supervision, and evaluation of secondary faculty and staff.

Leadership Team Member #3

Employee's Name

Jennifer Burton

jbarton@flccacademy.org

Position Title

Special Programs Administrator

Job Duties and Responsibilities

The Administrator of Special Programs for Grades K-12 provides leadership and oversight of the ESE, MTSS, ESOL, and Gifted programs to ensure compliance with federal, state, and local regulations. Coordinate and supervise the Exceptional Student Education (ESE) department, including the development, implementation, and monitoring of student schedules, Individual Education Plans (IEPs), and service delivery by ESE teachers. Responsibilities include attending and facilitating regular meetings to review student progress, analyze performance data, and recommend program adjustments as needed to support student success. Ensure that all special programs

operate in alignment with applicable laws, policies, and best practices, while fostering collaboration among staff, families, and external stakeholders.

Leadership Team Member #4

Employee's Name

Angie Canter

acanter@flccacademy.org

Position Title

K-12 Assistant Academic Administrator

Job Duties and Responsibilities

The assistant academic administrator for grades K-12 provides instructional leadership and supports the overall direction of the virtual campus in alignment with the school's mission and strategic goals. Assist in the development and implementation of standardized, research-based curricula; evaluate and support instructional practices; and monitor student achievement data to inform continuous improvement. Promote meaningful parent and family engagement, contribute to the review and refinement of policies and procedures, and support the recruitment, hiring, supervision, and evaluation of faculty and staff.

Leadership Team Member #5

Employee's Name

Lauren Moore

lmoore@flccacademy.org

Position Title

K-12 Assistant Academic Administrator

Job Duties and Responsibilities

The assistant academic administrator for grades K-12 provides instructional leadership and supports the overall direction of the virtual campus in alignment with the school's mission and strategic goals. Assist in the development and implementation of standardized, research-based curricula; evaluate and support instructional practices; and monitor student achievement data to inform continuous improvement. Promote meaningful parent and family engagement, contribute to the review and refinement of policies and procedures, and support the recruitment, hiring, supervision, and evaluation of faculty and staff.

Leadership Team Member #6

Employee's Name

Michelle Crespo-Melendrez

mcrespo-melendrez@flccacademy.org

Position Title

K-12 Literacy Coach

Job Duties and Responsibilities

The K-12 Literacy Coach provides instructional leadership to support the development and delivery of high-quality, research-based literacy instruction across all grade levels. This role includes collaborating with teachers to plan, model, and reflect on effective literacy strategies; analyzing student performance data to inform instruction and intervention; and assisting with the implementation of the Comprehensive Evidence-Based Reading Plan (CERP) in alignment with state standards and compliance requirements. The literacy coach facilitates professional development, supports MTSS processes for reading, ensures the use of appropriate instructional materials and digital resources, and fosters meaningful communication with families to promote literacy achievement for all FLCCA students.

Leadership Team Member #7**Employee's Name**

Jane Germany

jgermany@flccacademy.org

Position Title

K-12 Math Coach

Job Duties and Responsibilities

The K-12 math coach provides instructional leadership to support the development and delivery of high-quality, standards-based mathematics instruction across all grade levels. This role includes collaborating with teachers to plan, model, and reflect on effective math strategies; analyzing student performance data to guide instruction and intervention; and supporting the implementation of the school's math curriculum in alignment with Florida's B.E.S.T. Standards and compliance requirements. The math coach facilitates job-embedded professional development, assists with MTSS processes for mathematics, promotes the use of appropriate instructional materials and digital resources, and fosters communication with families to advance student achievement in mathematics.

Leadership Team Member #8**Employee's Name**

Michelle Cole

mcole@flccacademy.org

Position Title

K-5 Master Teacher

Job Duties and Responsibilities

Provide instructional monitoring and conduct fidelity checks to ensure the effective implementation of all core and intensive programs. Collaborate and plan with K-5 teachers to ensure that instructional planning incorporates appropriate curriculum resources and aligns with benchmarks that promote rigorous instruction and meaningful student tasks. Analyze assessments for quality and alignment, identify strengths and areas for growth based on weekly assessment data, and clearly articulate the alignment of academic targets, benchmarks, and tasks to support teacher development and improve student outcomes. In addition, provide administrative support through oversight of academic and attendance escalations, ensuring timely interventions, accurate documentation, and appropriate communication with staff, students, and families to promote student success.

Leadership Team Member #9**Employee's Name**

Colin Wence

cwence@flccacademy.org

Position Title

6-8 Master Teacher

Job Duties and Responsibilities

Provide instructional monitoring and conduct fidelity checks to ensure the effective implementation of all core and intensive programs. Collaborate and plan with 6-8 teachers to ensure that instructional planning incorporates appropriate curriculum resources and aligns with benchmarks that promote rigorous instruction and meaningful student tasks. Analyze assessments for quality and alignment, identify strengths and areas for growth based on weekly assessment data, and clearly articulate the alignment of academic targets, benchmarks, and tasks to support teacher development and improve student outcomes. In addition, provide administrative support through oversight of academic and attendance escalations, ensuring timely interventions, accurate documentation, and appropriate communication with staff, students, and families to promote student success.

Leadership Team Member #10**Employee's Name**

Shelby Macon

smacon@flccacademy.org

Position Title

9-12 Master Teacher

Job Duties and Responsibilities

Provide instructional monitoring and conduct fidelity checks to ensure the effective implementation of all core and intensive programs. Collaborate and plan with 9-12 teachers to ensure that instructional planning incorporates appropriate curriculum resources and aligns with benchmarks that promote rigorous instruction and meaningful student tasks. Analyze assessments for quality and alignment, identify strengths and areas for growth based on weekly assessment data, and clearly articulate the alignment of academic targets, benchmarks, and tasks to support teacher development and improve student outcomes. In addition, provide administrative support through oversight of academic and attendance escalations, ensuring timely interventions, accurate documentation, and appropriate communication with staff, students, and families to promote student success.

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 a variety of 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 and, following each assessment period, review

student performance data and monitor progress toward the goals outlined in the School Improvement Plan. Administrators will conduct regular walkthroughs and formal evaluations throughout the year to ensure the effective implementation of instructional practices aligned to our priority focus areas. The team will closely analyze data for all students, with particular attention to ESSA subgroups—including Black/African American, Hispanic, and Students with Disabilities (SWD)—to ensure these groups are making adequate progress. Based on data trends, the team will adjust instructional strategies, interventions, and supports as needed to promote continuous improvement and close achievement gaps.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	6.0%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: D 2023-24: D 2022-23: C 2021-22: C 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	12	9	10	15	12	15	25	16	25	139
Absent 10% or more school days	0	1	4	0	1	0	16	6	8	36
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	1	0	0	0	0	0	3	2	6
Course failure in Math	0	1	0	0	0	0	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)	0	1	0	5	4					10

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	1	2	3	2	6	3	5	24

Current Year 2025-26

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1						3	3		7
One or more suspensions										0
Course failure in English Language Arts (ELA)			1					4		5
Course failure in Math			1					2		3
Level 1 on statewide ELA assessment				5	1	2	4	5	2	19
Level 1 on statewide Math assessment				5	2	5	4	7	2	25
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	5						7
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				5	2					7

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators			1	5	3	2	4	5	2	22

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

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

2. Grades 9-12 (optional)

Current Year (2025-26)

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	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 (2025-26)

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	8	25	9	12	54
One or more suspensions					0
Course failure in English Language Arts (ELA)	13	10	11	8	42
Course failure in Math	9	5	12	4	30
Level 1 on statewide ELA assessment	8	17			25
Level 1 on statewide Algebra assessment	12	9	1	4	26

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	9	15	9	8	41

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	42	57	61	42	54	58	55	52	53
Grade 3 ELA Achievement	53	66	62		58	59		64	56
ELA Learning Gains	43	56	61	39	51	59			
ELA Lowest 25th Percentile	31	50	55	31	49	54			
Math Achievement*	24	58	62	21	57	59	29	56	55
Math Learning Gains	31	54	60	42	57	61			
Math Lowest 25th Percentile	48	49	53	46	51	56			
Science Achievement	30	55	57	52	53	54	55	61	52
Social Studies Achievement*	51	75	74	46	74	72	56	74	68
Graduation Rate	76	82	72	82	77	71	64	70	74
Middle School Acceleration		67	75		68	71	50	69	70
College and Career Acceleration	12	40	56	26	43	54	24	38	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	66	61		59	59			39	55

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	40%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the FPPI	441
Total Components for the FPPI	11
Percent Tested	98%
Graduation Rate	76%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
40%	43%	48%	48%	48%		41%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	27%	Yes	3	3
Black/African American Students	29%	Yes	2	1
Hispanic Students	41%	No		
Multiracial Students	37%	Yes	1	
White Students	37%	Yes	1	
Economically Disadvantaged Students	33%	Yes	2	

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	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%								

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2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	55%				29%			55%	56%	50%	64%	24%	
Students With Disabilities	38%				23%								
Black/African American Students	52%				24%			36%			75%		
Hispanic Students	47%				25%								
Multiracial Students	45%				9%								
White Students	65%				39%			80%	80%		50%		
Economically Disadvantaged Students											60%		

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	34%	65%	-31%	58%	-24%
ELA	3	53%	65%	-12%	57%	-4%
ELA	4	17%	59%	-42%	56%	-39%
ELA	5	53%	56%	-3%	56%	-3%
ELA	6	59%	67%	-8%	60%	-1%
ELA	7	47%	60%	-13%	57%	-10%
ELA	8	42%	61%	-19%	55%	-13%
ELA	9	44%	64%	-20%	56%	-12%
Math	3	33%	66%	-33%	63%	-30%
Math	4	17%	63%	-46%	62%	-45%
Math	5	33%	55%	-22%	57%	-24%
Math	6	27%	77%	-50%	60%	-33%
Math	7	21%	49%	-28%	50%	-29%
Math	8	38%	71%	-33%	57%	-19%
Science	5	60%	61%	-1%	55%	5%
Science	8	5%	60%	-55%	49%	-44%
Civics		43%	84%	-41%	71%	-28%
Biology		37%	78%	-41%	71%	-34%
Algebra		9%	63%	-54%	54%	-45%
Geometry		18%	62%	-44%	54%	-36%
History		48%	81%	-33%	71%	-23%

2024-25 WINTER

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Geometry						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>

2024-25 FALL

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra						<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?

At FLCCA the data component that showed the most improvement were our ELA Learning Gains (All Students)

- 2023–24: 39%
- 2024–25: 43%
- Increase: +4 percentage points

We are pleased with this improvement, especially in the context of flat or declining performance in other areas. It suggests that targeted instructional strategies, interventions, and instructional tools (iReady) had a measurable impact on student growth in ELA.

1. Implementation of Tiered ELA Instruction:

- Focused Tier 2 and Tier 3 interventions using i-Ready, Amira, Sipps, and Lexia and teacher-led small groups during designated ELA intervention blocks.
- Monthly progress monitoring reports are provided to all families, including K–3 students identified with substantial reading deficiencies.

2. Increased Use of Data-Driven Instruction:

- Teachers analyzed FAST data, i-Ready diagnostic data, and progress monitoring data to group students by skill gaps.
- Intervention groups were adjusted regularly based on student growth data.

3. Professional Development:

- Teachers received PD on the science of reading, structured literacy routines, and explicit vocabulary instruction.
- Training focused on improving instruction for students in the lowest 25% and students with disabilities.

4. Literacy Coach Support:

- In the second half of the year, literacy coaches modeled lessons, co-taught in live sessions, and supported planning aligned to Florida's B.E.S.T. standards.
- In the second half of the year, coaches led weekly PLCs with grade-level teams.

5. Increased Family Engagement:

- Access to home reading resources through initiatives like New Worlds Reading was promoted

school-wide.

- A literacy night activity was provided by our literacy coach in the late spring to help promote continued literacy during the summer months.

Lowest Performance

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

At FLCCA the data component that showed the lowest performance was Math Achievement (All Students)

- 2023–24: 21%
- 2024–25: 24%
- Trend: Minimal growth (+3 points), remains the lowest of all performance components.

We believe that the factors that have contributed to our low performance include

1. Instructional Gaps in Foundational Math Skills:
 - Many students demonstrated significant deficits in number sense, operations, and problem-solving skills, particularly in grades 3–6.
 - Tier 1 instruction did not consistently address prerequisite skills or provide differentiated support for struggling learners due to lack of alignment in curriculum to the BEST standards.
2. Lack of Systematic Intervention Structure (Early in the Year):
 - At the beginning of the school year, there was a delay in identifying students in need of Tier 2 and Tier 3 math supports.
 - Math intervention groups were not established with the same fidelity or frequency as those for ELA due to lack of staffing in grades 3-5.
3. Inconsistent Use of Digital Resources:
 - Intervention tools such as iReady and IXL implementation were delayed and not available until mid-fall. Additionally, usage data in the iReady personalized path was low, especially among students with low math proficiency.
4. Subgroup Underperformance:
 - Key subgroups, such as students with disabilities (20%), Black/African American students (15%), and economically disadvantaged students (21%), scored significantly below state expectations.
 - These subgroups also showed limited growth in learning gains, indicating the need for culturally responsive and scaffolded instruction.
5. Staff Confidence and Training in Math Remediation:
 - Teacher feedback and walkthrough data indicated a lack of student engagement in small-group math intervention and re-teaching. Intervention groups were very large, and

teachers lacked the confidence to address the various needs of these groups.

- Most professional development in 2024–25 focused on literacy, with fewer targeted supports for math instruction due to a delay in hiring a math coach.

At FLCCA, we have noticed the following trends and must work on focused improvement.

- Math achievement has remained consistently low for three consecutive years (29% - 21% - 24%).
- Learning gains for the lowest 25% in math (48%) were stronger than overall achievement, suggesting that while some growth is occurring, students are starting far below grade level and need more intensive remediation.
- Subgroup performance trends reveal widening gaps in math outcomes, particularly for students with disabilities and those from economically disadvantaged backgrounds.

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 our college and career acceleration:

- 2023–24: 26%
- 2024–25: 12%
- Change: - 14 percentage points

Factors that have contributed to the decline include

1. Reduced Access to Dual Enrollment and Industry Certifications:
 - A lower number of students enrolled in qualifying dual enrollment courses during the 2023-2024 school year.
 - Several students who were previously on track for industry certifications did not complete or pass the final assessments required for credit.
2. Staffing and Scheduling Challenges:
 - Staffing limitations and changes to course offerings reduced the number of advanced coursework offerings, particularly for high school students.
 - Certain CTE pathways were not available.
3. Impact of Virtual Environment:
 - Some students struggled with the independence required for success in virtual dual enrollment courses and did not receive enough scaffolding or support to stay on pace.
 - Technical access and engagement issues also contributed to lower participation and completion rates in online acceleration options.
4. Subgroup Disparities:

- College and career acceleration rates among key subgroups such as White students (9%) and economically disadvantaged students (0%) indicate access and success gaps.
- The virtual setting may have further compounded disparities for students lacking external support structures.

Greatest Gap

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

The greatest gap when compared to the state average at FLCCA is in math achievement (all students).

FLCCA 2024–25: 24%

Florida State Average (approx.): 56%

Gap: -32 percentage points

Factors that have contributed to the gap include

1. Foundational Skill Deficits:

- Many students enter upper elementary and middle grades with learning gaps in basic numeracy and operations, making it difficult to access grade-level standards.
- The virtual environment presents challenges in providing manipulatives, hands-on experiences, and real-time error correction due to large class sizes.

2. Delayed Intervention Implementation:

- Math interventions were less consistently implemented compared to ELA. Students often went without structured Tier 2 or Tier 3 support early in the school year due to a lack of a dedicated 3-5 math interventionist.

3. Instructional Confidence and Support:

- Staff reported lower confidence in remediating math compared to reading, and fewer professional development opportunities were provided for math differentiation and small-group instruction.
- Math coaching supports were limited, and many teachers expressed a need for additional training on using digital programs effectively (iReady, IXL). Our math coach was not fully onboarded until April 2025.

4. Student Engagement in Virtual Math Learning:

- Student participation and engagement were notably lower in synchronous sessions due to class size and asynchronous/self-paced math assignments.
- Many students struggled with conceptual understanding when not supported by real-time instruction, leading to gaps in mastery of grade-level content.

5. Subgroup Underperformance:

- Subgroups such as SWD (20%), Black students (15%), and economically disadvantaged students (21%) performed well below the state average and showed persistent underperformance across multiple years.

6. Staffing Challenges:

- 4th grade math did not have a teacher hired and trained until November, resulting in inconsistent instruction and lack of intervention for nearly a full quarter. This directly impacted students' access to Tier 1 math content and foundational concept development during a critical instructional period.

At FLCCA, the math achievement gap has widened over the past three years, as state scores have shown a rebound. FLCCA's math performance remains flat or only slightly improved. While Math Learning Gains for the Lowest 25% (48%) show potential, they also confirm that students are significantly behind and require sustained support.

EWS Areas of Concern

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

Two potential EWS areas of concern include:

1. Attendance

- 36 students across grades K–8 were absent 10% or more of school days.
- This represents over 25% of the total student population (36 out of 139).
- Chronic absenteeism was most concentrated in grades 6–8, with:
 - 16 students in grade 6
 - 6 students in grade 7
 - 8 students in grade 8

Low attendance is strongly correlated with lower academic performance, disengagement, and an increased likelihood of students falling behind or dropping out. In a virtual setting, it also often signals deeper issues such as lack of home support, technology barriers, or motivation challenges.

2. Level 1 on Statewide Assessments

- 48 students across grades 3–8 scored Level 1 on the statewide math assessment.
- Nearly 35% of the student population in tested grades is performing at the lowest level in math.
- This aligns with broader performance trends showing math as the lowest achievement area and the widest gap from state averages (32 points below).

Low performance in math, especially in upper elementary (3-5) and middle school, limits future opportunities in advanced coursework and college/career pathways. Students with repeated Level 1 scores are also at risk of retention or being placed in remedial tracks without intensive support.

Highest Priorities

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

At FLCCA our highest priorities for 2025-2026 include:

1. Increase Math Achievement Across All Grade Levels
 - Focus on Tier 1 math instruction aligned to B.E.S.T. standards and targeted intervention in Grades 3–8.
 - Address foundational skill gaps and subgroup underperformance (especially SWD, ED, and Black students).
 - Implement structured progress monitoring and ensure early identification of math deficiencies.
2. Reduce Chronic Absenteeism, Especially in Middle Grades
 - Strengthen attendance monitoring systems and outreach efforts to families.
 - Implement engagement strategies and attendance incentives, particularly for Grades 6–8.
 - Strengthen school culture and students' sense of belonging through intentional relationship-building, virtual community events, and advisory check-ins to foster connection and increase student motivation to attend daily.
3. Support Students with Disabilities Through Targeted MTSS Interventions
 - Ensure consistent, documented interventions for SWD performing below 32% FPPI.
 - Provide professional development on inclusive virtual instruction and accommodations.
 - Regularly review progress monitoring data and Individual Progress Monitoring Goals with families.
4. Expand Access to and Success in College & Career Acceleration Opportunities
 - Increase enrollment in dual enrollment and available CTE pathways.
 - Improve advising, tracking, and support for high school students pursuing acceleration.
 - Address equity gaps in access for ED and White subgroups.
5. Improve Science Achievement and Instructional Rigor
 - Rebuild science instructional practices and standards alignment following the significant drop from 52% to 30%.
 - Provide targeted support and resources for Grades 5 and 8 science instruction.
 - Integrate hands-on virtual labs, data analysis tasks, and cross-content literacy strategies with the support of our literacy coach and ELA intervention team.

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.

This Area of Focus targets math instruction in grades 3–12, where students participate in statewide assessments and where the largest performance gaps were identified.

In grades K–4, the focus is on foundational numeracy and early intervention using progress monitoring data to prevent later deficits. The school's multi-tiered system of supports (MTSS) will ensure differentiated instruction and timely intervention across all grade levels.

Mathematics achievement was identified as a crucial need based on multiple data sources:

- Statewide math proficiency was only 24%, with a 32-point gap compared to the state average.
- 48 students scored Level 1 on the statewide math assessment—the highest number of low performers in any subject area.
- Subgroup analysis revealed Students with Disabilities (20%), Black students (15%), and Economically Disadvantaged students (21%) were among the lowest-performing groups.
- Early Warning System (EWS) data confirms math as a persistent area of concern, compounded by chronic absenteeism and intervention delays.
-

This focus was also driven by programmatic challenges in the 2024–25 school year, including the absence of a 4th-grade math teacher until November, resulting in inconsistent Tier 1 instruction for that grade level. Across grade levels, math instruction lacked standards aligned instruction, benchmark aligned assessments, consistency, targeted support, and professional development compared to other content areas. This Area of Focus is critical to ensuring all students have equitable access to high-quality, standards-aligned math instruction and targeted support that builds both conceptual understanding and procedural fluency.

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 2024–25, only 24% of students in grades 3–8 at Florida Cyber Charter Academy scored proficient (Level 3 or higher) on the statewide math assessment. Additionally, our subgroup performance was notably low:

- Students With Disabilities (SWD): 20% proficient
- Black/African American students: 15% proficient
- Economically Disadvantaged (ED) students: 21% proficient
- Additionally, 48 students in grades 3–8 scored Level 1, the lowest possible level.

For the 2025–26 school year, FLCCA will implement targeted instructional practices and intervention strategies with the following measurable outcomes:

Grades 3–8:

- Increase overall math proficiency from 24% to 35% as measured by the 2026 statewide math assessment.
- Reduce the number of students scoring Level 1 in math by at least 25% (from 48 to 36 or fewer).
- Increase math proficiency among:
 - SWD from 20% to 30%
 - Black/African American students from 15% to 25%
 - Economically Disadvantaged students from 21% to 30%

Grades K–4:

- By May 2026, at least 80% of K–4 students identified with a substantial math deficiency will meet or exceed expectations on end-of-year progress monitoring tools (i-Ready or Exact Path), demonstrating growth toward grade-level proficiency.
- All students in Tier 2 or Tier 3 math intervention will have individualized progress monitoring goals reviewed quarterly and shared with families.

These outcomes will be tracked through statewide assessment results, progress monitoring data (IXL, i-Ready, Exact Path), subgroup reporting, and intervention documentation in the MTSS tracking system.

Monitoring

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

Implementation and impact of this Area of Focus will be monitored through a combination of data reviews, instructional observations, and intervention tracking to ensure alignment with expected

outcomes.

Implementation Monitoring:

- Monthly grade-level data chats will be held to review student progress in IXL, iReady, Exact Path, and formative assessments. Grade bands (K–2 and 3–8) will track intervention fidelity and instructional alignment to the B.E.S.T. standards.
- Administrative walkthroughs and coaching logs will document Tier 1 instructional practices, small group implementation, and use of math strategies (e.g., CRA, number talks).
- Intervention logs will be reviewed monthly by MTSS teams to ensure all students in Tier 2 and Tier 3 receive services and are progressing toward individualized goals.
- Lesson plan reviews and PLC notes will be monitored for evidence of data-driven planning, subgroup focus, and use of appropriate scaffolds and accommodations.

Impact Monitoring:

- IXL, i-Ready, and Exact Path progress monitoring data will be analyzed monthly to assess growth and adjust groupings or interventions as needed.
- Quarterly MTSS progress review meetings will evaluate the effectiveness of intervention plans, especially for SWD, ED, and B/AA subgroups.
- Mid-year and end-of-year benchmarking will compare student performance against baseline data to measure progress toward SIP goals.
- FAST PM and statewide assessment results will be analyzed for gains in proficiency and reduction in Level 1 scores.

The School-Based Leadership Team (SBLT) will meet monthly to synthesize data across grade levels and provide responsive action steps. Monitoring findings will be shared with staff during School House Huddles to support continuous improvement and transparency.

Person responsible for monitoring outcome

Kristan Haberstro, K–5 Academic Administrator; Page Green, 6–12 Academic Administrator

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 grades K-12, IXL Math is a personalized, standards-aligned platform that supports conceptual understanding, procedural fluency, and real-time feedback. It adapts to student responses and provides teachers with immediate diagnostic insights for targeted instruction. Teachers and

interventionists will monitor skill proficiency scores, diagnostic growth, and usage data weekly. IXL reports will be used in bi-weekly data chats to guide small group instruction and individualized support plans.

Rationale:

These interventions were selected based on their proven effectiveness in addressing learning gaps, supporting differentiation, and accelerating student growth in mathematics—particularly in a virtual learning environment. The tools selected provide diagnostic insight, personalized learning paths, scaffolded support, and real-time progress monitoring. They are aligned to Florida's B.E.S.T. standards and support teachers in identifying and closing specific skill gaps, especially for subgroups with historically low performance, including Students with Disabilities, Black/African American students, and Economically Disadvantaged students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

For grades K-5, i-Ready Personalized Instruction delivers individualized online math lessons based on diagnostic results. It adapts to each student's learning level and provides scaffolded, standards-aligned instruction designed to build skills and close gaps. It supports Tier 1 differentiation as well as Tier 2 and Tier 3 intervention.

Rationale:

i-Ready was selected based on its ability to provide real-time, data-driven instructional pathways tailored to each student's math needs. It allows teachers to target learning gaps efficiently, track growth over time, and adjust instruction accordingly. This intervention is especially effective in a virtual setting where continuous assessment and personalized supports are essential to address the wide range of learning gaps across grade levels and subgroups.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Exact Path is an adaptive, diagnostic-driven platform that provides personalized learning paths in math, reading, and language arts. For math, it identifies specific skill gaps and delivers targeted, standards-aligned lessons to address those needs. The program adjusts content in real time based on student performance, allowing for flexible remediation and acceleration. It supports Tier 2 and Tier 3 intervention, especially for middle and high school students requiring individualized remediation outside the core curriculum.

Rationale:

At FLCCA, Exact Path supports both Tier 1 differentiation and Tier 2/Tier 3 targeted intervention as part of our Multi-Tiered System of Supports (MTSS) framework in grades 6-12. The adaptive design allows students to work at their precise instructional level, promoting academic growth and reducing learning gaps. Because the platform continuously monitors progress and adjusts instruction, it allows teachers to make informed, data-driven decisions for intervention planning. This is especially important in a virtual school setting where personalized support is essential for student success. Exact Path is also aligned to Florida's B.E.S.T. Standards and offers actionable data to support compliance with state requirements for identifying and remediating substantial deficiencies in reading

and math.

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

Strengthen Tier 1 Math Instruction Across Grades K-12

Person Monitoring:

Kristan Haberstro (Grades K–5), Page Green
(Grades 6–12)

By When/Frequency:

Ongoing; monitored weekly through observations, PLC's, and monthly in data chats and leadership meetings

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

Teachers will implement Tier 1 instruction using B.E.S.T.-aligned math curricula and digital tools (Stride K12, i-Ready, IXL, Exact Path) with an emphasis on conceptual understanding and real-world application. Administrators and instructional coaches will conduct virtual walkthroughs and provide targeted feedback on instructional practices. Lesson artifacts and formative assessment data will be reviewed weekly in PLCs to guide instruction and professional development. Coaching logs and PD participation will be monitored for teacher growth and support.

Action Step #2

Provide Targeted Tier 2 and Tier 3 Math Intervention Using Digital Tools

Person Monitoring:

Kristan Haberstro (Grades K–5), Page Green
(Grades 6–12), Jennifer Burton (Special Programs reviews
Administrator)

By When/Frequency:

Weekly intervention tracking; monthly MTSS

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

Students identified for math intervention will receive targeted instruction using i-Ready Personalized Instruction, IXL skill plans, and Exact Path learning paths. Interventionists and classroom teachers will create individualized goals and progress monitoring plans. Usage, skill mastery, and growth data will be reviewed during monthly MTSS meetings to evaluate impact and adjust interventions. Families will receive monthly progress updates, and documentation will be uploaded to the MTSS tracking system. Coaching and model lessons will support effective small group implementation.

Action Step #3

Use Data-Driven Decision Making to Improve Instruction and Subgroup Outcomes

Person Monitoring:

Kristan Haberstro (Grades K–5), Page Green
(Grades 6–12), Jennifer Burton (Special Programs quarterly MTSS progress reviews
Administrator)

By When/Frequency:

Monthly data chats, monthly subgroup analysis,

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

Grade-level teams will engage in weekly PLCs to analyze formative assessments, digital platform data (i-Ready, IXL, Exact Path), and subgroup performance trends. Focus will be placed on improving proficiency among students with disabilities, Black/African American students, and economically disadvantaged students. Data protocols will be used to guide instruction, regroup students, and adjust supports. Quarterly progress reviews will inform leadership of trends, and mid-year benchmark data will be compared to baseline for SIP goal progress.

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.

This Area of Focus targets students with disabilities (SWD) across all grade levels (K–12), with particular emphasis on grades 3–8, where SWD participate in statewide assessments in ELA, Math, and Science. In grades K–2, the focus is on early identification of skill gaps and intervention aligned to goals. In high school, supports will focus on credit recovery, accommodations in core courses, and college and career readiness.

In 2024–25, the ESSA Federal Percent of Points Index (FPPI) for the SWD subgroup was 27%, which falls significantly below the state benchmark of 41%. This subgroup has remained under 41% for three consecutive years and below 32% for three years, qualifying it as a chronically underperforming subgroup under ESSA.

Student performance in math and science was especially low, with only 20% proficiency in math and 27% in science among SWD. These outcomes were impacted by:

- Delayed identification and intervention early in the year
- Inconsistent use of IEP accommodations in virtual instruction
- Limited professional development on specially designed instruction (SDI) and virtual co-teaching models

This focus area was identified based on ESSA subgroup performance data, statewide assessment scores, EWS indicators, and IEP progress monitoring trends. Addressing the needs of SWD is essential to ensure equity, compliance, and meaningful access to the general education 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.

In the 2024–25 school year, the ESSA Federal Percent of Points Index (FPPI) for the Students with

Disabilities (SWD) subgroup was 27%, placing this group well below the 41% federal threshold and classifying it as chronically underperforming (3 years below 32%). Additionally:

- Only 20% of SWD in grades 3–8 demonstrated proficiency in math on statewide assessments.
- Only 27% of SWD demonstrated proficiency in science.
- MTSS data indicated inconsistent progress monitoring and gaps in intervention documentation for SWD students receiving Tier 2 and Tier 3 supports.

For the 2025–26 school year, the school will implement targeted strategies to support SWD across all grade levels, with the following measurable outcomes:

Grades K–2:

- At least 80% of SWD receiving intervention will meet or exceed their individualized progress monitoring goals in Sipps, Amira, IXL, i-Ready, Progress Learning, or Exact Path by May 2026.
- All SWD in Tier 2 or Tier 3 will have an active support plan that is updated and reviewed quarterly.

Grades 3–8:

- Increase math proficiency for SWD from 20% to 30% on the 2026 statewide math assessment.
- Increase science proficiency for SWD from 27% to 35% on the 2026 statewide science assessment.
- Improve the ESSA FPPI score for SWD from 27% to 35% or higher.

Grades 9–12:

- Increase the percentage of SWD on track for graduation (based on credit checks and course completion) from the current baseline by at least 10 percentage points.
- Ensure all SWD participating in college and career acceleration opportunities receive accommodations and support as documented in their IEPs.

These outcomes will be tracked through statewide assessments, IXL, i-Ready, Progress Learning, Exact Path data, MTSS documentation, and quarterly IEP progress reports

Monitoring

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

Implementation and impact of this area of focus will be monitored through data collection systems, coaching supports, and consistent collaboration between general education and ESE staff. Monitoring efforts will ensure fidelity of interventions, progress toward IEP goals, and use of accommodations in both Tier 1 and intervention settings.

Implementation Monitoring:

- Monthly MTSS meetings will include a review of all SWD receiving Tier 2 or Tier 3 services, with updated intervention logs, progress monitoring data, and notes on strategy effectiveness.
- Instructional walkthroughs will be conducted bi-weekly to ensure accommodations are being implemented in virtual classrooms as documented in IEPs.
- Quarterly IEP progress reviews will be used to track student growth in relation to their goals and inform any changes to support plans.
- Collaboration logs will be reviewed to ensure ESE and general education teachers are co-planning and coordinating instruction effectively.

Impact Monitoring:

- IXL, i-Ready, Progress Learning, and Exact Path progress monitoring data will be reviewed monthly for all SWD receiving intervention, including lesson completion, time-on-task, and growth scores.
- State assessment data will be analyzed for math and science performance among SWD at the end of the school year to evaluate success in closing achievement gaps.
- IEP compliance monitoring will ensure that all accommodations and services are being provided as written and documented in teacher lesson plans and support logs.
- Staff survey data collected mid-year and end-of-year will measure teacher confidence and effectiveness in supporting SWD.

Monitoring efforts will be led by the Special Programs Administrator, ESE Case Managers, and Academic Administrators, with findings reviewed monthly by the School-Based Leadership Team (SBLT) to determine needed adjustments and professional development supports.

Person responsible for monitoring outcome

Jennifer Burton (Special Programs), Kristan Haberstro (K-5), Page Green (6-12)

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:

IXL provides adaptive math practice aligned to state standards, with real-time diagnostics and personalized learning paths for each student.

Rationale:

IXL allows SWD to work on skills at their level with immediate feedback, promoting confidence and mastery. The scaffolded, skill-by-skill approach is well-suited for virtual Tier 2 and Tier 3 math intervention. Teachers (Gen Ed and ESE) and interventionists will monitor SMART scores, skill

mastery, and time-on-task weekly.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Exact Path delivers individualized, adaptive learning in math, reading, and language arts based on diagnostic data. It provides remediation that is standards-aligned and competency-based. Monitoring will include usage reports, path completion data, and growth reports, which are reviewed in PLC meetings.

Rationale:

Exact Path supports SWD by bridging learning gaps through personalized pacing and continuous assessment, especially beneficial for older students requiring remediation without repeating grade-level content.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Progress Learning provides standards-based practice, assessments, and progress monitoring in all core subjects. It includes scaffolds, accommodations, and immediate feedback aligned to Florida science standards.

Rationale:

This platform provides targeted support and practice for SWD aligned to grade-level standards while offering accommodations such as text-to-speech and pacing controls. It is used for review, reinforcement, and test prep. Monitoring will include assignment scores and benchmark assessments, and usage analytics will be reviewed during grade-level and PLC meetings.

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

Deliver Personalized Math Instruction Using IXL, i-Ready, and Exact Path

Person Monitoring:

ESE Case Managers, Jennifer Burton (Special Programs), Kristan Haberstro (K-5), Page Green (6-12)

By When/Frequency:

Weekly PLC's; IEP meetings, data meetings

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

SWD in Grades K–12 will engage in IXL, i-Ready Personalized Instruction, and/or Exact Path

depending on grade level and diagnostic results. Teachers will use program data to assign targeted lessons and monitor progress on skill gaps. SMART Score reports, lesson completion data, and student growth will be reviewed during monthly data chats and PLC meetings. The Math Coach will support teachers in integrating these tools into instruction.

Action Step #2

Monitor and Scaffold Standards-Based Support Using Progress Learning

Person Monitoring:

ESE Case Managers, Jennifer Burton (Special Programs), Kristan Haberstro (K-5), Page Green (6-12)

By When/Frequency:

Weekly PLC's, IEP meetings, data meetings

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

Teachers and ESE staff will use Progress Learning to provide scaffolded, standards-based instruction for SWD aligned to their IEP goals and grade-level benchmarks. Activities and assessments will be selected based on students' needs and accommodations. Data from Progress Learning will be used to adjust instructional pacing, support IEP progress reports, and prepare students for statewide assessments. Usage and performance will be monitored monthly by the SBLT to ensure impact.

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.

This Area of Focus targets students in grades 9–12, with a primary emphasis on increasing participation and success in college and career acceleration opportunities, including dual enrollment, Advanced Placement (AP), and Career and Technical Education (CTE) courses.

In the 2024–25 school year, College and Career Acceleration (C&C Acceleration) at Florida Cyber Charter Academy declined sharply from 26% in 2023–24 to 12% in 2024–25, representing a 14-percentage-point drop and the largest decline of any accountability component. This decline negatively impacts the school's overall performance on the Federal Percent of Points Index (FPPI) and signals decreased readiness for postsecondary pathways among high school students.

Contributing Factors

- Poor student performance on AP exams
- Lack of effective instruction in AP courses
- Decrease enrollment of students participating in AP courses
- CTE courses pathways were not in line with state and district expectations
- Decrease in the number of 2324 seniors enrolled in two consecutive CTE industry certification

courses.

This area was identified as a crucial need through accountability data trends and course enrollment records. Improving C&C acceleration is essential to preparing students for success beyond high school and closing the opportunity 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.

By the end of the 2025-2026 school year, the percentage of graduates earning college and career acceleration credentials—including passing AP, IB, or AICE exam scores; successful completion of dual enrollment courses for college credit; or passing scores with two aligned course credits in approved industry certification pathways—will increase by 10 percentage points from the previous year's baseline, as measured by the College and Career Acceleration indicator.

For the 2024-2025 school year, FLCCA will implement intentional advising, expanded access, and targeted support with the following measurable outcomes.

- Increase the dual enrollment course pass rate by 10% for the 2025-2026 school year.
- Increase enrollment by 10% or more of students enrolled in two consecutive years of a career pathway.
- 100% of students enrolled in dual enrollment, AP, and/or CTE programs receive academic advising and progress monitoring support.

These outcomes will be tracked using Naviance Grad Plans, enrollment reports, certification rosters, and exam results.

Monitoring

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

Implementation and impact of this focus will be monitored through collaboration between school counselors and high school administration.

Monitoring strategies include:

- Quarterly reviews of course enrollment and success data for student in dual enrollment, AP, CTE courses
- Certification tracking to monitor certification enrollments and completion across CTE pathways
- Counselor connection logs

Person responsible for monitoring outcome

School Counselors, Page Green (6-12), CTE Teachers, AP 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:

AVID is a college and career readiness framework that is being utilized school-wide and is focused on equipping students—particularly those from underrepresented groups—with skills in writing, inquiry, collaboration, organization, and reading (WICOR). It includes academic support, mentoring, and college planning.

Rationale:

AVID helps close opportunity gaps by building the academic behaviors and self-efficacy students need to access and succeed in advanced coursework. It is especially effective in virtual schools when embedded in content instruction and supported through advisory. Monitoring includes student enrollment in AP/Dual Enrollment, note-taking routines, portfolio artifacts, and AVID elective attendance, which are tracked by AVID site coordinators.

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

Strengthen College and Career Advising for Grades 8–12

Person Monitoring:

Page Green (6-12), Counselors, AVID Coordinator

By When/Frequency:

Monthly review of advising logs and CCR plan completion

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

All students in grades 8–12 will participate in structured advising to develop individualized College and Career Readiness (CCR) plans. Advising will include course selection aligned to postsecondary goals, identification of dual enrollment or CTE opportunities, and ongoing guidance on program eligibility and support.

Action Step #2**Person Monitoring:**

Page Green (6-12), Counselors, AVID Coordinator

By When/Frequency:

Monthly review of advising logs and CCR plan completion

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

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.

The 2024–25 results revealed a significant decline in performance in science in grades 5 and 8:

- Science proficiency dropped from 52% in 2023–24 to 30% in 2024–25, marking a 22-percentage-point decline.
- Students With Disabilities (SWD) had particularly low science achievement at 27%, contributing to the ESSA FPPI score of 27% for the SWD subgroup.
- Additional subgroup disparities and instructional feedback suggest gaps in content coverage, virtual engagement strategies, and alignment to the tested standards.

Declines occurred due to limited instructional time dedicated to science, a heavier focus on ELA and math remediation, and inconsistent use of lab-based or inquiry-driven virtual experiences. FLCCA has identified this as a critical academic need for the upcoming year to ensure students are prepared for middle and high school science pathways and to support overall ESSA 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.

30% of students in grades 5 and 8 scored proficient on the statewide science assessment, compared to 52% the prior year.

For the 2025–26 school year, Florida Cyber Charter Academy aims to:

- Increase overall science proficiency from 30% to 45% on the 2026 statewide science assessments.
- Improve science proficiency among SWD from 27% to 35%.
- Ensure 100% of 5th and 8th grade students complete a minimum of one standards-aligned virtual science lab or hands-on activity per unit.
- Increase use of progress monitoring tools (Progress Learning science benchmarks) to at least 80% fidelity by Q3.

Monitoring

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

Monitoring will include:

- Progress Learning benchmark assessments will be administered quarterly and reviewed by instructional leadership to identify gaps and guide reteaching.
- Student performance on science unit assessments and formative checks will be analyzed bi-monthly for growth and instructional impact.
- Subgroup data, especially for SWD students, will be reviewed during PLC's to determine if instructional adjustments or intervention supports are needed.

Person responsible for monitoring outcome

Kristan Haberstro (K-5), Page Green (6-12), Jennifer Burton (Special Programs), ESE Caseload Managers

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:

Progress Learning offers standards-based science instruction, practice items, virtual labs, and benchmark assessments aligned to Florida NGSSS. It includes diagnostic tools and real-time data dashboards to identify skill gaps and adjust instruction.

Rationale:

Progress Learning serves as both a formative assessment and instructional support platform. It provides Florida-specific benchmarks that help teachers monitor student readiness for the science assessment and allows for immediate reteaching using scaffolded questions, videos, and explanations. Its reporting features help track trends across classrooms and subgroups. Monitoring will include quarterly benchmark assessments, individual skill reports, and class performance dashboards will be reviewed during science PLCs and leadership meetings to guide instruction and intervention planning.

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

Implement Progress Learning Benchmarks and Test Readiness Tools

Person Monitoring:

Science Teachers, Kristan Haberstro (K-5), Page
Green (6-12), Jennifer Burton (Special Programs)

By When/Frequency:

Quarterly benchmark data review

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

Students in grades 5 and 8 will complete quarterly benchmark assessments in Progress Learning to measure mastery of science standards and assess readiness for the statewide assessment. Teachers will use performance data to group students, provide targeted review sessions, and assign practice tasks. Monitoring will include benchmark results, item analysis reports, and subgroup performance data will be reviewed in PLCs and leadership meetings to adjust instruction and interventions.

Action Step #2

Embed Hands-On and Virtual Science Labs Across Units

Person Monitoring:

Science Teachers, Kristan Haberstro (K-5), Page
Green (6-12), Jennifer Burton (Special Programs)

By When/Frequency:

One lab per unit

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

Teachers will incorporate virtual science labs or hands-on investigations into each unit. These experiences will be aligned with tested standards and used to support inquiry-based instruction and higher-order thinking. Monitoring will include completion of lab activities will be tracked through attendance in live class sessions. Student performance on associated assignments and assessments will be reviewed to ensure conceptual understanding is improving.

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.

Attendance across all grade levels (K–12), which significantly impacts student learning and engagement in the virtual environment.

According to 2024–25 Early Warning System (EWS) data:

- 36 out of 139 students (26%) were identified as chronically absent, having missed 10% or more of school days.
- The issue is most concentrated in grades 6–8, which together account for 30 of the 36 chronically absent students.

Poor attendance is a leading indicator of academic disengagement, lower achievement, and future

risk of dropout. In a virtual setting, chronic absenteeism may also signal underlying issues such as lack of connection to the school community, inconsistent routines at home, or limited adult support. Strengthening a positive learning environment, rooted in relationships, engagement, and accountability, is critical to improving attendance and student success.

This focus area was identified through EWS data trends and student participation reports, and aligns with the school's goal of building stronger connections, consistent routines, and a culture of attendance in the virtual setting.

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.

FLCCA will reduce the percentage of students with chronic absenteeism (attendance below 90%) from 26% to 15% by the end of the 2025–26 school year.

- Reduce chronic absenteeism in grades 6–8 by at least 50%.
- Increase student engagement and check-in rates (attendance in live classes and advisory) to 95% for all students by mid-year.
- Track and support 100% of students identified in EWS with individualized attendance outreach and follow-up plans.

Outcomes will be measured using PowerSchool attendance data, EWS reports, and advisory engagement logs.

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 of this area of focus will be monitored through a schoolwide attendance improvement plan led by school leadership, counselors, social workers, and master teachers.

Monitoring efforts include:

- Weekly attendance reports are pulled from PowerSchool to identify trends and flag students approaching the 10% absence threshold.
- Academic and attendance escalation teams conduct check-ins with students and families identified through EWS to provide support, address barriers, and reinforce expectations.
- Academic and Attendance escalation trackers and logs in PowerSchool will track calls, emails, and intervention steps for all chronically absent students.
- Virtual engagement initiatives (e.g., student spotlights, participation badges, class competitions) will be implemented monthly to increase belonging and daily attendance.

The academic and attendance escalation team will be responsible for monitoring progress and strategies to ensure improvement in attendance and engagement.

Person responsible for monitoring outcome

Kristan Haberstro (K-5), Angie Canter (K-12), Page Green (6-12), Katie Moore (K-12), Master Teachers, Social Worker, 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:

Attendance Works offers free toolkits and resources to implement multi-tiered systems of support (MTSS) for improving attendance. Strategies include personalized outreach, school climate work, and community partnerships.

Rationale:

Interventions are rooted in positive engagement, family outreach, and systemic changes—proven to reduce chronic absenteeism by up to 15%.

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 Weekly Check Ins by Homeroom Teachers

Person Monitoring:

Kristan Haberstro (Grades K–5), Page Green (Grades 6–12), Angie Canter (K-12), Katie Moore (K-12)

By When/Frequency:

Weekly

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

Homeroom teachers will conduct weekly attendance check-ins with students who have missed 2+ days in a week or are flagged in EWS. They will use positive outreach (email, call, or Class Connect chat) to reinforce school belonging and problem-solve barriers. Teachers will record outreach in PowerSchool logs. Students identified as trending toward chronic absenteeism will be escalated to our Attendance Escalation Team.

Action Step #2

Launch Schoolwide “Present & Proud” Attendance Recognition Program

Person Monitoring:

By When/Frequency:

Social Worker, Counselors, HR Teachers, Kristan Monthly awards and recognition
Haberstro (K-5), Page Green (6-12), Angie Canter
(K-12), Katie Moore (K-12)

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

FLCCA will implement a virtual attendance campaign recognizing students with improved or excellent attendance. Recognition will include monthly shoutouts and certificates. "Attendance spotlights" and weekly class leaderboards will be posted in Friday homerooms and class newsletters to build a culture of showing up.

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 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.

As a virtual charter school, Florida Cyber Charter Academy engages in a strategic, collaborative review process with both its governing board and Stride Learning, the school's educational service provider, to ensure that allocated resources meet the unique needs of students in a virtual environment. Given that the school operates under a funding model distinct from traditional brick-and-mortar schools, careful planning and review are conducted to ensure that personnel, instructional tools, digital platforms, and support services are equitably and effectively deployed.

1. Stride-Led Budget Planning and Allocation:
 - FLCCA's budget is developed in collaboration with Stride's finance team and school leadership during the annual planning cycle (spring).
 - Budget decisions are based on student enrollment projections, subgroup performance data, and SIP priorities, including interventions for students with disabilities, economically disadvantaged students, and other at-risk populations.
 - Funding is aligned to ensure access to evidence-based instructional programs (e.g., i-Ready, IXL, Exact Path), staffing for intervention support, and tools needed to engage students in the virtual model.
2. Monthly Leadership Reviews and Data Monitoring:
 - School administrators, with support from Stride regional leadership, review implementation data monthly to assess the effectiveness of resource deployment.
 - This includes analysis of platform usage (e.g., Progress Learning, SIPPS, Amira), attendance reports, subgroup performance trends, and instructional coaching outcomes.
 - Adjustments are made mid-year as needed—such as reallocating staffing support, requesting additional intervention tools, or adjusting professional development focus areas.
3. School-Based Leadership Team (SBLT) Oversight:
 - The FLCCA leadership team meets weekly to review academic, attendance, and behavioral data with a focus on equity and fidelity of implementation.
 - Recommendations for resource needs or reallocations (e.g., additional subgroup supports or science enrichment tools) are submitted to school leadership and reviewed

collaboratively with Stride.

4. District Collaboration and Charter Compliance:

- FLCCA maintains regular communication with its sponsoring district to ensure compliance with CSI planning requirements, support school improvement implementation, and review how state and federal funds (e.g., Title I, IDEA) are aligned to SIP goals.
- Any shifts in resource allocation that impact compliance or student subgroup support are communicated to the district through quarterly updates or monitoring visits.

5. Ongoing Monitoring and Strategic Adjustments:

- Mid-year data reviews and quarterly progress checks inform decisions on staffing (e.g., hiring interventionists), professional development offerings, and student support services (e.g., social-emotional support).
- Requests for additional resources (e.g., curriculum extensions, platform access, instructional hours) are submitted to Stride for review and approval based on documented needs and impact.

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).

Florida Cyber Charter Academy has identified a set of targeted resources to directly address the prioritized needs outlined in the School Improvement Plan, including low academic performance in math, underperformance among Students with Disabilities (SWD), chronic absenteeism, and low participation in college and career acceleration. Each resource has been selected based on subgroup performance data, ESSA evidence levels, and alignment with virtual learning needs.

1. Math Achievement (Area of Focus #1)

Resources

- i-Ready Personalized Instruction (K–5) – Moderate ESSA Evidence
- IXL Math (Grades K–8) – Strong ESSA Evidence
- Exact Path (Grades 6–8) – Moderate ESSA Evidence
- Rationale: In 2024–25, only 24% of students scored proficient in math, with even lower performance among SWD (20%), ED (21%), and B/AA students (15%). These tools will support both Tier 1 differentiation and Tier 2/3 interventions.
- Timeline: Fully implemented by September 2025 with monthly usage monitoring and fidelity checks in i-Ready and IXL. Data chats begin in October.

2. SWD Performance (Area of Focus #2)

Resources:

- i-Ready Personalized Instruction (K–5) – Moderate ESSA Evidence
- Exact Path (6–8) – Moderate ESSA Evidence
- Progress Learning – Science (5–8) – Promising ESSA Evidence
- Rationale:

The Federal Percent of Points Index (FPPI) for Students with Disabilities was 27% in 2024–25, with three consecutive years below 32%, triggering CSI designation. Achievement gaps are most pronounced in math and science, where SWD students score significantly below state averages. Resource gaps and inconsistent use of accommodations contributed to low proficiency. These selected platforms are adaptive, standards-aligned, and provide scaffolded instruction in both core academic and science content.

- Timeline:
 - i-Ready and Exact Path: Fully implemented by September 2025 with monthly subgroup monitoring in MTSS and data chats.
 - Progress Learning Science: Implemented beginning August 2025, integrated into live instruction, and monitored for usage and mastery growth each quarter.

3. College & Career Acceleration (Area of Focus #3)

Resources:

- Virtual CTE Pathway Exploration Modules
- Edmentum Courseware and Career Bridge Lessons
- Career Fairs and High School Planning Webinars
- Rationale: Only 12% of students participated in acceleration opportunities in 2024–25. Increasing awareness, access, and engagement is key to expanding pathways.
- Timeline: Monthly career webinars begin September 2025; fall and spring virtual career fairs planned.

4. Science Achievement (Area of Focus #4)

Resources:

- Progress Learning (Grades 5 & 8) – Moderate ESSA Evidence
- Rationale: Science proficiency dropped from 52% to 30% between 2023–24 and 2024–25. These platforms provide standards-aligned review, formative assessments, and differentiated reinforcement.
- Timeline: Implementation begins in August with fidelity checks in October and data checkpoints each quarter.

5. Attendance Improvement (Area of Focus #5)

Resources:

- Attendance Works Tiered Intervention Framework – Strong ESSA Evidence
- Virtual Check-ins & Mentoring Logs
- Rationale: 26% of students were chronically absent in 2024–25, especially in grades 6–8. Data shows a direct correlation between chronic absenteeism and failure to meet proficiency targets.
- Timeline: Check-ins begin first week of school; monthly attendance campaigns and bi-weekly monitoring logs start August 2025.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

FLORIDA YOUTH CHALLENGE ACADEMY



2025-26 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. Florida Youth Challenge Academy is a residential program that takes place in a highly disciplined and motivational environment, promoting structure and academics along with leadership, health, service to the community, life skills, job skills, physical fitness, and citizenship. The program is approximately a four-month residential program followed by mentoring for twelve months after the students complete the residential phase. Since students are residents of the facility, the attendance rate is 100%. Some cadets are seeking a GED, but some are seeking a standard diploma. Attendance data from previous school years as well as other trackable data, cannot be reported as cadets enter the program from all of Florida's 67 districts.

Provide the school's vision statement

To provide a highly disciplined and motivational environment, free from outside distractions, which fosters academics, leadership development, personal growth, self-esteem, and physical fitness for qualifying high school dropouts.

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

Kristin Rousseau

Kristin.Rousseau@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Mrs. Rousseau is the Principal for the Florida Youth Challenge Academy, and oversees educational services for the Florida Youth Challenge Academy

Leadership Team Member #2

Employee's Name

Amy Turner

Amy.Turner@myoneclay.net

Position Title

Math GED Teacher

Job Duties and Responsibilities

Mrs. Turner is the Dropout Prevention instructor. Mrs. turner will meet with the teachers continually to collaborate with teacher's to ensure students' success criteria and the School Improvement Plan are being met.

Leadership Team Member #3

Employee's Name

Pamela Flagg

pamela.flagg@myoneclay.net

Position Title

Curriculum Specialist

Job Duties and Responsibilities

Provide Academic and resource support to the teachers and school staff. The Curriculum Specialist will continually monitor students' success criteria and meet with the Leadership team to monitor the School Improvement Plan monthly.

Leadership Team Member #4

Employee's Name

Mr. Christopher Lee

Christopher.lee@myoneclay.net

Position Title

FLYCA Dropout Prevention Instructor

Job Duties and Responsibilities

Mr. Lee is the instructor for Dropout Prevention. He will continually monitor students' success criteria. and meet with the Leadership team to monitor the School Improvement Plan.

Leadership Team Member #5

Employee's Name

Mathew Murray

Mathew.Murray@myoneclay.net

Position Title

FLYCA Dropout Prevention Instructor/Team Leader

Job Duties and Responsibilities

Mr. Murray is the Dropout Prevention instructor and serves as the team lead. Mr. Murray will meet with the teachers continually to monitor students' success criteria and the 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.

The Leadership team, teachers, school staff, and students are involved in the School Improvement Plan. The Leadership team, teachers, and school staff will provide the academic support needed for student success. The leadership team will continually monitor the plan and make adjustments as needed. The SIP is specifically tailored to address the needs of the students at the Florida Youth Challenge Academy.

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)).

School Improvement goals will be monitored regularly to ensure that progress is being made. Collaboration between the administration, school leadership team, staff, and National Guard will occur to ensure that the graduation rate is improving. Revisions to the school improvement goals will be made based on student data and progress.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-ADULT
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: 2023-24: B 2022-23: D 2021-22: 2020-21:

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 (2025-26)

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	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 (2025-26)

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 (2024-25) 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 (2024-25) 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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025		2024		2023**	
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	66	59	64	55	57	50
Grade 3 ELA Achievement						
ELA Learning Gains	60	58	62	57		
ELA Lowest 25th Percentile	59	56	62	55		
Math Achievement*	59	49	61	45	50	38
Math Learning Gains	48	47	60	47		
Math Lowest 25th Percentile	42	49	61	49		
Science Achievement	82	72	80	68	74	64
Social Studies Achievement*	84	75	83	71	80	66
Graduation Rate	95	92	58	94	90	31
95						89
Middle School Acceleration						
College and Career Acceleration	63	69	60	67	63	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	69	52	51	49	52	45

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

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

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

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

2024-25 ESSA FPPI

Data for 2024-25 had not been loaded to CIMS at time of printing.

ESSA OVERALL FPPI HISTORY

2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
	58%	31%		59%		35%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%

No ESSA data found for this school and year

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG	MATH ACH.	MATH LG	MATH LG	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE	C&C ACCEL	ELP PROGRESS
			L25%			L25%				2022-23	2022-23	
All Students 58%												

All Students

31%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* 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?

Graduation Rate is our area of improvement. During the 2023-2024 year, our graduation rate was 58%. During the 2024-2025 school year, the challenge program successfully graduated the enrolled senior. Last year, the team initiated intervention meetings that included representatives from FLYCA to ensure that all relevant information for each student was available before intake to ensure the correct placement of students. This also made it possible to engage support personnel for students.

Lowest Performance

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

Due to the uniqueness of the Florida Youth Challenge Academy Program, the Graduation rate is the primary data source and area of focus.

Greatest Decline

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

Due to the uniqueness of the Florida Youth Challenge Academy Program, the Graduation rate is the primary data source and area of focus.

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.

Due to the uniqueness of the Florida Youth Challenge Academy Program, the Graduation rate is the primary data source and area of focus.

EWS Areas of Concern

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

The staff of FLYCA will continue to focus on the graduation rate and credit recovery for seniors as well as students in grades 9-11 scheduled to return to their home schools.

Highest Priorities

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

Our highest priority is to continually increase FLYCA graduation rates.

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 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.

The area of focus is to increase FLYCA's graduation rates. FLYCA is an approximate 5 1/2 month residential program designed to get students back on the correct path. The program is run by the National Guard. The continued implementation of Instructional Best Practices will increase outcomes for FLYCA's 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.

Due to the unique nature of the program, during the 2024-2025 school year, FLYCA graduated one eligible senior. For the 2025-2026 school year, the program will continue to focus on successful graduation or credit recovery for 100% of enrolled seniors.

Monitoring

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

The Principal meets weekly with the academic leadership team to discuss and review students' progress. The team leader facilitates meetings weekly with the teaching team to support and monitor progress.

Person responsible for monitoring outcome

Kristin Rousseau

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 FLYCA, our teaching staff will improve student results by using effective teaching practices and providing focused support. This includes methods that encourage higher-order thinking, providing specific and targeted instruction, and practicing strong reading strategies to help all students succeed. We aim to help students achieve proficiency in content standards, think critically, and achieve better academic outcomes.

Rationale:

The implementation of instructional best practices will increase student outcomes. Consistent application of research-backed teaching methods helps students build a deeper understanding of the material, leading to improved academic 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

Professional Learning Instructional Coaching

Person Monitoring:

Kristin Rousseau

By When/Frequency:

Monthly

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

At FLYCA, professional learning and instructional coaching initiatives are in place. The progress of these initiatives' action steps will be facilitated by the Curriculum Specialist and evaluated by the school's Principal and FLYCA's Leadership Team.

Action Step #2

Monthly Data Review

Person Monitoring:

Kristin Rousseau

By When/Frequency:

Monthly

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

The Principal will conduct regular classroom visits to assess student engagement. The Principal will also check-in with the teacher to discuss student advancement and offer support. The team will monitor student online coursework data, evaluating completion rates and performance.

IV. Positive Learning Environment

Area of Focus #1

Other: Increase Graduation Rates

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.

At FLYCA, students are enrolled in a residential program for a duration of five and a half months. Upon completion, the majority of K-12 students typically transition back to their respective home schools, which are frequently located in different districts. The program offers students the opportunity to engage in both credit recovery and credit acquisition. A continuous emphasis is placed on improving students' Grade Point Averages (GPAs) and accumulating credits towards graduation.

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.

Due to the unique nature of the program, during the 2024-2025 school year, FLYCA graduated one eligible senior. For the 2025-2026 school year, the program will continue to focus on successful graduation or credit recovery for 100% of enrolled seniors.

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 principal and teaching team will consistently monitor this area of focus through ongoing meetings dedicated to reviewing student progress. This continuous oversight is important for the timely identification of student needs, immediate adjustments to instructional strategies, and the provision of targeted support, all of which directly contribute to improved student achievement outcomes

Person responsible for monitoring outcome

Kristin Rousseau

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 FLYCA, students engage in individualized coursework and credit recovery tailored to their specific academic pathways, while simultaneously developing crucial leadership skills through daily character development activities led by the National Guard. Students participate in blended learning opportunities which include small group and individualized targeted instruction, as well as adaptive electronic resources. This is available in a small group setting.

Rationale:

Student choose this leadership program, a collaborative effort between the National Guard and the School District of Clay County, to benefit from targeted intervention and character development

opportunities tailored to individual student needs. Students are able to acquire necessary credits toward successful graduation within a condensed timeframe.

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 Check Ins

Person Monitoring:

Kristin Rousseau

By When/Frequency:

Weekly

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

The Principal provides bi-monthly updates to the National Guard Leadership Team, focusing on student progress within the program and insights gathered from classroom walkthroughs. These discussions serve to collectively review and monitor overall student development and program effectiveness.

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.

N/A

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)).

N/A

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)).

N/A

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)).

N/A

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)).

N/A

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)).

N/A

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 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 2025-26 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

GREEN COVE SPRINGS JUNIOR HIGH SCHOOL



2025-26 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

James 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 (Benchmarks for Excellent Student Thinking).

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 assume 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

William 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 #4

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 assume 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 #5

Employee's Name

Robert Spencer

robert.spencer@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

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	47.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: A 2023-24: A 2022-23: A 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment								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)								0	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

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								15	22	37

Current Year 2025-26

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days								76	97	173
One or more suspensions								71	54	125
Course failure in English Language Arts (ELA)								6		6
Course failure in Math								4	2	6
Level 1 on statewide ELA assessment								68	56	124
Level 1 on statewide Math assessment								54	33	87
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 (2024-25) As Last Reported (pre-populated)

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	66	63	58	63	61	53	59	54	49
Grade 3 ELA Achievement	27			21					
ELA Learning Gains	58	58	59	55	57	56			
ELA Lowest 25th Percentile	49	51	52	41	47	50			
Math Achievement*	80	74	63	76	72	60	75	69	56
Math Learning Gains	69	60	62	63	60	62			
Math Lowest 25th Percentile	70	58	57	56	57	60			
Science Achievement	62	62	54	71	64	51	67	62	49
Social Studies Achievement*	88	85	73	88	83	70	83	81	68
Graduation Rate									
Middle School Acceleration	64	64	77	59	61	74	75	63	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	70	65	53	50	56	49	35	44	40

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	676
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
68%	62%	66%	57%	56%		68%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	46%	No		
English Language Learners	64%	No		
Asian Students	79%	No		
Black/African American Students	56%	No		
Hispanic Students	65%	No		
Multiracial Students	63%	No		
White Students	69%	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.

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%
12/2025													

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%

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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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	7	69%	60%	9%	57%	12%
ELA	8	62%	61%	1%	55%	7%
Math	7	53%	49%	4%	50%	3%
Math	8	77%	71%	6%	57%	20%
Science	8	61%	60%	1%	49%	12%
Civics		86%	84%	2%	71%	15%
Algebra		100%	63%	37%	54%	46%
Geometry		95%	62%	33%	54%	41%
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		* 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?

- 7th Grade ELA showed the most improvement. 7th grade FAST Reading scores showed an increase of 9%.
- Schoolwide SWD increased from 32% to 56% overall on the FAST Reading assessment. 56% of students showed learning gains in Reading overall.
- 21 students tested out of SRA intensive reading program showing proficiency on the FAST Reading assessment.
- ESOL students were given support by being with an ELD teacher for both reading and ELA class.
- 7th Grade Teachers planned together during PLC time using data to help drive instruction.
- The utilization of co-teaching in the classroom to target student needs and intensified tier 1 instruction.
- Teachers offered tutoring once a week using student data to identify areas of need and offer small group remediation.

Lowest Performance

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

- 7th Grade Math showed the lowest overall performance. While this is our lowest performing area, there was an 8% increase from the 23-24 School Year. SWD showed a 23% increase in math proficiency and ELL showed a 32% increase in proficiency.
- Contributing factors to this increase are successful planning and co-teaching using data to drive small group instruction in the classroom. Teachers focused on building math foundations for our LQ students. This focus will help in their continued success in the 8th grade.
- 7th Grade Math students are predominantly level 1 and level 2. Trend from last year to this year is strong growth - an 8% increase in proficiency.

- Ms. Harvill, one of our highest achieving math teachers, had one period where she pushed in to co teach with two beginning teachers. These two sections showed significant growth when compared to the other 7th grade math sections. We will continue the practice next year.

Greatest Decline

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

- 8th Grade Science showed the greatest decline from last year going from 68% to 61% (-7%).
- 8th Grade ELA student proficiency was at 62% which is on par for how they performed on the 8th Grade Science test (which is usually the case). 8th Grade Science teachers did not consistently post Learning Targets and Success Criteria and did not most efficiently use their PLC time to look at student work, student data, and plan. There will be a focus on providing guidance and expectations for these teachers for their LT/SC and to utilize their PLC time effectively to monitor student progress and meet student needs.

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 Pre-Algebra (+21%) and Algebra I (+48%) had the greatest gap when compared to the state average. We have strong 8th Grade Math proficiency because:
- 7th grade Pre-AICE Pre-Algebra and 7th Grade Math 2 Accelerated students are high performing students
- Very strong instruction with Mrs. Banalwicz (demonstration teacher)

EWS Areas of Concern

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

- Attendance - 174 students that had a 90% or lower ADA
- Suspensions - 107 students with 1 or more suspension

Highest Priorities

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

ELL proficiency and gains in ELA

SWD achievement in ELA

ELA 8th grade proficiency

8th Science proficiency, PLC efficiency, LT/SC being consistently posted

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.

Description: Targeted small group instruction and differentiation, focusing on foundational skills and addressing specific learning gaps identified in prior year data, to achieve an increase in proficiency and learning gains, specifically lower quartile learning gains, on state end of year assessments.

Student Learning: this outcome will aim to improve proficiency and learning gains for all students and better meet their needs where they are at.

Rationale: Prior year's walkthrough data shows small group instruction was seen in 9% of admin walkthroughs; Lower Quartile Learning Gains remains stagnant at 41% over the last two years.

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 and differentiated learning opportunities across all subjects. FAST data will reflect a 2% growth in proficiency on end of year PM3 assessments and a 5% growth in Learning Gains on ELA and Math PM3 assessments.

Monitoring

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

We will monitor the impact of this work through regular classroom walkthroughs focused on how small group instruction and differentiation are being used to meet student needs. Our leadership team will look for patterns in instruction and share feedback with teachers during walkthrough feedback and PLCs to support growth. Teachers will use ongoing formative assessments to track student progress,

make adjustments to their groups, and fine tune their instruction. We will review FAST data at midyear and end-of-year to measure how students, specifically those in the lowest quartile, are growing in both proficiency and learning gains.

Person responsible for monitoring outcome

James DeMarie

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:

Across all 7th and 8th grade, all core content teachers will implement structured small group instruction within their regular classroom environment. Groups will be formed based on data from FAST progress monitoring, classroom assessments, and other formative assessment data.

Rationale:

By implementing structured small group instruction in core content areas, we are creating more opportunities to provide students targeted support to close skill gaps and increase achievement 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

Teachers will provide intentional small group instruction informed from student data (PM data, common formative assessments, exit tickets, and student work samples). Students will be grouped by specific skills (gaps), and instruction will be adjusted using pacing, materials, and strategies to meet individual needs. Teachers will use PLC and common planning time to intentionally design lessons by reviewing curriculum maps, benchmarks, and (assessment) data. When more than one adult is present in the classroom, teams will plan ahead of time to define each adult's role to maximize instructional support and co-teaching roles. Collaborative planning will also include time to plan for differentiation and specially designed instruction (SDI), ensuring all learners are supported effectively.

Person Monitoring:

Classroom Teachers

By When/Frequency:

Individual teachers will be planning intentionally on a daily basis. Co-teaching partners will be intentionally planning on a regular basis; at a minimum of one week in advance of a co-taught lesson.

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

step:

We will monitor the impact of this work through regular classroom walkthroughs focused on how small group instruction and differentiation are being used to meet student needs. Our leadership team will look for patterns in instruction and share feedback with teachers during walkthrough feedback and PLCs to support growth. Teachers will use ongoing formative assessments to track student progress, make adjustments to their groups, and fine tune their instruction. We will review FAST data at midyear and end-of-year to measure how students, specifically those in the lowest quartile, are growing in both proficiency and learning gains.

Action Step #2

Building teacher capacity for effective small group instruction.

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:

Professional learning will be provided monthly in the format of whole group PL sessions, coaching cycles, and peer observations by instructional coaches and members of the leadership team, and will focus on effective small group instruction, using data to inform flexible grouping, differentiation strategies, and aligning instruction to identified student skill gaps. The school will monitor the impact of this action step through classroom walkthroughs using a small group instruction look-for tool, ongoing analysis of student formative assessment data, and feedback discussions during PLCs to adjust instructional practices and support teacher growth.

Action Step #3

Ongoing data review to support student achievement.

Person Monitoring:

Teachers

By When/Frequency:

Weekly

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

Data meetings will be held weekly in PLCs to reflect on how small group instruction is impacting student achievement by analyzing formative assessments, FAST progress monitoring data, and classroom performance to identify trends, adjust instructional groupings, and refine teaching strategies to better meet students' individual needs. We will monitor the impact by tracking changes in student performance over time, observing instructional shifts during admin classroom walkthroughs, and ensuring that data discussions during PLCs lead to actionable steps in classroom instruction.

Area of Focus #2

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

Instructional Practice specifically relating to Instructional Coaching**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: Due to personnel changes with two new support facilitators, two new intensive reading teachers, and two new self-contained unit teachers, we will focus at the beginning of the year to work

with all new staff and establish norms and pair with mentor teachers to help new staff acclimate to GCJ. We will also facilitate coaching cycles with ELA and science teachers and work with Department PLC teams to increase collaboration and planning.

Impact on Student Learning: Provide differentiated support for teachers to increase proficiency in ELA, focusing specifically on co teaching and collaboration within the ELA department.

Rationale: ELA data shows a decline in 8th grade ELA proficiency, Learning Gains and Lower Quartile. We will have two new intensive reading teachers and two new Support Facilitators. Coaching cycles will be a crucial part of the component to make sure there is a continued focus on ELA and reading interventions.

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 25% increase in rigorous tasks that are aligned with the benchmark and differentiated instruction. FAST Data will reflect a minimum of 70% students proficiency 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 walkthrough (observing rigorous tasks aligned to the benchmarks & differentiated instruction)
- State assessment data from PM1, PM2 & PM3
- Data chats with students (student ownership)
- Data chats with teachers
- Student data from weekly exit tickets

This data will be used and analyzed during PLC to drive instruction to ensure students' needs are being addressed.

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

Instructional coaching cycles

Person Monitoring:

Admin, mentor teachers

By When/Frequency:

Ongoing

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

Admin and teachers will collaborate with instructional coaches in coaching cycles focused on increasing task rigor, aligning to benchmarks, and using student data to inform planning and differentiation, especially in ELA and Science.

Action Step #2

Improving instruction through coaching and collaboration.

Person Monitoring:

Admin

By When/Frequency:

Ongoing

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

Professional learning will be provided regularly in the format of coaching cycles and peer observations by instructional coaches and the ELA/Science instructional leadership team, and will focus on increasing task rigor, aligning instruction to benchmarks, and using formative data to plan differentiated small group instruction. We will monitor the impact of this action step through classroom walkthroughs, coaching logs, pre- and post-coaching reflections, and student performance data gathered from formative assessments and progress monitoring tools.

Action Step #3

Data meetings

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:

Data meetings will be held monthly to reflect on how instructional coaching is impacting student achievement by analyzing classroom walkthrough data, formative assessments, and FAST progress monitoring results to evaluate improvements in instructional rigor, benchmark alignment, and differentiation. This information will be used to identify trends, celebrate growth, and adjust coaching support or instructional strategies as needed during PLCs and follow-up coaching cycles.

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 of Student Learning: Fostering a positive learning environment will help to reduce classroom disruptions and decrease student time out of class. This maximizes instructional time giving students the opportunity to learn and grow.

Rationale: On the school-wide climate and culture survey only 56.5% of the students felt that adults acknowledge them when they do the right thing. Strengthening our PBIS program, more specifically our incentives will have a positive impact on students and their 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.

Strengthening our PBIS program will show a decrease in undesired student behaviors and an increase in desired behaviors. During the 24-25 school year, 107 students were given a suspension as a consequence for behaviors. During the 25-26 school year, we will show a 10% decrease in students with suspensions.

A decrease in suspensions will show an increase in student achievement, as more students will be in the classroom receiving instruction from their teacher. Furthermore, an increased reduction in undesired student behaviors will correlate to an increase in survey responses from 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.

This Area of Focus will be monitored by regular monitoring from admin and the PBIS team through monthly discipline meetings. 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

Admin team, 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:

We will continue implementing a schoolwide PBIS model aligned with best practices identified by the National Technical Assistance Center on PBIS (www.pbis.org). This includes: Explicit teaching and reteaching of behavior expectations Consistent use of positive reinforcement and incentive systems to increase adult acknowledgement of positive student behavior Use of a common behavior tracking system for monitoring and recognizing student conduct

Rationale:

While our CougarLEAD PBIS system and structures were in place, student survey results indicated that 56.5% of students felt acknowledged by adults for positive behavior. Furthermore, we had 107 students who received at least one day of ISS or OSS suspensions. By strengthening our CougarLEAD PBIS practices, we can build a more structured and supportive learning environment. By having a clearer and more consistent schoolwide approach to this work, we will reduce discipline referrals/suspensions, increase the time students are in the classroom receiving instruction from their teachers, and improve student perceptions of the school climate and their interactions with teachers and peers.

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

Conduct data review meetings to analyze behavior trends and monitor suspension rates.

Person Monitoring:

PBIS Team and admin

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 and admin will meet monthly to review discipline data including the number of ISS and OSS incidents, types of behavior referrals, and positive behavior acknowledgments. This review will look to identify patterns (grade level, time, and location) which would allow us to evaluate how effective our PBIS strategies are and make data-driven decisions to adjust supports and interventions as needed. The impact of these meetings will be monitored by tracking any changes in monthly discipline data over the course of the school year. The team will look for reductions in suspension numbers, decreases in repeated behavior incidents, and increases in positive behavior recognitions. Progress reports from these meetings will be shared with the faculty by the Dean providing transparency and collective responsibility.

Action Step #2

Reinforcing expectations through CougarLEAD incentives

Person Monitoring:

Admin, PBIS team

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 the instructional priority by consistently reinforcing school-wide behavior expectations, acknowledging positive student behavior using CougarLEAD incentives, and submitting behavior acknowledgments through the school's PBIS tracking system. The school will monitor the impact of this action step by reviewing monthly discipline and recognition data, identifying trends, and adjusting supports based on student needs. Increased acknowledgments and reduced behavior incidents will indicate effective implementation.

Action Step #3

Professional learning to strengthen our positive behavior supports (CougarsLEAD)

Person Monitoring:

Admin, PBIS team

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 in whole group professional learning sessions and will focus on implementation of behavior expectations, effective use of positive reinforcement strategies, and techniques to increase adult acknowledgment of positive student behavior. We will monitor the impact of this professional learning through observations during classroom walkthroughs, tracking of positive behavior referrals, and feedback from teachers collected during PLCs and faculty meetings.

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 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 2025-26 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



2025-26 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

Prinicpal

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

Jewel Uson

jewel.uson@myoneclay.net

Position Title

Coordinator of Educator and Student 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

Inga Graham

inga.graham@myoneclay.net

Position Title

Coordinator of Educator and Student 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.

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 organized a community involvement event this past Spring to actively engage stakeholders and gather their valuable input.
- GPE leadership convened a preliminary meeting with the School Advisory Council members to assess student needs by reviewing achievement data.
- Over the summer, the extended leadership team collaborated to analyze student performance data, develop a professional learning plan, and identify effective interventions.
- At the start of the new school year, GPE leadership will hold a staff meeting open to all team members. During this meeting, we will examine last year's student performance data and utilize guiding questions to foster an inclusive discussion about areas for growth and the interventions that will most effectively support our students in the upcoming year.
- GPE leadership actively seeks stakeholder input through surveys and provides multiple opportunities for stakeholders to participate in all school events, ensuring that their voices are heard and valued in our decision-making processes.

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)).

Leadership Team Meetings:

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.

School Advisory Council Meetings:

School Advisory Council:

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.

Student Success Team Meetings:

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.

Leadership Team and Title One Support Collaboration:

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

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: C 2023-24: C 2022-23: D 2021-22: C 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL										TOTAL
	K	1	2	3	4	5	6	7	8		
School Enrollment	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	0	2	9	8	5	0			25	
Course failure in English Language Arts (ELA)	2	2	1	5	1	2	3			16	
Course failure in Math	9	0	2	2	9	0	3			25	
Level 1 on statewide ELA assessment	0	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)	0	0	0	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	0	0	0						0	

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	22	21	15	26	23	28	7			142

Current Year 2025-26

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	15	12	24	21	21	15	27			135
One or more suspensions	2	1	2	11	14	7	16			53
Course failure in English Language Arts (ELA)	2		2	8						12
Course failure in Math	1		2		10					13
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)				3						3

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	8	18	25	34	19	18			128

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				10						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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	47	63	59	42	62	57	32	59	53
Grade 3 ELA Achievement	37	66	59	37	65	58	37	61	53
ELA Learning Gains	66	62	60	58	62	60			
ELA Lowest 25th Percentile	67	60	56	59	60	57			
Math Achievement*	53	67	64	40	67	62	29	64	59
Math Learning Gains	63	65	63	63	68	62			
Math Lowest 25th Percentile	46	57	51	63	59	52			
Science Achievement	41	62	58	45	61	57	33	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	76	72	63	51	55	61	28	55	59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	496
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
55%	51%	37%	43%	46%		43%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	43%	No		
English Language Learners	49%	No		
Black/African American Students	49%	No		
Hispanic Students	60%	No		
Multiracial Students	65%	No		
White Students	58%	No		
Economically Disadvantaged Students	51%	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.

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%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	32%	37%			29%			33%					28%
Students With Disabilities	13%	17%			16%			17%					
English Language Learners	10%				20%								53%
Black/African American Students	30%	33%			27%			20%					
Hispanic Students	23%	54%			25%								45%
Multiracial Students	50%				30%								
White Students	44%	29%			33%			71%					
Economically Disadvantaged Students	30%	33%			24%			27%					

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	41%	65%	-24%	57%	-16%
ELA	4	37%	59%	-22%	56%	-19%
ELA	5	43%	56%	-13%	56%	-13%
ELA	6	62%	67%	-5%	60%	2%
Math	3	51%	66%	-15%	63%	-12%
Math	4	50%	63%	-13%	62%	-12%
Math	5	20%	55%	-35%	57%	-37%
Math	6	81%	77%	4%	60%	21%
Science	5	38%	61%	-23%	55%	-17%

III. Planning for Improvement

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

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

Most Improvement

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

Overall proficiency in mathematics increased from 28% to 51%, while English Language Arts (ELA) proficiency rose from 33% to 44%. Students with disabilities (SWD) showed significant gains in both ELA and math, with ELA proficiency increasing from 26% to 44% and math proficiency rising from 24% to 54%. Additionally, overall learning gains were evident across the board.

In kindergarten, the math proficiency for students with disabilities increased from 42% to 53%. Meanwhile, multilingual learners (MLL) in kindergarten through second grade also saw an increase in math proficiency, rising from 40% to 53%.

The data highlights remarkable improvements in academic proficiency at Grove Park Elementary School, particularly in mathematics. Overall proficiency in mathematics rose from 28% to an impressive 51%, marking a significant upward trend. This growth is especially noteworthy among students with disabilities (SWD), whose math proficiency soared from 24% to 54%. This indicates not only an improvement in skills but also a narrowing of the achievement gap for these students, showcasing the effectiveness of targeted interventions and support programs.

In addition to SWD, multilingual learners (MLL) also benefited from enhanced instructional strategies, with mathematics proficiency among kindergarten through second-grade students increasing from 40% to 53%. This improvement reflects a strong commitment to inclusivity and personalized learning, contributing to a stronger foundation in math for students from diverse language backgrounds.

Moreover, the rise in English Language Arts (ELA) proficiency, from 33% to 44% overall and from 26% to 44% for SWD, further illustrates the comprehensive educational advancements occurring at Grove Park Elementary. These gains underscore the school's dedication to fostering a supportive learning environment that prioritizes academic growth for all students.

Overall, the data not only reveals impressive proficiency gains but also underscores the dedication of teachers and staff in implementing effective teaching strategies. The collaborative efforts to address the unique needs of all learners have resulted in a positive shift in the academic landscape at Grove

Park Elementary, setting a promising path for continued success.

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 reveals that fifth-grade math proficiency experienced the most significant decline, dropping from 30% to just 17%. This notable decrease in performance indicates that many students are struggling to grasp fundamental mathematical concepts. Several contributing factors may be influencing this trend at Grove Park.

Firstly, limited access to resources, such as engaging instructional materials and technology, may hinder effective teaching and learning. Additionally, there may be gaps in foundational skills, where students lack the critical knowledge required for more advanced topics.

Furthermore, classroom dynamics can also play a role; varying levels of student engagement and motivation, alongside differing teaching methodologies, could impact the overall learning environment.

To address these challenges, Grove Park will implement targeted interventions, such as after-school tutoring programs or differentiated instruction techniques in small groups, to better support students and enhance their proficiency in math. By identifying and tackling these contributing factors, we can work towards improving student outcomes and fostering a more robust understanding of mathematics at Grove Park.

Greatest Decline

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

The analysis of academic performance at Grove Park indicates that the 5th-grade math scores experienced the most significant decline when compared to the prior year, plummeting from 30% to just 17%. This drastic drop of 13% is concerning and highlights the need for a closer examination of the contributing factors that may have influenced these outcomes.

One of the primary factors affecting student performance was teacher attendance. It became evident that regular attendance among teachers plays a critical role in fostering a stable learning environment. When teachers are consistently present, they can better engage with students, identify their needs, and provide timely support. However, without a robust incentive system or adequate support for teacher attendance, the inconsistent presence of educators likely hindered the effectiveness of instruction.

Furthermore, the implementation of small group instruction, while intended to cater to individual student needs, was not sufficiently monitored or adjusted based on real-time data and feedback. This lack of oversight meant that some students may not have received the targeted interventions necessary to improve their understanding of complex mathematical concepts. To remedy this situation, it is essential for teachers to engage in ongoing professional learning focused on data-informed practices, enabling them to create more responsive small group instruction and implement effective interventions tailored to their students' unique challenges.

Overall, to address the declining math scores at Grove Park, a multifaceted approach that includes improving teacher attendance and enhancing the monitoring and execution of small group instruction is critical. By investing in professional learning and creating systems that hold both teachers and students accountable, the school can work towards reversing this trend and fostering a more successful learning environment.

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 analyzing the performance metrics of Grove Park in comparison to the state averages, the most significant disparity is seen in 5th-grade math scores. Our school achieved a score of only 17%, markedly lower than the state average of 57%. This 40% gap is alarming and highlights a critical area for improvement.

To understand the implications of this gap, it's essential to consider several factors that may be influencing these results. First, we should examine the curriculum delivery and instructional methods used in the classroom. Are there adequate resources and materials available to support effective teaching in math?

Moreover, the environment in which students learn plays a crucial role. Recent issues with teacher attendance have hindered consistent instruction, leading to instability in the classroom setting. The frequent absence of teachers has resulted in reliance on substitute instructors who may not be well-versed in the specific needs of our students or the nuances of the curriculum. This disruption has not only impacted the continuity of learning but has also affected student engagement and retention of essential math skills.

Additionally, the current structure of the classrooms, which includes splitting classes when teachers are unavailable, further complicates the learning process. Such fragmentation can lead to a decline in student performance, as students may struggle to build strong relationships with educators and

benefit from a cohesive learning experience.

Addressing these underlying issues is crucial if we are to close this significant gap. Strategies may include professional learning for teachers, initiatives to improve attendance, and the implementation of comprehensive support systems for students who require additional help in math. By focusing on these areas, we can strive to enhance our 5th-grade math performance and better align with state expectations.

EWS Areas of Concern

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

In the context of monitoring student well-being and academic performance, the early warning signs identified among the 132 students can serve as crucial indicators of potential concerns that may affect their success. Here are some elaborations on these early warning signs and their implications:

Chronic Absenteeism: With 111 out of 456 students missing 10% or more of the school day, chronic absenteeism is a significant early warning sign. This pattern can limit a student's exposure to learning opportunities, disrupt their academic progress, and may indicate other underlying issues such as health problems, anxiety, or family-related challenges.

By recognizing chronic absenteeism and students who fall within this category, educators, administrators, and support staff can implement proactive strategies to address potential issues. This might include individualized support plans, counseling services, academic mentoring, or family engagement initiatives to create a more supportive environment for these students. Early intervention can make a significant difference in helping students overcome obstacles and achieve their full potential.

Highest Priorities

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

K-6 ELA Proficiency:

To elevate English Language Arts proficiency in grades K-6, it's essential to implement a structured approach centered around teacher-led small groups. This method fosters personalized instruction that addresses the unique needs of each student, ensuring that all learners can engage with the material meaningfully. We will prioritize strategies that encourage active student engagement, such as incorporating diverse texts, collaborative discussions, and interactive activities. A strong emphasis on data analysis will be critical; regular assessments will guide instruction and help educators identify areas for improvement. Additionally, we will introduce increased rigor by integrating higher-order thinking tasks and standards-aligned challenges that push students to deepen their comprehension

and analytical skills.

K-6 Math Proficiency:

In math education, the focus will mirror that of ELA, with a commitment to teacher-led small groups tailored to students' individual learning rates and styles. Engaging students through hands-on activities, problem-solving tasks, and real-world applications will promote a greater understanding of mathematical concepts. We will enhance our data analysis efforts by utilizing formative assessments to continuously monitor student progress and adjust instruction as needed. To foster a culture of rigor, we will incorporate advanced mathematical concepts and encourage critical thinking by challenging students to explain their reasoning and make connections to broader concepts.

Student Attendance:

To improve overall attendance rates, a multi-faceted approach will be implemented. This includes creating a positive school climate that fosters relationships between students, families, and staff. Initiatives such as attendance awards and incentives will be introduced to motivate students and acknowledge their commitment to learning. We will also engage in proactive communication with families about the importance of consistent attendance, while providing resources to support students facing barriers to attendance. Regular attendance monitoring will take place to identify trends and intervene early with appropriate support strategies.

Tier 1 Behavior:

The implementation of Positive Behavioral Interventions and Supports (PBIS) will be a cornerstone of our behavior management strategy. This proactive approach focuses on teaching and reinforcing appropriate behaviors among all students. We will establish clear expectations and provide consistent positive reinforcement for meeting those expectations. Additionally, training for staff will ensure that they are equipped to implement PBIS effectively, leading to a supportive environment that minimizes disruptions and enhances learning. Ongoing data collection will help us assess the effectiveness of behavioral strategies and make necessary adjustments.

Science Education:

To enhance science instruction across all grade levels, we will integrate inquiry-based learning practices that stimulate curiosity and encourage students to explore scientific concepts actively. Professional development will be provided for teachers to equip them with the latest pedagogical strategies and resources that align with current scientific standards. We will also focus on fostering partnerships with local organizations and institutions to create real-world connections that enrich the science curriculum. Regular assessments and interdisciplinary projects will be incorporated to assess

student understanding while promoting critical thinking skills essential for success in the 21st century.

Through these targeted strategies, we aim to create a dynamic educational environment that cultivates proficiency, engagement, and success for every student during the 2025-2026 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 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 for 2025–2026 School Year: Enhancing Student Engagement Strategies for Critical Thinking and Active Participation in K–6 Classrooms

Expanded Focus Description:

The central goal for the 2025–2026 academic year is to significantly enhance the implementation of student engagement strategies across all K–6 classrooms. This initiative aims to foster an educational environment where critical thinking and active participation are cornerstones of the learning experience.

Grade-Level Focus:

K–2: We will prioritize the integration of interactive learning routines, which may include activities like story-based role-playing and play-based learning stations. These routines will encourage collaborative discussions, where students can articulate ideas and listen to peers, and hands-on activities that engage multiple senses. By building foundational thinking skills in an enjoyable and supportive atmosphere, students will develop confidence in their abilities to analyze and synthesize information.

3–6: The emphasis will shift towards more student-led discussions and problem-solving tasks that challenge students to take ownership of their learning. Structured academic talk will be encouraged, allowing students to engage in meaningful dialogue about the content. Incorporating approaches such as project-based learning and inquiry-driven strategies will facilitate deeper engagement, encourage critical questioning, and strengthen students' abilities to articulate their thoughts and reasoning processes.

Expanded Rationale:

The rationale for this focus is deeply rooted in the insights gained from the previous year's walkthrough data, which revealed that only 29% of students were actively engaged during instructional time. This disconcertingly low level of engagement is not merely a statistic; it has profound implications for student performance. Studies consistently show that engagement is a significant predictor of academic achievement. When students are actively engaged in their learning, they are more likely to retain information, understand complex concepts, and apply their learning to real-world situations.

Furthermore, the correlation between low engagement and reduced proficiency in both English Language Arts (ELA) and mathematics cannot be overlooked. By addressing engagement head-on, we aim to close learning gaps and improve overall academic performance. When students feel a sense of ownership over their learning, they become more invested in their educational journey, resulting in increased time-on-task and meaningful participation in classroom activities.

Through targeted professional learning for educators, we will equip teachers with effective strategies and tools to facilitate this shift towards heightened engagement. Our ultimate objective is to create a vibrant, student-centered learning environment that not only enhances academic outcomes but also fosters a lifelong love of learning and develops critical thinking skills in 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.

Based on data from previous walkthroughs, only 29% of students were actively engaged during instruction. Our goal for the 2025–2026 school year is to increase this percentage to at least 65%, as observed during administrative walkthroughs.

Furthermore, results from the FAST assessment will reflect increased engagement through improved academic performance, with a target of 62% proficiency in both English Language Arts (ELA) and math for students in grades K–6.

We will monitor student engagement and achievement data through walkthroughs, quarterly data discussions, and progress monitoring assessments. These data sources will be reviewed during Professional Learning Communities (PLCs) to inform instructional decisions and provide targeted support, ensuring that our student engagement strategies lead to improved learning outcomes throughout the year.

Monitoring

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

Student engagement will be monitored through administrative walkthroughs using a consistent observation tool to track active participation levels. Additionally, we will review quarterly data chats and progress monitoring results, including FAST assessment data, to identify trends in both engagement and academic performance.

Professional Learning Communities (PLCs) will regularly analyze this data to adjust instructional strategies, share best practices, and plan targeted support for students. Ongoing monitoring will ensure that engagement strategies are implemented effectively and are directly linked to improved student outcomes. We anticipate that increased engagement will lead to higher academic achievement and a reduction in learning gaps across all grade levels.

Person responsible for monitoring outcome

Classroom Teachers, Support Facilitators, and Instructional Interventionists are responsible for implementing and overseeing this action step.

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 enhance student engagement as an instructional practice and ultimately improve academic outcomes, we will implement the following evidence-based interventions across relevant grade levels: Universal Design for Learning (UDL): UDL provides a framework that guides the development of flexible learning environments to accommodate individual learning differences. This approach ensures that all students have multiple means of engagement, representation, and action/expression.

Rationale:

By implementing and continually monitoring this evidence-based interventions, we aim to create a more engaging learning environment that fosters improved academic achievement for all students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

To enhance student engagement as an instructional practice and ultimately improve academic outcomes, we will implement the following evidence-based interventions across relevant grade levels: Collaborative Learning: This intervention involves students working together in pairs or groups to complete tasks, enhancing their engagement and learning through peer interaction. Strategies may include think-pair-share, group projects, peer teaching, and or Total Participation Techniques.

Rationale:

By implementing and continually monitoring this evidence-based interventions, we aim to create a more engaging learning environment that fosters improved academic achievement for all students.

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

Professional Learning

Person Monitoring:

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 school is committed to enhancing faculty development through a range of professional learning opportunities designed to support effective teaching practices. Topics for professional learning include, but are not limited to, student engagement strategies, Total Participation Techniques, differentiated instruction, culturally responsive teaching, and assessment for learning.. To ensure that student engagement remains a priority, the administration will actively monitor classroom interactions through walkthroughs, gather feedback from both educators and students, and evaluate academic outcomes. This comprehensive approach aims to foster an environment where both faculty and students can thrive.

Action Step #2

Data Analysis

Person Monitoring:

Classroom teacher and leadership team

By When/Frequency:

Monthly

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

Classroom teachers will provide students with opportunities to actively engage in their learning through a variety of interactive instructional strategies. To support this engagement, teachers will monitor students' academic progress using progress monitoring tools, teacher-created assessments, and ongoing observations. The school will assess the impact of these action steps by analyzing student performance data over time, gathering feedback from both students and teachers, and conducting regular reviews of classroom engagement strategies. This feedback loop will help ensure that teaching methods are effective and allow for timely adjustments to improve student outcomes.

Action Step #3

Student engagement through collaborative learning

Person Monitoring:

Classroom teacher, leadership team

By When/Frequency:

Weekly

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

In a student-engaged classroom, we can expect a dynamic environment where total participation techniques encourage every student to contribute. Opportunities for collaboration are evident as

students work in pairs or groups, discussing ideas and supporting one another's learning. Project-based learning will also be prominent, with students engaged in hands-on projects related to real-world scenarios, promoting critical thinking and teamwork. Overall, the classroom will foster interaction and creativity, motivating students to take an active role in their education.

Action Step #4

Student engagement through Universal Design for Learning

Person Monitoring:

leadership team

By When/Frequency:

Weekly

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

When assessing student engagement through Universal Design for Learning (UDL), focus on observing how students interact with the material and each other, noting their interest and participation levels. Look for diverse engagement strategies, such as the use of various resources and adaptability in learning methods. Collect feedback from students and teachers about their experiences and preferences to identify barriers and areas for improvement. This approach will help create a more inclusive learning environment tailored to individual needs.

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.

Focus for the 2025–2026 School Year: Enhancing Targeted Small Group Instruction in ELA.

As we look ahead to the 2025–2026 academic year, our primary objective is to enhance targeted small group instruction in English Language Arts (ELA) for students in grades K–6. This initiative will be grounded in a comprehensive analysis of student data, enabling us to target specific learning gaps and provide differentiated support tailored to the diverse needs of our learners.

Grade-Level Focus

Grades K–2:

In the early years of education, we will prioritize the development of foundational reading skills alongside. This will include phonemic awareness, phonics, and fluency. By fostering a strong base in these essential areas, we aim to ignite a lifelong love for reading and critical thinking.

Grades 3–6:

For students in the upper elementary grades, we will shift our focus towards refining reading comprehension and vocabulary acquisition.. Instructional strategies will incorporate higher-order thinking skills that encourage students to analyze texts critically..

Impact on Student Learning:

Implementing data-driven small-group instruction is designed to significantly close existing learning gaps, bolster student engagement, and enhance overall proficiency in English Language Arts (ELA). This tailored approach ensures that every student receives the necessary support while reinforcing their individual strengths and addressing areas for growth. By actively engaging students in small-group settings, we create opportunities for interactive learning, peer collaboration, and personalized feedback, all of which are critical to fostering an environment conducive to academic success.

Rationale

Our current review of assessment data, alongside systematic classroom walkthroughs, has highlighted a pressing need for improvement in the implementation of small-group instruction. It became evident that these sessions were not being executed consistently, nor were they effectively aligned with the data. This inconsistency has led to limitations in student growth and achievement, underscoring the need for a focused and strategic overhaul of our instructional practices. By committing to a data-informed methodology and enhancing our small group instruction, we aim to create a more cohesive and effective educational experience that directly impacts student outcomes.

Our proactive approach to refining small-group instruction in ELA and math will not only address current learning gaps but also cultivate an enriching learning environment where all students can thrive and achieve their full potential. Through collaboration, data analysis, and targeted support, we are dedicated to ensuring that every student has the opportunity to succeed academically and develop a genuine passion for learning.

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

In our K-2 program, we will focus on cultivating foundational reading skills to support students' growth. Our key areas of emphasis will include phonemic awareness, phonics, and reading fluency. By nurturing these essential skills, we aim to build a strong foundation that not only enhances reading abilities but also sparks a lifelong passion for reading and critical thinking. Engaging activities and a supportive learning environment will be integral to our approach, allowing students to develop confidence and joy in their reading journey.

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

For students in 3rd through 5th grades, we will enhance our approach to reading comprehension and

vocabulary development. Our instructional strategies will emphasize higher-order thinking skills, encouraging students to critically analyze texts. This will involve activities such as text annotation, thematic discussions, and collaborative projects that promote deeper understanding. Additionally, we will incorporate diverse texts that resonate with students' interests and experiences, facilitating richer vocabulary acquisition through context. By engaging students in reflective practices, such as journaling and peer discussions, we aim to cultivate a more profound connection with the material. Overall, our goal is to create a dynamic learning environment that fosters critical thinking and a lifelong love for reading.

Grades K-2: Measurable Outcome(s)

Based on data from previous PM3 Data, 40% of students were proficient in kindergarten, 36% proficient in 1st, and 43% proficient in 2nd. Our goal for the 2025–2026 school year is to increase this percentage to at least 54% by the end of the 2025-2026 school year, as measured by FAST PM3.

Furthermore, results from the FAST assessment will reflect increased targeted small group instruction through improved academic performance, with a target of 54% proficiency in English Language Arts (ELA) for students in grades Kindergarten through second.

We will monitor small group instruction and achievement data through walkthroughs, monthly data discussions, and progress monitoring assessments. These data sources will be reviewed during Professional Learning Communities (PLCs) to inform instructional decisions and provide targeted support, ensuring that our student engagement strategies lead to improved learning outcomes throughout the year.

Grades 3-5: Measurable Outcome(s)

Based on data from previous PM3 Data, 41% of students were proficient in 3rd, 37% proficient in 4th, and 43% proficient in 5th. Our goal for the 2025–2026 school year is to increase this percentage to at least 54% by the end of the 2025-2026 school year, as measured by FAST PM3.

Furthermore, results from the FAST assessment will reflect increased targeted small group instruction through improved academic performance, with a target of 54% proficiency in English Language Arts (ELA) for students in grades 3rd through 6th.

We will monitor small group instruction and achievement data through walkthroughs, monthly data discussions, and progress monitoring assessments. These data sources will be reviewed during Professional Learning Communities (PLCs) to inform instructional decisions and provide targeted support, ensuring that our student engagement strategies lead to improved learning outcomes throughout the year.

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 a comprehensive approach that combines administrative walkthroughs, quarterly data discussions, progress monitoring assessments, and in-depth FAST data reviews. These tools will provide real-time insights into the fidelity of small-group instruction, as well as student progress in English Language Arts (ELA) and mathematics.

To enhance the effectiveness of our instructional strategies, Professional Learning Communities (PLCs) will hold regular sessions to analyze the collected data critically. This collaborative approach will enable educators to identify trends, make informed instructional adjustments, regroup students based on their specific needs, and deliver targeted support where it is most needed. By fostering a culture of collaboration and continuous improvement, we will leverage our collective expertise to drive better educational outcomes.

Ongoing monitoring will ensure that our instructional methods remain responsive and dynamically aligned with student needs. This proactive approach will not only enhance individual student proficiency but also promote sustained academic growth across all grade levels. Through regular reflection and adaptation of our teaching practices, we aim to create a learning environment that empowers all students to thrive and reach their fullest potential. This commitment to data-driven instruction and responsive teaching will ultimately lead to a significant increase in student success and achievement in both ELA and mathematics.

Person responsible for monitoring outcome

Classroom Teachers, Support Facilitators, and Instructional Interventionists are responsible for implementing and overseeing this action step.

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 are implementing an evidence-based intervention that utilizes small group instruction to enhance vocabulary and comprehension strategies, alongside a systematic and cumulative phonics curriculum. This targeted approach is designed to address the specific needs of each grade level, ensuring measurable outcomes in language development and reading comprehension. To effectively monitor the progress of this intervention, we will employ data-driven assessments at regular intervals. These assessments will include standardized tests, formative evaluations, and ongoing progress monitoring tools to track student achievements and growth. Additionally, differentiation strategies will be applied within the small groups, allowing us to adjust instruction based on individual student performance and needs. This comprehensive monitoring plan will ensure that the intervention

remains responsive and effective, ultimately promoting greater student engagement and improving overall literacy skills across all relevant grade levels.

Rationale:

This comprehensive monitoring and instructional approach will leverage the strengths of small group interactions, data-driven insights, and differentiated strategies. Our commitment to this intervention aims to create a dynamic and engaging learning experience, leading to improved literacy skills and overall academic success for students across all grades.

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 Sources

Person Monitoring:

Classroom Teachers, Support Facilitators, and Instructional Interventionists are responsible for implementing and overseeing this action step.

By When/Frequency:

Monthly

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

To effectively monitor the impact of intentional small group instruction, the school will implement a structured approach that includes regular administration walkthroughs, ensuring that Learning Targets and success criteria are clearly visible and aligned with both standards and student learning needs. We will analyze assessment data, gather anecdotal notes and observations, and conduct common grade-level progress monitoring. This comprehensive strategy will allow us to track student progress and make informed adjustments to instruction as needed. To achieve this, teachers will utilize a variety of data sources, including student performance metrics and formative assessments, to tailor instruction to the specific needs of each small group.

Action Step #2

Professional learning opportunities

Person Monitoring:

The Leadership Team, which includes the administration team, team leaders, Title I Coaches, and instructional coaches, plays a vital role in providing support and guidance to facilitators. Their collaborative efforts ensure that all team members have the resources and direction necessary to succeed.

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 offered monthly through collaborative whole-group sessions led by the leadership team. These sessions will emphasize effective strategies for small-group instruction,

incorporating instructional practices that have demonstrated high effect sizes. To ensure clarity and organization, a detailed Professional Learning Calendar will be shared, outlining each session's focus, agenda, and key takeaways. This approach will facilitate ongoing dialogue and provide a structured framework for continuous improvement in our instructional methods. To monitor the impact of the professional learning, we will utilize the following action steps: - Conduct leadership meetings to assess progress and gather insights. - Host quarterly Data Chats to review and analyze data related to our initiatives. - Hold regular team meetings to ensure ongoing collaboration and accountability. These activities will help us evaluate the effectiveness of our professional learning and make informed decisions moving forward.

Action Step #3

Data meetings

Person Monitoring:

School-based leadership team and Classroom Teachers

By When/Frequency:

Quarterly

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

Data meetings will be held quarterly to reflect on the implementation of small groups. Based on this data, the team will work with teachers to make adjustments as needed. Administrators will host quarterly data chats with classroom teachers to analyze and discuss student achievements as impacted by the intentional instructional practices. Student groupings will be adjusted as needed based on these findings

Action Step #4

Small Group Instruction to enhance ELA instruction

Person Monitoring:

Classroom teacher, administration, instructional coaches leadership team

By When/Frequency:

Weekly

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

Small group instruction enhances English Language Arts (ELA) by fostering interactive learning, peer collaboration, and personalized feedback. In these settings, students engage in discussions and activities that promote critical thinking while collaborating with peers to deepen their understanding of the material. This approach allows teachers to provide targeted feedback, addressing specific needs and encouraging growth. Monitoring the effectiveness through walkthrough data helps assess student engagement and participation, leading to insights on the impact of instruction. Ultimately, this method creates a supportive learning environment that is conducive to improving language skills and academic success.

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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 for the 2025–2026 School Year: Enhancing Science Instruction in 5th Grade

As we prepare for the 2025–2026 academic year, our primary goal is to improve science instruction for 5th-grade students. Currently, overall proficiency in science for this grade level stands at 38%, and we aim to increase this percentage to 55%. This initiative is essential, as science content in the 5th grade builds upon the foundational standards established in earlier grades. By enhancing instruction in science, we can create a solid understanding that supports student learning from prior years and prepares them for future academic challenges.

We will concentrate on key scientific concepts that align with the curriculum of lower grades while introducing more complex ideas appropriate for 5th graders. Our instructional approach will emphasize inquiry-based learning, hands-on experiments, and critical thinking skills that promote a deeper understanding of scientific principles. By reinforcing these essential building blocks, we will help students connect their prior knowledge to more advanced content and foster a genuine interest in science.

Rationale:

Our analysis of student performance data has revealed a significant need for improvement in science instruction. The current proficiency rate of 38% indicates that many students struggle with the content, which is crucial for their academic progression. Strong science skills developed in 5th grade are not only essential for immediate assessments but also serve as a foundation for future science learning. When we strengthen science proficiency in 5th grade, it not only enhances understanding at that level but also supports students' success in earlier grades, where the seeds of scientific inquiry and knowledge are planted.

To achieve this, we will implement a targeted approach to instruction that is informed by data, ensuring we address specific learning gaps and provide necessary support. By fostering a more cohesive and effective science education framework, we aim to create a positive, engaging learning environment that encourages curiosity and discovery. Our commitment to enhancing science instruction will ultimately lead to a greater number of students achieving proficiency and cultivating a lasting passion for the subject.

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 upcoming school year, our objective is to increase student proficiency in science to at least

55%, building on last year's data, which showed a proficiency rate of 38%. This goal reflects our commitment to enhancing instructional strategies and supporting students in their scientific learning journey.

To build upon these successes and further enhance student outcomes, Grove Park has developed a comprehensive plan focused on several key areas:

1. **Targeted Professional Learning:** We will provide ongoing professional learning opportunities for teachers, emphasizing effective strategies for small group instruction, differentiated learning, and data-driven decision-making. Workshops and collaborative planning sessions will empower educators to implement new techniques in their classrooms.
2. **Curriculum Alignment and Resources:** In response to the data gathered, we will review and align our curriculum to ensure that it meets the needs of all students. This may involve integrating new resources and materials that support small group instruction and provide diverse learning experiences.
3. **Regular Progress Monitoring:** To keep track of student performance and growth, we will implement regular progress monitoring protocols. This will include formative assessments that allow teachers to adjust their instruction dynamically based on student understanding.

By implementing these strategies, Grove Park aims to foster an environment where every student has the opportunity to thrive academically and socially. We are committed to continuous improvement and adapting our practices to meet the needs of our learners, ensuring that we achieve and even exceed our proficiency goals in the upcoming school year.

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 a comprehensive approach that combines administrative walkthroughs, quarterly data discussions, progress monitoring assessments, and in-depth SSA data reviews. These tools will provide real-time insights into the fidelity of instruction, as well as student progress in science.

To enhance the effectiveness of our instructional strategies, Professional Learning Communities (PLCs) will hold regular sessions to analyze the collected data critically. This collaborative approach will enable educators to identify trends, make informed instructional adjustments, regroup students

based on their specific needs, and deliver targeted support where it is most needed. By fostering a culture of collaboration and continuous improvement, we will leverage our collective expertise to drive better educational outcomes.

Ongoing monitoring will ensure that our instructional methods remain responsive and dynamically aligned with student needs. This proactive approach will not only enhance individual student proficiency but also promote sustained academic growth across all grade levels. Through regular reflection and adaptation of our teaching practices, we aim to create a learning environment that empowers all students to thrive and reach their fullest potential. This commitment to data-driven instruction and responsive teaching will ultimately lead to a significant increase in student success and achievement in science.

Person responsible for monitoring outcome

Classroom teachers, administration, instructional coaches

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:

Providing students with opportunities to participate in science labs and experiments is a vital evidence-based intervention that significantly enhances student engagement and understanding of scientific concepts. Hands-on experiences allow students to apply theoretical knowledge in a practical setting, fostering a deeper comprehension of the material. In a typical science lab, students engage in collaborative experiments where they formulate hypotheses, gather data, and analyze results. This active participation promotes critical thinking and problem-solving skills, as learners must navigate challenges and adapt their approaches based on real-time observations. For instance, when conducting a chemistry experiment, students visibly witness reactions and changes, which solidifies their understanding of chemical principles. These interactive experiences cater to various learning styles, making science more accessible. Visual learners benefit from seeing experiments in action, while kinesthetic learners thrive when they physically manipulate materials. This variety not only enhances engagement but also encourages students to take ownership of their learning. Research supports the effectiveness of lab-based learning. Studies indicate that students who regularly participate in hands-on experiments perform better academically and retain information longer than those who rely solely on traditional lecturing methods. By integrating science labs and or activities into the curriculum, educators can create a dynamic learning environment that inspires curiosity and enthusiasm for science, ultimately leading to better overall educational outcomes.

Rationale:

Providing students with opportunities to engage in science labs and experiments is a crucial evidence-based intervention aimed at enhancing both student engagement and their comprehension of scientific concepts. This approach transcends traditional learning methods by allowing students to interact directly with the material, thereby fostering a deeper understanding of complex theories and principles. Hands-on experiences promote active learning, where students are not passive recipients of information but active participants in their education. In a typical science lab, students collaborate

on experiments, formulating hypotheses, collecting data, and analyzing their findings. This experiential learning model cultivates critical thinking and problem-solving skills, as students learn to tackle challenges and adapt their methodologies based on real-time observations. Moreover, the interactive nature of science experiences addresses diverse learning styles. Visual learners gain insights from observing experiments, while kinesthetic learners benefit from the tactile engagement with materials and processes. This multifaceted approach not only boosts student engagement but also empowers learners to take ownership of their educational journey. Incorporating hands-on science labs as an evidence-based intervention is essential for creating an engaging and effective learning experience, equipping students with the skills and knowledge necessary for their academic and future professional 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

District and School Instructional Support

Person Monitoring:

classroom teachers, instructional coaches

By When/Frequency:

Ongoing

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

Establish a framework for ongoing instructional support at both the district and school levels. This can involve creating a dedicated team to oversee the implementation of the intervention, ensuring alignment with curriculum standards, and providing the necessary resources for effective delivery. Additionally, Grove Park's Instructional leaders will facilitate regular check-ins with teachers, monitor student progress, and adjust resources based on both teacher and student feedback.

Action Step #2

Professional Learning Development

Person Monitoring:

District and School instructional coaches

By When/Frequency:

Monthly

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

Plan specialized professional development sessions for science educators that emphasize effective methodologies for small group instruction, collaborative-based learning, strategies for enhancing scientific vocabulary, and techniques for improving comprehension in scientific concepts. These sessions could incorporate workshops, collaborative planning sessions, and opportunities for peer observations, enabling teachers to exchange strategies, resources, and experiences. Furthermore, offering continuous support through coaching or mentorship initiatives can assist educators in effectively implementing these strategies and tackling any challenges that arise.

Action Step #3

Enhancing Science Instruction

Person Monitoring:

By When/Frequency:

Classroom teachers, administration, leadership team Monthly

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

To enhance science proficiency, teachers will expose students to a diverse range of science content across subject areas and grade levels, facilitated through engaging hands-on activities. A comprehensive assessment framework will include progress monitoring at the beginning, middle, and end of the year, along with classroom walkthroughs to observe instructional practices. Regular data discussions will help analyze student performance and inform adjustments in teaching strategies, ultimately fostering a collaborative environment that supports student learning and improves science outcomes.

Action Step #4

Classroom teachers, administration, leadership team

Person Monitoring:

Classroom teachers, administration, leadership team

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, either during PLC, individual, or team data meetings, to reflect on science data. Based on this data, the team will work with teachers to make adjustments as needed. Regular data discussions will help analyze student performance and inform adjustments in teaching strategies, ultimately fostering a collaborative environment that supports student learning and improves science outcomes.

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: Fostering a Safe and Inclusive School Environment to Increase Attendance and Decrease Chronic Absenteeism

Rationale:

Creating a positive and safe learning environment is essential for students to feel secure and motivated to attend school consistently. High attendance rates are linked not only to academic success but also to improved students' overall well-being. By focusing on this area, we aim to cultivate a nurturing atmosphere where every student feels valued and included, ultimately increasing

average daily attendance and decreasing chronic absenteeism.

1. **Safety and Well-Being:** Ensuring that students feel physically and emotionally safe in school is fundamental. This can be achieved by promoting anti-bullying initiatives, providing mental health resources, and creating clear channels for students to voice their concerns.
2. **Inclusive and Supportive Culture:** Developing a culture of inclusivity, where diversity is celebrated, helps all students feel a sense of belonging. Activities that promote teamwork, understanding, and empathy among students will help strengthen relationships within the school community.
3. **Engaging Learning Environments:** When students are engaged in their learning, they are more likely to attend school regularly. Differentiated instruction, hands-on learning opportunities, and relevant curriculum can help spark students' interests and keep them motivated to come to school.
4. **Positive Relationships with Adults:** Strong, trusting relationships between students and teachers can positively impact attendance. Staff training on building rapport with students, as well as mentorship programs where older students support younger peers, can reinforce these relationships.
5. **Recognition and Rewards:** Implementing a system to recognize and reward good attendance can motivate students to attend school. This could include attendance prizes, certificates, or positive shout-outs during school assemblies.

By prioritizing a safe and inclusive school environment, we align our efforts with the fundamental needs of our students. This focus not only addresses the immediate goal of boosting attendance and reducing absenteeism but also fosters holistic development, encourages student engagement, and promotes a culture of respect and responsibility. Ultimately, when students feel safe and valued, they are more likely to attend school regularly and engage with 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.

In the 2024-2025 school year, 25% of our students were chronically absent, which translates to approximately 111 out of 443 students. Our goal is to reduce chronic absenteeism to below 20% and to increase our average daily attendance to 95%. By implementing targeted interventions and support systems, we aim to achieve these measurable outcomes to enhance student engagement and overall academic performance.

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 Synergy, providing us with ongoing insights into student attendance. Additionally, we will collect survey data on a monthly basis to gauge student sentiment regarding their enjoyment of school and their sense of safety within the environment. This comprehensive approach will help us better understand and enhance the overall school experience.

Person responsible for monitoring outcome

Leadership team and Records Secretary

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): PBIS is a framework that promotes proactive strategies for defining, teaching, and supporting appropriate student behaviors. It emphasizes a multi-tiered approach to encourage positive behavior in all students through structured systems and proactive practices. Measurable Outcomes: Implementing PBIS can lead to increased average daily attendance and reduced chronic absenteeism. For example, we have seen significant progress through the implementation of PBIS, which has resulted in a reduction in disciplinary incidents, correlating with higher student attendance. Monitoring: Data will be collected through attendance records, discipline referrals, and surveys of student engagement and attendance. Regular meetings will be held to analyze this data and adjust strategies as needed to enhance student attendance.

Rationale:

The implementation of Positive Behavioral Interventions and Supports (PBIS), tailored to meet the specific needs of each grade level, aims to foster a supportive school environment that encourages student attendance. Monitoring these interventions will include a comprehensive analysis of data, feedback from students and families, and regular adjustments to strategies based on the outcomes observed. By doing so, we aim to create an educational atmosphere where all students feel valued and are motivated to attend school consistently.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Family Engagement Initiatives: Engaging families through school-wide events, regular communication, and resources can enhance student attendance. Programs that foster family-school partnerships create a supportive environment, encouraging students to attend regularly. Measurable Outcomes: We will actively involve families, and in turn, we see improvements in attendance, as families can provide essential support and accountability for their children. Monitoring: Attendance data will be reviewed alongside participation rates in family engagement events. Surveys measuring family satisfaction and perceived involvement will be administered after each term.

Rationale:

The implementation of Family Engagement Initiatives, tailored to meet the specific needs of each

grade level, aims to foster a supportive school environment that encourages student attendance. Monitoring these interventions will include a comprehensive analysis of data, feedback from students and families, and regular adjustments to strategies based on the outcomes observed. By doing so, we aim to create an educational atmosphere where all students feel valued and are motivated to attend school consistently.

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

Implement Positive Behavioral Interventions and Supports (PBIS) lessons for all common areas across Grade Levels

Person Monitoring:

PBIS team, classroom teachers, and leadership team

By When/Frequency:

Ongoing

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

Implementing Positive Behavior Interventions and Support (PBIS) lessons in all common areas is a crucial action step for establishing and reinforcing behavioral expectations throughout the school year. This initiative will commence at the beginning of the school year, ensuring that students are familiarized with the expected behaviors in shared spaces right from the start. Additionally, we will revisit these lessons mid-year to refresh students' understanding and address any challenges that may have arisen. This reinforcement ensures that expectations remain clear and consistent as the school year progresses. Finally, after spring break, we will conduct another round of lessons to help students transition back into the school environment and re-establish positive behaviors as the school year comes to a close. This systematic approach not only promotes a positive school culture but also supports students in developing the skills necessary for success in all areas of their school life.

Action Step #2

Attendance Celebrations for the grade level with the highest attendance

Person Monitoring:

Administration Team

By When/Frequency:

Quarterly

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

To foster a culture of consistent attendance, we will initiate monthly celebrations for the grade level achieving the highest attendance percentage. This initiative aims to motivate students and recognize their commitment to being present in school. 1. Monthly Attendance Celebration: - Each month, we will identify the grade level with the highest average attendance using Synergy reports. - The winning grade level will be rewarded with a special celebration event, such as a party, extra recess, or a themed day, which will be planned collaboratively with teachers and staff. 2. Weekly Newsletter Shout-outs: - In addition to the monthly celebrations, we will feature shout-outs in our weekly newsletter for the grade level with the highest average attendance for that week. - This recognition will help to create excitement and competition among grades, encouraging students to strive for

better attendance. 3. Monitoring Attendance: - Attendance data will be regularly monitored using Synergy reports to track weekly and monthly attendance by grade level. - Reports will be reviewed at the end of each week and month to ensure accurate recognition and planning. By implementing this action step, we aim to highlight the importance of attendance, engage students, and create a positive school environment centered around academic commitment.

Action Step #3

Student Success and Safety Team Meetings

Person Monitoring:

Safety Team, Leadership Team, Records Secretary

By When/Frequency:

Monthly

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

We will convene on a monthly basis to review student attendance, identify trends, and develop tailored support plans. Our meetings will also serve as a platform to schedule student success team meetings and address any safety concerns, along with discussing any necessary safety changes and initiatives. This collaborative approach will ensure we are proactive in supporting our students and fostering a safe learning environment.

Action Step #4

Enhancing Family Engagement Through Initiatives and Events

Person Monitoring:

Leadership team

By When/Frequency:

at least 4 times yearly

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

Provide opportunities for Family Engagement Initiatives and Events. Such as community events, hosting informational sessions, establishing various platforms to keep families informed, providing resources and support for families, encouraging volunteer opportunities, and encouraging feedback for continuous improvement.

Action Step #5

Professional Learning

Person Monitoring:

PBIS Team, administration team, Success Team

By When/Frequency:

Bi-Weekly

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

The school is dedicated to enhancing professional learning opportunities specifically aimed at increasing student engagement by focusing on effective teaching practices as well as professional learning on safety protocols, PBIS, classroom management, and innovative strategies to foster student interest and participation. The administration will actively monitor classroom interactions through regular walkthroughs, gather feedback from both educators and students, and evaluate academic outcomes to assess effectiveness. Attendance will be closely monitored via Synergy, with teachers required to communicate attendance issues according to our established attendance tree process. This comprehensive approach supports faculty development while creating an environment where both educators and students can thrive together and enjoy coming to 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.

<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)).

The school is committed to strengthening our academic program through a multi-faceted approach that enhances learning opportunities for all students. We aim to increase both the quantity and quality of learning time by incorporating structured schedules that allow for deeper engagement and exploration of subjects.

To elevate our curriculum, we will implement an enriched and accelerated academic framework that

not only challenges our students but also inspires a love for learning. By emphasizing intentional small group instruction tailored to meet individual student needs, we will significantly enhance overall proficiency in reading and math. This targeted approach allows educators to provide personalized support, ensuring that all students progress in their academic skills.

In addition to core subjects, we recognize the importance of fostering a strong foundation in science across all grade levels. To cultivate this focus, we will provide increased opportunities for students to engage in hands-on science activities and laboratory experiences. By implementing interactive lessons and projects, we aim to ignite curiosity and foster a passion for scientific inquiry among our students.

Crucially, we understand that increasing student engagement is directly linked to improved student achievement. By creating dynamic and participatory learning experiences, we aim to inspire students to take ownership of their education. This engagement will be encouraged through project-based learning, collaborative activities, and real-world applications of knowledge, which will not only make learning relevant but also motivate students to excel academically.

To improve student outcomes, we will also prioritize increasing average daily attendance and reducing chronic absenteeism. By creating a welcoming and engaging school environment, we hope to motivate families to ensure their children attend school consistently. We will implement programs that highlight the value of attendance in relation to academic success, thereby emphasizing the importance of being present.

Additionally, we understand the vital role that family and community engagement play in a child's educational journey. We are dedicated to fostering an inclusive school culture where parents and community members feel welcomed and involved. To achieve this, we will regularly communicate through family newsletters, social media platforms, and various communication channels. Important information will be made available in English and additional languages to ensure that all families and stakeholders are informed and able to participate actively in our school community.

Through these comprehensive strategies, we will create an enriched educational experience that not only increases student engagement and academic proficiency but also strengthens our partnership with families and the community, ultimately setting our students on a path to success.

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 school is committed to providing a comprehensive approach to student well-being that encompasses counseling, school-based mental health services, specialized support services, and mentoring programs. We recognize that academic success is closely tied to emotional and social health, and we strive to equip our students with essential skills beyond traditional academic subjects.

To support our students, we have a dedicated mental health school counselor and a full-time counselor on campus. Both professionals offer a range of services designed to help students navigate personal, social, and academic challenges. They are integral in fostering trusting relationships with students and their families, ensuring that support is tailored to individual needs.

In addition to our counseling staff, we have a School Social Worker who plays a vital role in connecting students and families with resources. The social worker provides insights and assistance for more complex situations, helping to address issues that may impact a student's ability to thrive in school.

Each member of our support team actively engages with students to build strong connections, which enhances their ability to offer relevant resources and guidance. Our team is well-equipped to identify when outside support may be beneficial and can recommend external resources as needed while also promoting the diverse array of on-campus services available.

Through these collaborative efforts, we aim to develop our students' interpersonal skills, resilience, and overall mental well-being, better preparing them for success both inside and outside the classroom.

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)).

Implementing a school-wide tiered model to prevent and address problem behavior, while also coordinating early intervening services, involves creating a comprehensive framework that aligns with the principles of the Individuals with Disabilities Education Act (IDEA). This approach is aimed at fostering a positive school climate and supporting all students in their behavioral and academic development.

Tiered Model Overview

The tiered model operates on multiple levels to effectively address student behaviors and provide support:

Tier 1: Universal Supports

- Positive Behavior Interventions and Supports (PBIS): This foundational tier establishes clear behavioral expectations for all students. These expectations are communicated across common areas such as hallways, cafeterias, and playgrounds. For instance, students are encouraged to be respectful, responsible, safe, and kind in all interactions.
- Core Character Values: As part of PBIS, schools will emphasize the core character values of respect, responsibility, safety, and kindness, integrating them into daily routines and reinforcing desired behaviors through positive recognition systems.

Tier 2: Targeted Interventions

- For students who require additional support beyond Tier 1, targeted interventions can be implemented. This could include small group strategies, social skills training, or check-in/check-out systems where students receive regular feedback on their behavior from designated staff members.
- Collaboration with school counselors and behavior specialists ensures that students receive personalized support aligned with their needs.

Tier 3: Intensive Supports

- For a small percentage of students exhibiting persistent problem behaviors, Tier 3 provides individualized interventions tailored to the student's specific challenges. This may include functional behavioral assessments and creating behavior intervention plans.
- In this tier, collaboration with external service providers may be necessary to ensure comprehensive

support, including mental health services when appropriate.

Restorative Approach to Behavior

The restorative approach focuses on repairing harm and restoring relationships after a behavioral incident. This method may include:

- Facilitated dialogues between affected parties to foster understanding and accountability.
- Developing plans with students to reflect on their actions and identify ways to make amends.
- Incorporating restorative practices into the school culture, such as morning circles, to enhance community, empathy, and connection among students.

Coordination with IDEA and Early Intervening Services

To ensure alignment with IDEA, schools can coordinate their tiered model with early intervening services. This may involve:

- Regularly assessing all students' behavioral and emotional needs to identify those who may benefit from early intervention.
- Collaborating with special education teams to support students with disabilities, ensuring access to needed resources and services.
- Offering training for staff on the legal requirements of IDEA and how to implement strategies that support both general education and special education students.

Continuous Monitoring and Professional Development

Ongoing assessment of the tiered model's effectiveness helps to ensure that interventions are meeting student needs.

- Collect data on behavioral incidents and academic performance to identify trends and adjust interventions accordingly.
- Provide regular professional development for staff on implementing the tiered model, PBIS, restorative practices, and effective strategies for supporting students.

Implementing a school-wide tiered model that integrates positive behavioral supports, restorative practices, and compliance with IDEA is essential for creating a safe and supportive educational environment. By promoting core values of respect, responsibility, safety, and kindness, and by providing targeted support systems, we can effectively address problem behaviors while fostering a culture of inclusion and understanding for all students.

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)).

The professional learning opportunities will be offered weekly and will encompass a range of collaborative formats, including whole-group sessions, grade-level team meetings, vertical team discussions, and breakout sessions. These sessions are designed to align closely with our schoolwide goals and will cover essential topics such as data disaggregation, effective strategies for small group instruction, and innovative approaches to enhance student engagement and rigor in the classroom.

Participants can expect to engage in dynamic and interactive sessions facilitated by school administration, the leadership team, and district coaches, who will bring their expertise to support our collective growth. The professional learning experiences will not only focus on current best practices but will also encourage educators to share insights and strategies that have proven successful in their unique contexts.

Through this collaborative learning environment, educators will have the opportunity to deepen their understanding of key instructional practices, analyze student data for informed decision-making, and develop actionable plans to implement in their classrooms. By fostering a culture of continuous improvement, we aim to enhance the overall educational experience for both teachers and students, ultimately driving academic success across our school community.

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 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 2025-26 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



2025-26 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

Megan Slater

megan.slater@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

Principals 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

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

ELD Teacher & 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.

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 25-26 school year at the end of May 2025 by discussing our end of the year data from the 24-25 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 25-26 school year. With our grade level team leaders during the One Clay Leadership Academy, we refined our goals and set action steps for our first goal to set us on a path of reflectivity over the summer before beginning the 25-26 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 monitor our focus area goals and measurable objectives throughout the school year during grade level PLC's and quarterly data meetings. Being aware and being invested in our goals will keep teachers centered on continuous monitoring and the administrative team will monitor as well and inform during quarterly SAC meetings and grade level data meetings.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: B 2023-24: B 2022-23: B 2021-22: B 2020-21: A

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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)	0	0	0	0	0	0	1			1
Course failure in Math	0	0	0	0	0	0	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	0	0	0	0	0	0			0

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	2	1	1	3	4	5			19

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	3	4	2	0	0	0			14
Students retained two or more times				1						1

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	43	36	34	27	32	34	31			237
One or more suspensions	3	11	11	8	10	23	22			88
Course failure in English Language Arts (ELA)	8	1	4	1	3	1	8			26
Course failure in Math	6		1	1		4	6			18
Level 1 on statewide ELA assessment	7	36	15	19	17	22	29			145
Level 1 on statewide Math assessment	5	17	21	12	17	24	8			104
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	19						20
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 (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	10	2	3	2	2	15	18			52

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	6	6	6	12	1		1			32
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	58	63	59	53	62	57	55	59	53
Grade 3 ELA Achievement	64	66	59	56	65	58	54	61	53
ELA Learning Gains	51	62	60	57	62	60			
ELA Lowest 25th Percentile	58	60	56	56	60	57			
Math Achievement*	65	67	64	66	67	62	60	64	59
Math Learning Gains	62	65	63	65	68	62			
Math Lowest 25th Percentile	50	57	51	52	59	52			
Science Achievement	56	62	58	58	61	57	56	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	72	63		55	61		55	55	59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	464
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
58%	58%	56%	58%	68%		68%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	48%	No		
Black/African American Students	45%	No		
Hispanic Students	51%	No		
Multiracial Students	60%	No		
White Students	59%	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.

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.
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%		

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	55%	54%			60%			56%					
Students With Disabilities	32%	35%			38%			31%					
Hispanic Students	63%				67%								
White Students	55%	56%			60%			55%					
Economically Disadvantaged Students	42%	39%			50%			44%					

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	65%	65%	0%	57%	8%
ELA	4	43%	59%	-16%	56%	-13%
ELA	5	55%	56%	-1%	56%	-1%
ELA	6	68%	67%	1%	60%	8%
Math	3	73%	66%	7%	63%	10%
Math	4	59%	63%	-4%	62%	-3%
Math	5	51%	55%	-4%	57%	-6%
Math	6	73%	77%	-4%	60%	13%
Science	5	54%	61%	-7%	55%	-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?

Overall ELA achievement increased from 52% in 2024 to 58% in 2025. KHE intentionally planned for differentiated learning with targeted support for all learners in ELA classes in all grades.

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 remains 4th grade ELA. As a whole 4th grade ELA showed a 2% decrease in proficiency with regard to 2024 to 2025 percent change. Apples to apples the student group showed a decrease in proficiency from 3rd grade to 4th grade of 12%. Overall ELA proficiency was 43%. Despite efforts to support teachers in tier 1 curriculum we saw a lack of support in regard to our school assigned ELA coach. We have utilized data to ensure strong instruction is occurring in 4th grade by moving teachers from 4th grade ELA and moving stronger ELA teachers into the roles.

Greatest Decline

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

Our overall lowest quartile learning gains showed the greatest decline from the previous year moving from 56% to 46%. The overall number of students demonstrating proficiency in grades 4 and 5 were significantly lower than in the previous year. Math teachers did not differentiate for student learning based on needs and did not utilize the time allotted for math interventions.

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 state average for 4th grade ELA is 62% while KHE average proficiency is 43%. Teacher mindset

focused on extraordinary factors beyond the scope of best instructional practices. There was also a change of ESE inclusion personnel and scheduling changes mid-year. Teachers need more professional learning around supporting the needs of all learners.

EWS Areas of Concern

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

Consistent attendance still remains an issue. As of 5/16 we are currently at 19% of our students who fall under the chronically absent umbrella vs. 25% during the 23/24 school year. To address this concern we will be instituting several attendance incentives early in the year as well as a mentoring program to help build relationships with our chronically absent students to help increase their desire in attending.

Highest Priorities

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

1. Providing support and accountability for 4th grade ELA. We will have two new teachers that will need support.
2. Increasing support and accountability for 1st and 2nd grades as a whole in all content.
3. Providing additional support and accountability for 4th and 5th grade math.
4. Continuous improvement of our MTSS and Problem Solving processes and protocols.

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.

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 our lowest quartile students, and close district/state achievement gaps through differentiated support.

Rationale: Prior year data shows a significant decline in overall math proficiency and lowest 25% learning gains with consistent negative gaps in grades 3-5 compared to district and state. Given the previous focus on reading intervention and small groups in ELA, dedicated small group math instruction is now a crucial need to address this decline.

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 FAST data, our area of focus is **math**.

By using the strategies and the action plan as described in our School Improvement Plan, we will increase **lowest quartile learning gains** from 46% to **50%**.

Walkthrough data will show a 50% increase in small group instruction in math classrooms. The students identified in the lower quartile learning will increase learning gains by at least 4 percentage points, reaching 50%.

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)
- common assessments
- quarterly data chats with teachers
- teacher-led data chats with students
- exit tickets

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 math curriculum- Eureka Squared for Tier 1 instruction. We will use practice and practice partner, GreatMinds Catalyst, FLmath4all.org, B1G-M Strategies to Support Tiered instruction, Building Fact Fluency/i-Ready printed materials for Tier 2 instruction, and Teacher created centers based on grade level standards (playing cards, dice, task cards) for small group instruction.

Rationale:

Our administrative team has scheduled blocks of time into our master schedule for all grade levels K-5 for 22 minutes or more of "Tribe Time" that students will be intentionally grouped for small group instruction. We have also intentionally developed a schedule for instructional assistants to push into classrooms to provide instructional support for students during small group instruction.

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 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:

Brandi Kirkland-Math Coach

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 problem-solving team will meet monthly to review schoolwide data, data by grade level and progress of students in the lowest quartile. Based on this data, the team will work with teachers to make adjustments as needed.

Person Monitoring:

School-based problem-solving team

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.

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: 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 learning gains through differentiated support.

Rationale: Prior year data shows a significant need for overall ELA learning gains, with consistent gaps in learning gains across grades 4-6 compared to district and state. Given the previous focus on reading intervention and small groups in ELA, dedicated tier 1 instruction and student engagement is a crucial need to address this decline.

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

Targeted small group instruction to improve specific learning gaps based on individual student needs.

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

Targeted small group instruction to improve specific learning gaps based on individual student needs.

Grades K-2: Measurable Outcome(s)

Weekly walkthrough progress walks will show a 50% increase in intentional small group instruction. Each grade level will demonstrate at least 50% proficiency in reading.

Grades 3-5: Measurable Outcome(s)

Weekly walkthrough progress walks will show a 50% increase in intentional small group instruction. Each grade level will demonstrate at least 50% proficiency in reading.

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)
- common assessments
- quarterly data chats with teachers
- teacher-led data chats with students
- exit tickets

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 Foundations (K-3 for tier 1) and intervention materials from Benchmark Advance for Tier 1 in grades K-6. We will use fluency, FCRR, word work, Lexia, retelling, Acadience, curriculum guide resources, Common Lit, and Foundations Binder Lessons for Tier 2 and Tier 3 small group lessons.

Rationale:

Our administrative team scheduled one hour differentiation blocks built into our master schedule for a "walk to read" model. Teachers will use common planning time daily to plan for flexible groups that will target skill areas that meet students needs to close academic gaps. Instructional assistants push into classrooms and ESE inclusion teachers also push into classrooms creating opportunities for intensive small groups that target skill areas that are differentiated and meet students' needs.

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 support for the needs of 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 instructional coaches and will focus on differentiated small groups.

Person Monitoring:

Mindy Brosnan-Reading Coach

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 differentiated small group instruction.

Action Step #3

The school-based problem-solving team will meet monthly to review school-wide data, data by grade level and progress of students. Based on this data, the team will work with teachers to make adjustments as needed.

Person Monitoring:

School Based Problem Solving Team

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 school-wide data, grade-level data, and the progress of the students across the months during the school year.

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: Collaborative planning to increase student learning outcomes to increase proficiency for 5th grade science proficiency scores on FAST PM3.

Impact on Student Learning: Aims to increase 5th grade science proficiency on PM3 FAST scores.

Rationale: Prior year data shows a significant need for an increase in science proficiency with a consistent pattern of stagnant growth. 5th grade showed a 57% proficiency in 2024 and 56% in 2025. Given the previous focus on science proficiency in 2024, we recognize collaborative planning as a crucial need to address for stagnant 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.

By using the strategies and the action plan as described in our School Improvement Plan, we will increase **science proficiency** from **56%** to **58%** by the end of the 2025-2026 school year.

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 grade level common planning
- weekly common planning between general education and special education teachers
- weekly common planning between teachers and assistants
- monthly common vertical planning
- district planning science collaboratives

Person responsible for monitoring outcome

Brandi Kirkland, Science Coach

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:

Vertical planning to provide for a more coherent and logical progression of science standards based learning at KHE.

Rationale:

After looking at the past two years of science data, we have discovered that our science data has declined and become stagnant. We are aware that there are inconsistencies in a level of urgency to teach science because of a lack of testing accountability until 5th grade. To counter this, we are establishing monthly vertical team meetings across our school to launch more teacher communication and conversation to stimulate the importance of student learning in science and awareness of the science progression of the standards.

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 engage in collaborative horizontally and vertically to look for science skill gaps to ensure that students are provided effective science instruction.

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:

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. Within weekly PLC's, and collaborative planning during common planning opportunities, we will hope to close science learning gaps.

Action Step #2

Teachers will engage in district science professional learning collaboratives each quarter.

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 school based leadership team will provide coverage for all 3rd-6th grade science teachers to ensure that they attend all quarterly district science collaboratives provided by district science specialists/coaches. During these collaboratives, coaches provide progress monitoring school data to help track science data and help close standards gaps vertically between grade levels.

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: 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 Synergy 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 **21%** to **15%** 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.

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

Person responsible for monitoring outcome

Cory Stone, 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:

KHE will continue to implement the PBIS initiative through PBIS Rewards 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. Either way, 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 track student attendance daily and will make phone calls home to parents after 3 missed days.

Person Monitoring:

Teachers

By When/Frequency:

Daily Monitoring

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

step:

The attendance secretary monitors a spreadsheet that teachers enter information into once teachers make a phone call home to a parent. This way, the attendance team can also monitor, as well.

Action Step #2

The attendance team will meet every Tuesday at 9:00 AM to discuss the spreadsheet that teachers have completed and to align with attendance reports run through Synergy. 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.

Person Monitoring:

Cory Stone- Asst. Principal

By When/Frequency:

Weekly

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

The attendance team will meet weekly to create new incentives and create new ways to encourage students to come to 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.

<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, a Cambridge family showcase 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 on how to strengthen the academic program for our students. We are a Cambridge feeder program for Keystone Heights Jr/Sr High School that is across the street from us and we work hard to ready our students for secondary learning. We have a 4th, 5th, 6th grade advanced class for our high achieving learners for acceleration and we have a block of time for ELA and Math built into our master schedule for targeted intervention and differentiated learning with additional supports to meet the needs of all learners, as well.

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 Title 1 funding with assistants who provide assistance in classrooms to help provide support while teachers provide tiered interventions for students who need additional support.

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 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 2025-26 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



2025-26 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

Burke, Laurie

laurie.burke@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Job Duties and Responsibilities responsible for but not limited to; Community Liaison, Oversee Master Schedule, School HR, Workers' Comp, Enrollment Projections, Communications, Pre-Planning, Professional Development, Public Relations, School Advisory Council, School Board Liaison, School Budget, Oversee Administrative Assistants, Summer School, Academic & Athletic Supplements, Suspension Reviews, Curriculum Council, Instructional Resources, CPS, Boys and Gil's Club, Volunteers, and Math Instruction. The work associated with these duties and responsibilities connects to all three areas of focus by making sure school operations and all things associated are being managed with fidelity while making decisions that target areas of need to increase overall teacher performance and student proficiency.

Leadership Team Member #2**Employee's Name**

Underwood, Barry

barry.underwood@myoneclay.net

Position Title

Vice Principal

Job Duties and Responsibilities

Job duties and responsibilities listed by not limited to; 11th & 12 Grade Activities, Clubs/Activities/Field Trips, Duty Assignments, Parking, Exam Schedules, FSSAT/CSTAG, Teacher Certification/OOF, FTE, Keys, MSDS Records, Faculty Schedules, Master Schedule, Course Catalog, Title IX Coordinator, Grades, and Science/CTE Teachers. The work associated with these duties and responsibilities connects to all three areas of focus by making sure school operations and all things associated are being managed with fidelity while making decisions that target areas of need to increase overall teacher performance and student proficiency.

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

Rodriguez, Melanie

melanie.rodriguez@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Job duties and responsibilities listed by not limited to; 9th/10th Grade, Handbooks, Testing, Substitutes, ESE/ESOL, Inservice, Professional Development Coordinator, MTSS/504, Title I, Master

Schedule Support, CPS Wellness Team, School Improvement Plan, School Advisory Council, New Teacher Lead Admin, Literacy Team, Instructional Assistants, and ELA/Intensive Reading. The work associated with these duties and responsibilities connects to all three areas of focus by making sure school operations and all things associated are being managed with fidelity while making decisions that target areas of need to increase overall teacher performance and student proficiency.

Leadership Team Member #4

Employee's Name

Johnson, Spencer

spencer.johnson@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Job duties and responsibilities listed by not limited to; 7th/8th Grade, PBIS, SST/Attendance, Maintenance/W.O., Facilities/FISH/Furn./Property, Federal Impact Cards, Chromebooks, Web Crew/ Indian Welcome, Buses, Safety Drills, TOY/SREY, Summer School, Custodians, and Social Studies/ Fine Arts/Electives. The work associated with these duties and responsibilities connects to all three areas of focus by making sure school operations and all things associated are being managed with fidelity while making decisions that target areas of need to increase overall teacher performance and student proficiency.

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 2025-2026 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

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	94.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: B 2023-24: B 2022-23: A 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment								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

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								63	52	115

Current Year 2025-26

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days								53	39	92
One or more suspensions								51	36	87
Course failure in English Language Arts (ELA)								22	23	45
Course failure in Math								20	13	33
Level 1 on statewide ELA assessment								41	49	90
Level 1 on statewide Math assessment								41	21	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 (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								64	47	111

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								13	19	32
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2025-26)

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	58	51	47	44	200
Absent 10% or more school days	27	23	23	6	79
One or more suspensions	5	3	12	12	32
Course failure in English Language Arts (ELA)	33	27			60
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2025-26)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	18	12	18	14	62

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	55	78	40	75	248
One or more suspensions	36	24	17	21	98
Course failure in English Language Arts (ELA)	6	8	11	6	31
Course failure in Math	14	3	9	4	30
Level 1 on statewide ELA assessment	29	35			64
Level 1 on statewide Algebra assessment	20	26	6	1	53

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	36	23	15	23	97

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	1	1			2
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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	57	66	59	55	64	55	46	57	50
Grade 3 ELA Achievement									
ELA Learning Gains	53	60	58	52	62	57			
ELA Lowest 25th Percentile	50	59	56	44	62	55			
Math Achievement*	61	59	49	61	61	45	54	50	38
Math Learning Gains	51	48	47	57	60	47			
Math Lowest 25th Percentile	33	42	49	41	61	49			
Science Achievement	58	82	72	53	80	68	65	74	64
Social Studies Achievement*	77	84	75	71	83	71	76	80	66
Graduation Rate	93	95	92	91	94	90	92	95	89
Middle School Acceleration	61			64			66		
College and Career Acceleration	70	63	69	72	60	67	67	63	65
Progress of ELLs in Achieving English Language Proficiency (ELP)		69	52		51	49		52	45

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	664
Total Components for the FPPI	11
Percent Tested	96%
Graduation Rate	93%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
60%	60%	67%	54%	51%		60%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	43%	No		
Black/African American Students	55%	No		
Hispanic Students	42%	No		
Multiracial Students	49%	No		
White Students	62%	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.

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%	

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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2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	46%				54%			65%	76%	66%	92%	67%	
Students With Disabilities	28%				34%			42%	46%	20%	94%	31%	
Black/African American Students	17%				19%								
Hispanic Students	48%				36%			56%	61%		100%	67%	
Multiracial Students	39%				57%			69%					
White Students	47%				56%			67%	78%	65%	91%	68%	
Economically Disadvantaged Students	38%				47%			61%	71%	60%	84%	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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	64%	65%	-1%	58%	6%
ELA	7	52%	60%	-8%	57%	-5%
ELA	8	56%	61%	-5%	55%	1%
ELA	9	49%	64%	-15%	56%	-7%
Math	7	53%	49%	4%	50%	3%
Math	8	76%	71%	5%	57%	19%
Science	8	54%	60%	-6%	49%	5%
Civics		82%	84%	-2%	71%	11%
Biology		62%	78%	-16%	71%	-9%
Algebra		55%	63%	-8%	54%	1%
Geometry		45%	62%	-17%	54%	-9%
History		68%	81%	-13%	71%	-3%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		5%	19%	-14%	16%	-11%
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		10%	18%	-8%	18%	-8%
Geometry		* 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 shows that 7th Grade Math proficiency significantly improved, increasing from 56% to 60%. This positive shift was driven by several key initiatives:

- Targeted Small Group Instruction: Teachers effectively utilized small groups to provide more focused support to students.
- Integrated Collaborative Planning: The master schedule was adjusted to include dedicated collaborative planning times, allowing teachers to work together on strategies.
- Consistent Test Preparation and Tutoring: During the second semester, junior high students benefited from daily test prep and tutoring sessions during "Tribe Time."
- Strategic Teacher Collaboration Days: The school implemented specific days for teachers to review data collaboratively, determine next steps, and plan instruction effectively.

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 indicates that 9th-grade ELA proficiency showed the lowest performance. While the school's overall ELA proficiency remained stagnant at 55% from last year to this year, a deeper dive into the PM3 scores reveals that 9th graders were consistently the lowest-performing grade level. This trend suggests that this particular cohort struggled with ELA concepts even as 8th graders, indicating a persistent challenge in foundational skills as they progressed. Evidence from walkthrough feedback also indicated that the primary instructional practice is implemented through whole-group instruction, while only 14.8% was 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.

9th-grade ELA proficiency showed the most significant decline from the prior year. Several factors likely contributed to this drop:

- **Historical Underperformance of Cohort:** This particular group of students has consistently shown lower ELA proficiency levels in previous years, indicating a persistent challenge that has carried forward.
- **New Staff in Key Roles:** Both the 9th-grade ELA support facilitator and the primary 9th-grade ELA teacher are new to our school and new to teaching 9th-grade ELA. This transition period, involving unfamiliarity with the curriculum, school culture, and student needs, may have impacted instructional effectiveness.

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 examining the provided data, it is evident that Geometry proficiency represents the most significant gap when compared to the state average. With the school's geometry proficiency at 45% against a state average of 54%, a substantial 9 percentage point disparity exists. This considerable gap is largely attributed to the lack of an experienced geometry teacher for the subject. This critical staffing issue directly resulted in a deficiency of effective instruction for students in geometry. While the provided data only offers a current snapshot, the identified factor strongly suggests that this underperformance relative to the state average in geometry is a persistent concern that requires targeted intervention to improve student outcomes.

EWS Areas of Concern

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

Two main concerns from the EWS data are students missing 10% or more days of school and the number of students scoring Level 1 on state assessments. Both of these indicators negatively impact students identified with two or more risk factors, highlighting a critical need for intervention in attendance and academic proficiency.

Highest Priorities

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

Focusing on increasing proficiency in all content areas by emphasizing instructional impacts in every classroom, targeting SWD learning gains, is a comprehensive approach.

Developing the skill of strong instruction by incorporating key components like explicit instruction, systematic instruction, differentiation, scaffolded instructions and by giving corrective feedback; improving benchmark-aligned content and rigorous; and fostering home/school connections will

directly impact increasing proficiency accross the board for all students, while focusing on specially design instruction with our 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 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: Focusing on Benchmark-Aligned Content & Rigorous Tasks in all content areas, while addressing specific areas of need identified in prior year data. Our core focus is on addressing the learning gaps of students with disabilities through targeted strategies that promote active participation and critical thinking by implementing explicit and systematic instruction, including clear modeling, guided practice, and gradual release of responsibility.

Impact on Learning through strengthening instructional delivery through the integration of:

- Corrective feedback to guide student understanding in real time,
- Differentiated instruction tailored to the diverse learner needs,
- Scaffolded supports that promote independence and success with rigorous, grade-level content.

Rationale: The 14% decline in 9th-grade ELA proficiency and persistent achievement gaps highlight a critical need. With rigorous tasks observed in only 29.6% of classrooms, students aren't consistently engaged in the challenging work needed for proficiency. For students with disabilities, this lack of engagement exacerbates learning gaps. By prioritizing engaging, rigorous instruction, we'll reverse this trend and ensure all students achieve ELA 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.

Based on 24-25 ELA data, 24-25 9th-grade ELA proficiency declined by 14% to an overall proficiency score of 49%. By increasing rigorous tasks to 50% in classrooms (based on classroom walkthrough data) to enhance student engagement and focus on closing learning gaps for students with disabilities, these students are expected to increase proficiency by over 51%.

Monitoring

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

Progress toward the desired outcome will be measured through:

- Weekly classroom walkthroughs
- Quarterly student data chats
- PM assessment data

This data will be used by PLC learning teams to inform ongoing instructional adjustments and targeted support throughout the school year to maximize achievement.

Person responsible for monitoring outcome

Melanie Rodriguez- 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:

The school is implementing a High-Impact Instructional Framework that includes 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

Teachers will implement strong instruction in the classroom.

Person Monitoring:

Classroom teachers

By When/Frequency:

Daily/Weekly/Monthly

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

Teachers will plan and deliver daily lessons using explicit and systematic instruction, ensuring each lesson includes clear learning targets, modeled examples, guided practice, opportunities for independent work, and timely corrective feedback. Instruction will be differentiated and scaffolded to meet the diverse needs of all learners, particularly students with disabilities, while maintaining alignment with grade-level benchmarks. Resources teachers may need to accomplish this: -Lesson planning notebooks -High-leverage practice guides (printables) -Standards-aligned curriculum materials and pacing guides (printed standards books from the print center) -Formative assessment tools to inform differentiation and feedback -Instructional coaching or PLC support for planning and reflection (TDE planning days with substitute coverage) -Scaffolding tools such as graphic organizers, anchor charts, and sentence frames Teachers will implement strong instruction daily in their classroom, and each month during PLCs, teachers will monitor their progress using walkthrough feedback, student work, and formative assessments.

Action Step #2

Provide Professional Learning centered around components of strong instruction.

Person Monitoring:

Team Leads

By When/Frequency:

Monthly meetings with Team Leads

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

Provide ongoing professional learning focused on evidence-based instructional practices, including explicit and systematic instruction, differentiation, corrective feedback, and scaffolding. Teachers will engage in collaborative learning through PLCs, classroom observations, instructional coaching, and targeted PD sessions to deepen their understanding and strengthen implementation in daily instruction. -Professional Development on evidence-based instructional strategies (book study) -Scheduled professional development sessions on evidence-based practices -Instructional coaches or specialists to support implementation and model strategies -Access to research-based frameworks (e.g., Explicit Instruction by Archer & Hughes, HLPs) -PLC protocols and collaboration time for planning, reflection, and peer feedback -Tools for monitoring and supporting transfer of learning into classroom practice (e.g., walkthrough feedback, coaching logs) The school will monitor the impact of professional learning through the attendance and feedback log of sessions, classroom walkthrough observations, District Specialist and Coach feedback, PLC meeting notes and artifacts, student performance data, and teacher reflection.

Action Step #3

Data sessions to monitor the progress of strong instruction on how it is impacting student success.

Person Monitoring:

Team Leads, Teachers

By When/Frequency:

Bi-weekly/monthly

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

Implement regular data meetings (e.g., biweekly or monthly) where teachers and support staff collaboratively analyze student performance data—with a focus on students with disabilities—to

identify learning gaps, adjust instruction, and plan targeted interventions. These meetings will guide instructional decisions and ensure alignment between data, planning, and classroom practices. The school will monitor the impact of data meetings by reviewing meeting documentation, tracking student progress data over time (formative and state assessments), observing changes in classroom instruction, and gathering teacher feedback to ensure instructional decisions are effectively addressing student needs. Some resources needed for this action step: Allocated time for planning, data meetings - to include substitute coverage Peer-modeling Standard-Based Instructional Resources - Including the BEST Book for new teachers Student data trackers/binders Reflection Journals Standard-aligned-text sets Visual material (anchor charts, dry erase boards, colored coded folders/dividers) 1:1 technology - chromebooks for students

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.

This area of focus targets increasing Geometry proficiency by implementing instructional strategies that promote rigorous, collaborative learning, including small group instruction and high-level problem-solving tasks. This focus applies specifically to students' Geometry; however, it will impact all learners in all content areas.

Student learning is impacted when instruction lacks engagement with complex, standards-aligned tasks and opportunities for discourse. Prior year data shows that when students have access to collaborative and scaffolded learning, their understanding of mathematical concepts improves significantly. However, in the 2024–2025 school year, student proficiency on the Geometry end-of-course (EOC) exam dropped from 62% in 2023–2024 to 45%, representing a 17-point decrease. This decline highlights a critical need to strengthen instructional delivery through increased use of rigorous, student-centered tasks in classrooms.

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 24-25 Geometry data, our Geometry students decreased proficiency by 17% to an overall proficiency of 45%. By increasing rigorous task, collaborative learning, and incorporating small group instruction to 50% in classrooms (based on classroom walkthrough data), we anticipated by the end

of the 2025–2026 school year, the school will increase overall Geometry proficiency to at least 62% as measured by the Geometry EOC assessment, demonstrating a 17-percentage-point gain and reversing the previous year’s decline.

Monitoring

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

The school will monitor this area of focus through regular classroom walkthroughs using look-for’s aligned with rigorous instruction and collaborative learning practices. Instructional coaches and administrators will provide feedback to teachers on task design and implementation of small group structures. Student work samples and formative assessment data will be collected biweekly and discussed in math PLCs to identify trends, adjust instruction, and reteach as needed.

Ongoing monitoring will ensure early identification of instructional gaps, allowing for timely interventions and adjustments. This continuous feedback loop will help improve task rigor, increase student engagement, and directly support increased proficiency on the Geometry EOC.

Person responsible for monitoring outcome

Laurie Burke, 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:

Research shows that problem-based learning (PBL) increases student engagement, improves critical thinking skills, and enhances conceptual understanding, especially in math. When paired with structured small group instruction, it allows for differentiation, discourse, and scaffolded support. Collaborative learning environments are strongly associated with improved student achievement (Boaler, 2002; Hattie, 2018).

Rationale:

Given the 17-point proficiency drop on the Geometry EOC, implementing rigorous, standards-aligned group tasks with discourse protocols will directly address the gaps in student understanding and promote equitable access to high-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

Develop and implement 2-3 high-level, collaborative Geometry tasks per unit.

Person Monitoring:

Geometry Teacher, District Coach, Content Administrator

By When/Frequency:

weekly/monthly

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

Teacher leaders will design or curate rigorous, standards-based tasks for each Geometry unit. These tasks will incorporate collaboration protocols and be piloted, refined, and implemented by the department. Each task will include scaffolds for English learners and students with disabilities. Metacognitive strategies will be incorporated during the learning cycle. During classroom walkthroughs, administrators will be looking for components of strong instruction that include scaffolded instruction with corrective feedback. Resources teachers may need for this action step: Standards-Aligned Geometry Curriculum (Standards Book) Problem-Based Learning (PBL) Task Bank Collaboration Protocols Toolkit Planning Time for Teachers - including substitute coverage Scaffolding Tools Digital Tools Feedback & Reflection Templates

Action Step #2

Facilitate ongoing professional development on small-group instruction and math discourse.

Person Monitoring:

Geometry Teacher, District Coach, Content Administrator

By When/Frequency:

weekly/monthly

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

Monthly PD sessions will be conducted to train Geometry teachers in small-group facilitation, student grouping strategies, explicit and systematic instruction that is accompanied by differentiated small groupings allowing for discourse routines that encourage mathematical thinking. Instructional rounds will follow, allowing for peer observation and feedback on implementation. Some Resources teachers may need for this action step: PD Models or Frameworks Instructional Coaching Support Observation & Feedback Tools Exemplars Reflection Logs Time Allocated for PD and Learning Walks - including substitute coverage

Action Step #3

Conduct data meetings.

Person Monitoring:

Geometry Teacher, District Coach, Content Administrator

By When/Frequency:

quarterly

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

Quarterly data meetings will be conducted to support areas of need. This will be monitored through a data profile sheet, collecting data to determine student need based on proficiency measurement outcomes using common/formative assessments. Analysis will determine next steps as far as student groupings, remediation needed, and/or instruction moves that need refining. Resources needed to support this action step: Profile sheets Observation & Feedback Tools Reflection Logs Time and

coverage allocated for 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.

Based on Synergy data, our area of focus will be Student Life Skills. By using the strategies and action plan described below we will increase Student attendance from 91.28% to 93% by the end of the 2025-2026 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.

By using the strategies and action plan described below we will increase Student attendance from 91.28% to 93% 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.

It begins with the teachers. Teachers take daily attendance in all of their classes. From there, when students are absent three days in one month, the teacher calls the parent. Student misses 5 days, the teacher completes a form to notify the administration. Student misses 10 days (within 90 day period), the attendance Student Success Team will meet to work with families and determine the cause of absences.

Person responsible for monitoring outcome

Spencer Johnson (spencer.johnson@myoneclay.net), Steven Reynolds (steven.reynolds@myoneclay.net)

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. 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 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:

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. First-period teachers will contact the parents of their students and hold a conference with them. 2. Positive notes and phone calls home. 3. High Expectations of students. 4. Attendance posters around the school campus. 5. Weekly Attendance Recognition. 6. Monthly Grade Level Attendance Competition. 7. Pancake Breakfast- Students who achieve perfect attendance. 8. Utilize multiple student groups (WEB, Student Council, Athletic Leadership Council) to promote and reinforce anti-bullying, the importance of attendance, kindness, and respect. 9. Utilize Hall Pass - a digital program allowing teachers to see if too many students are out using the restroom already. 10. Use 7 Mindsets. 11. Administration sharing important phone calls home through robo calls or individual phone calls home. Sharing school newsletters on social media. 12. Transportation as needed for parents to attend parent events. 13. PD on strong instruction that fosters student engagement. 14. Utilize the Indian Buck when students show one of our characteristic traits: STRONG- S = Shows Up, T = Working Together, R = Giving Respect, O = Taking Ownership, N = Never Give UP, G = Using Grit

Person Monitoring:

Spencer Johnson

By When/Frequency:

Weekly

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

Resources needed to support this Area of Focus: 15 professional development books: Take Control of the Noisy Classroom by Rob Plevin Flyers - Print Center Paper Poster board School-Wide Expectation Posters Teacher Expectation Classroom Posters Markers/Pens Printer/Toner - Copies

Action Step #2

Attendance Team Meetings

Person Monitoring:

Spencer Johnson

By When/Frequency:

Weekly/Monthly

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

step:

1. Increase the frequency of Attendance Team meetings to identify students with chronic absences, as outlined in CCDS Vision For Instruction Attendance Information. Frequent follow-up with each student and family to verify information regarding attendance zones and to address any barriers that school programs (Title 1, Boys & Girls Club, CPS, etc) may be able to address. 2. School based attendance teams will meet monthly to identify chronic absentees and refer students to Student Success Team. 3. Student Success Team will meet monthly with designated students as identified through chronic absences. 4. Student Success Team will follow up with students and families weekly to ensure students are attending and to address additional barriers, if necessary.

Action Step #3

Parent & Community Engagement

Person Monitoring:

Spencer Johnson

By When/Frequency:

Bi-Monthly

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

Increase School-based Parent and Community Engagement events to foster positive School/Community relationships. 1. Parent Expo during 7th grade orientation. 2. Title 1 events -Title 1 tailgate at beginning of 25-26 school year that includes resources and information on how parents/guardians engage with curriculum, importance of consistent attendance, and additional resources available through Community Partnership Schools. 3. Parent Engagement Night that includes resources through CPS that include cooking class, grocery services, and navigating ParentVUE

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 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 2025-26 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 ELEMENTARY SCHOOL



2025-26 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 achievement of all students. Lake Asbury 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 success within a safe and inviting environment.

Provide the school's vision statement

Lake Asbury Elementary School exists to prepare life-long 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

Heather Roche

heather.roche@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Providing instructional leadership, providing PD to teachers based on data, working collaboratively with all stakeholders to ensure high levels of instruction; in addition, responding to student discipline issues and other operational functions of the school

Leadership Team Member #2

Employee's Name

Treena Petrelli

treena.petrelli@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Providing instructional leadership, providing PD to teachers based on data, working collaboratively with all stakeholders to ensure high levels of instruction; in addition, responding to student discipline issues and other operational functions of the school

Leadership Team Member #3

Employee's Name

Jessica Ehlinger

jessica.ehlinger@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Providing instructional leadership, providing PD to teachers based on data, working collaboratively with all stakeholders to ensure high levels of instruction; in addition, responding to student discipline issues and other operational functions of the school

Leadership Team Member #4

Employee's Name

Danielle Hamilton

danielle.hamilton@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Establish a safe, respectful and inclusive classroom climate conducive to learning. In addition to maintaining a growth mindset toward student learning, teaching practice, and personal/collective professional development.

Leadership Team Member #5

Employee's Name

Amanda Leedy

amanda.leedy@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Establish a safe, respectful and inclusive classroom climate conducive to learning. In addition to maintaining a growth mindset toward student learning, teaching practice, and personal/collective professional development.

Leadership Team Member #6

Employee's Name

Taylor Gourley

taylor.gourley@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Establish a safe, respectful and inclusive classroom climate conducive to learning. In addition to maintaining a growth mindset toward student learning, teaching practice, and personal/collective professional development.

Leadership Team Member #7

Employee's Name

Molly White

molly.white@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Establish a safe, respectful and inclusive classroom climate conducive to learning. In addition to maintaining a growth mindset toward student learning, teaching practice, and personal/collective professional development.

Leadership Team Member #8

Employee's Name

Crystal Gelinias

crystal.gelinias@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Establish a safe, respectful and inclusive classroom climate conducive to learning. In addition to maintaining a growth mindset toward student learning, teaching practice, and personal/collective professional development.

Leadership Team Member #9

Employee's Name

Hannah Gonzalez

hannah.gonzalez@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Establish a safe, respectful and inclusive classroom climate conducive to learning. In addition to maintaining a growth mindset toward student learning, teaching practice, and personal/collective professional development.

Leadership Team Member #10

Employee's Name

Chelsea Mann

chelsea.mann@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Establish a safe, respectful and inclusive classroom climate conducive to learning. In addition to maintaining a growth mindset toward student learning, teaching practice, and personal/collective professional development.

Leadership Team Member #11

Employee's Name

Jennifer Autry

jennifer.autry@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Establish a safe, respectful and inclusive classroom climate conducive to learning. In addition to maintaining a growth mindset toward student learning, teaching practice, and personal/collective professional development.

Leadership Team Member #12

Employee's Name

Teresita Vega

teresita.vega@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Establish a safe, respectful and inclusive classroom climate conducive to learning. In addition to maintaining a growth mindset toward student learning, teaching practice, and personal/collective professional development.

Leadership Team Member #13

Employee's Name

Madison Wells

madison.wells@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Establish a safe, respectful and inclusive classroom climate conducive to learning. In addition to maintaining a growth mindset toward student learning, teaching practice, and personal/collective professional development.

Leadership Team Member #14

Employee's Name

Meghan Schliff

meghan.schliff@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Establish a safe, respectful and inclusive classroom climate conducive to learning. In addition to maintaining a growth mindset toward student learning, teaching practice, and personal/collective professional development.

Leadership Team Member #15

Employee's Name

Jessica Hodgden

jessica.hodgden@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Establish a safe, respectful and inclusive classroom climate conducive to learning. In addition to maintaining a growth mindset toward student learning, teaching practice, and personal/collective professional development.

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 ensured that we had members from every stakeholder group involved in creating our SIP. The School Improvement Plan will be presented to our SAC Committee for input and 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)).

The SIP will regularly be monitored by ongoing walkthroughs in classrooms and data will be discussed during data chats with grade level and ESE teachers monthly where data is shared and analyzed to monitor progress for our students to ensure gaps are being closed.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	48.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	113	109	128	135	148	132	157			922
Absent 10% or more school days	1	2	1	11	8	2	10			35
One or more suspensions										0
Course failure in English Language Arts (ELA)							2			2
Course failure in Math										0
Level 1 on statewide ELA assessment				45	23	30	20			118
Level 1 on statewide Math assessment	48	32	45	45	55	48	15			288
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	5	4						10
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 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	13	7	12	38	27	32	21			150

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	4	2	5	0	0	0			12
Students retained two or more times										0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		18	20	17	14	20	30			119
One or more suspensions		3	2	5	7	2	11			30
Course failure in English Language Arts (ELA)	1	3	6	4			1			15
Course failure in Math	1		2	4			1			8
Level 1 on statewide ELA assessment					2	8	22			32
Level 1 on statewide Math assessment						13	14			27
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	2	2						7
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1		2	2						5

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	4	6	2	9	10			33

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	4	6	3		2					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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	64	63	59	62	62	57	60	59	53
Grade 3 ELA Achievement	52	66	59	63	65	58	59	61	53
ELA Learning Gains	67	62	60	63	62	60			
ELA Lowest 25th Percentile	64	60	56	67	60	57			
Math Achievement*	65	67	64	75	67	62	69	64	59
Math Learning Gains	64	65	63	72	68	62			
Math Lowest 25th Percentile	55	57	51	55	59	52			
Science Achievement	61	62	58	66	61	57	77	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	72	63		55	61		55		59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
62%	65%	66%	69%	58%		59%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	48%	No		
English Language Learners	70%	No		
Black/African American Students	66%	No		
Hispanic Students	51%	No		
Multiracial Students	63%	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.

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%	52%	67%	64%	65%	64%	55%	61%					
Students With Disabilities	43%	27%	60%	56%	44%	57%	53%	45%					
English Language Learners	70%				70%								
Black/African American Students	65%		71%	70%	62%	60%	70%						
Hispanic Students	54%	47%	58%	46%	49%	53%	45%	53%					
Multiracial Students	63%		69%		61%	59%							
White Students	66%	55%	68%	68%	69%	66%	53%	63%					
Economically Disadvantaged Students	60%	48%	67%	70%	61%	63%	61%	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	62%	63%	63%	67%	75%	72%	55%	66%					
Students With Disabilities	44%	50%	50%	58%	59%	64%	48%	55%					
Black/African American Students	52%		70%		65%	79%							
Hispanic Students	60%	64%	58%		71%	75%	69%	30%					
Multiracial Students	66%	70%	54%		77%	75%		73%					
White Students	63%	65%	64%	72%	77%	71%	50%	68%					
Economically Disadvantaged Students	55%	55%	55%	60%	68%	66%	54%	59%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	60%	59%			69%			77%					
Students With Disabilities	46%	47%			52%			62%					
Black/African American Students	70%	73%			72%			67%					
Hispanic Students	59%	50%			52%			75%					
Multiracial Students	64%				79%								
White Students	58%	61%			70%			77%					
Economically Disadvantaged Students	55%	53%			63%			73%					

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	54%	65%	-11%	57%	-3%
ELA	4	74%	59%	15%	56%	18%
ELA	5	55%	56%	-1%	56%	-1%
ELA	6	67%	67%	0%	60%	7%
Math	3	57%	66%	-9%	63%	-6%
Math	4	68%	63%	5%	62%	6%
Math	5	51%	55%	-4%	57%	-6%
Math	6	78%	77%	1%	60%	18%
Science	5	60%	61%	-1%	55%	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?

Overall, we increased the ELA Learning Gains from 63% in 23-24 to 68% in 24-25. Additionally, 4th grade ELA proficiency increased from 50% in 23-24 to 74% in 24-25. ELA Learning Gains increased from 50% in 23-24 to 66% in 24-25. We implemented a school-wide intervention block and provided consistent small-group differentiated instruction. Each grade level had a dedicated ESE inclusion teacher assigned, which provided more time for Specially Designed Instruction. We utilized the Acadience screener to identify student strengths and opportunities for growth. We engaged in the problem-solving process to guide our work with interventions and restructured our ELA teams.

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 areas were 3rd Grade ELA proficiency at only 52%, compared to the previous year 63%; and 5th Grade Math proficiency at only 51%, compared to the previous year 61%.

Greatest Decline

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

Our overall math achievement decreased from 75% in 23-24 to 65% in 24-25. Part of this decrease was the result of staff changes to our highest performing grade level in 23-24 (these were due to a retirement and a promotion, rather than school administrator choice). There were fewer small groups implemented in the math block.

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 and 5th Grade Math scores were each 6% below the state average. Contributing to this gap includes a lack of small group differentiated instruction in math; lack of consistency with using data to drive instruction and rigorous, benchmark aligned tasks; and a resistance to instructional feedback. We also had several brand new math teachers in these grade levels, including on mid-year change in

teaching staff due to a retirement.

EWS Areas of Concern

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

Students with 1 or more suspensions, particularly in our lowest performing grade level(s) and students with 2 or more indicators (Level 1 on state assessments in conjunction with 1 or more suspension and low attendance).

38 students in 3rd grade have 2 or more indicators, with 45 students scoring a level 1 in reading and math, and 11 students with 1 or more suspension.

Highest Priorities

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

3rd Grade ELA Achievement

ELA Achievement

Math Learning Gains

5th Grade Science Achievement

Teacher 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: Benchmark aligned instruction in 3rd grade ELA, focusing on rigor and addressing specific learning gaps identified in our state assessment data.

Impact on Student Learning: Aiming to improve the overall proficiency in 3rd grade ELA through continued small group differentiated instruction and a focus on rigorous instruction and benchmark aligned learning tasks.

Rationale: 3rd grade ELA proficiency scores dropped from 63% in 23-24 to 52% in 24-25, reflecting an 11% decrease.

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.

3rd grade ELA proficiency in 23-24 was 63% compared to 52% in 24-25. FAST data for 25-26 will reflect a 10% increase for a minimum of 62% proficiency in 3rd grade ELA. To turn this trend around, teachers will implement small group differentiated instruction daily during their ELA block.

Walkthrough data will show a 50% increase in small group instruction during the ELA block. FAST data will reflect a minimum of 70% students proficient in each grade-level and 65% of students in the bottom quartile making 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:

- Monthly meetings with the Tier 1 Problem-Solving Team to review Tier 1 data
- Weekly classroom walkthroughs to ensure benchmark aligned, rigorous instruction

- Quarterly student data chats
- Monthly review of student portfolio progress and common formative assessments
- Monthly data meetings with teachers to review grades, Tier 1, Tier 2, and Tier 3 progress, as applicable
- FAST data review after PM 1 and PM 2

Person responsible for monitoring outcome

Heather Roche, Treena Petrelli, Jessica Ehlinger

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 small group instruction and remediation, as well as the use of effective, district adopted curriculum to include Benchmark Advance, Lexia Core 5, and other approved materials.

Rationale:

With increased rigor and implementation of grade level appropriate materials, our students will show improvement in the area of ELA.

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

Person Monitoring:

Heather Roche, Treena Petrelli, Jessica Ehlinger

By When/Frequency:

May

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

Teachers will attend training on the Benchmark Advanced Curriculum, with a new curriculum it is essential that our teachers are given time and support to learn and understand it thoroughly. Teachers will collaborate during PLC time to align instruction, assessments, and learning goals in ways that truly support student success. Admin will monitor this by doing walkthroughs and holding quarterly data chats with teachers.

Action Step #2

Intentional Planning

Person Monitoring:

Heather Roche, Treena Petrelli, Jessica Ehlinger

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 through walkthroughs to see if intentional planning is visible in teacher's instructional practice. Teachers will regularly analyze data in their PLCs as well as sharing walkthrough data once a month during whole group PLC.

Action Step #3

Data Meetings

Person Monitoring:

Heather Roche, Treena Petrelli, Jessica Ehlinger

By When/Frequency:

Quarterly

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

Data meetings will be held quarterly to reflect on how our intentional planning is impacting student learning by analyzing data and having constructive conversations and problem solving for increasing all student's achievement.

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: Benchmark aligned instruction in math, focusing on rigor and addressing specific learning gaps identified in our state assessment data

Impact on Student Learning: Aiming to improve the overall proficiency in math through continued small group differentiated instruction and a focus on rigorous instruction and benchmark aligned learning tasks.

Rationale: Overall math proficiency scores dropped from 75% in 23-24 to 65% in 24-25, reflecting a 10% decrease.

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 math proficiency scores dropped from 75% in 23-24 to 65% in 24-25, reflecting a 10% decrease. To turn this trend around, teachers will implement small group differentiated instruction daily during their math block. Walkthrough data will show a 50% increase in small group instruction

during the math block. FAST data will reflect a minimum of 70% students proficient in each grade-level and 65% of students in the bottom quartile making 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:

- Monthly meetings with the Tier 1 Problem-Solving Team to review Tier 1 data
- Weekly classroom walkthroughs to ensure benchmark aligned, rigorous instruction
- Quarterly student data chats
- Monthly review of student portfolio progress and common formative assessments
- Monthly data meetings with teachers to review grades, Tier 1, Tier 2, and Tier 3 progress, as applicable
- FAST data review after PM 1 and PM 2

Person responsible for monitoring outcome

Heather Roche, Treena Petrelli, Jessica Ehlinger

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 small group instruction and remediation, as well as the use of effective, district adopted curriculum to include Eureka Squared and the i-Ready Toolbox resources.

Rationale:

With increased rigor and implementation of grade level appropriate materials, our students will show improvement in the area of 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

Intentional Planning

Person Monitoring:

All Teachers

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 through walkthroughs to see if intentional planning is visible in teacher's instructional practice. Teachers will regularly analyze data in their PLCs as well as admin sharing walkthrough data once a month during whole group PLC.

Action Step #2

Professional Learning

Person Monitoring:

Administrators and School Based Teacher 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 focusing on instructional practices in the format of whole group PL sessions as well as break out sessions with administrators, teacher leaders, district coaches and specialists.

Action Step #3

Data Meetings

Person Monitoring:

Heather Roche, Treena Petrelli and Jessica Ehlinger

By When/Frequency:

Quarterly

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

Data meetings will be held quarterly to reflect on how our intentional planning is impacting student learning by analyzing data and having constructive conversations and problem solving for increasing all student's achievement.

IV. Positive Learning Environment

Area of Focus #1

Teacher 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: Teacher attendance is a vital piece of student success.

Impact of Learning: Decreasing the number of substitutes requested by classroom teachers will impact student learning by having consistent

Rationale: In the 2024-2025 school year, 1019 substitutes were requested for teachers at LAE based on data from the company that provides our counties substitutes.

Measurable Outcome

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

In the 2024-2025 school year, 1019 substitutes were requested for teachers at LAE based on data from the company that provides our counties' substitutes. Report indicating how many substitutes requested by classroom teachers will decrease by 20% for 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.

Progress toward the desired outcome will be monitored through:

- monthly report that provides number of substitutes requested by classroom teachers

This data will be used and analyzed at our monthly Team Leader Meetings. Incentives will be discussed and pushed out to all teachers.

Person responsible for monitoring outcome

Heather Roche, Treena Petrelli, Jessica Ehlinger

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:

Research shows they recognition improves intrinsic motivation and attendance, therefore, small incentives will be offered to teachers with the highest monthly percentage of attendance.

Rationale:

Teacher attendance is crucial for student success. Administrators will check in with chronically absent staff members to explore root causes and offer help because we know that teacher absences can result in significant student learning loss and negative impact on non-academic and behavioral outcomes 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

A substitute report will be printed monthly to monitor teacher attendance.

Person Monitoring:

Heather Roche, Treena Petrelli, Jessica Ehlinger

By When/Frequency:

Monthly

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

Teacher attendance will be monitored with a monthly report from Kelly Services and incentives will be given to the teacher with the highest monthly percentage of attendance.

Action Step #2

Data Meetings

Person Monitoring:

Heather Roche, Treena Petrelli, Jessica Ehlinger

By When/Frequency:

Quarterly

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

An item on our agendas for quarterly data meetings will be teacher attendance. This will be a discussion for all teachers, regardless of their attendance, to stress the importance of teachers being in their classrooms.

Action Step #3

Professional Learning

Person Monitoring:

Heather Roche, Treena Petrelli, Jessica Ehlinger

By When/Frequency:

Monthly

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

Administrators will incorporate in our monthly whole group PLC research backed data on the importance of teacher attendance on the success of their 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 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 2025-26 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



2025-26 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

Nicole Patton

nicole.patton@myoneclay.net

Position Title

ESE Teacher

Job Duties and Responsibilities

Dual Certified ESE teacher, Support Facilitator, ITF, and MTSS Coordinator working to ensure that students receive supports designed to help them meet learning and SEL goals as outlined in their IEP or 504.

Leadership Team Member #6

Employee's Name

Samantha Roache

samantha.roache@myoneclay.net

Position Title

Teacher K-12

Job Duties and Responsibilities

Mathematics teacher and Department Chair working to assist in data analysis as we set goals for student growth and achievement.

Leadership Team Member #7

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.

Leadership Team Member #8

Employee's Name

Courtney Andersen

courtney.andersen@myoneclay.net

Position Title

Instructional Media

Job Duties and Responsibilities

Maintains a district approved diverse and current media collection (electronic and print) to facilitate student and staff use of the resources in the media center program.

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

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	51.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: A 2023-24: A 2022-23: A 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL										TOTAL
	K	1	2	3	4	5	6	7	8		
School Enrollment											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

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								58	86	144

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								2	11	13
Students retained two or more times										0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days								115	117	232
One or more suspensions								69	67	136
Course failure in English Language Arts (ELA)								26	20	46
Course failure in Math								20	30	50
Level 1 on statewide ELA assessment								82	68	150
Level 1 on statewide Math assessment								63	32	95
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 (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								33	100	133

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	66	63	58	60	61	53	57	54	49
Grade 3 ELA Achievement	27			21					
ELA Learning Gains	59	58	59	58	57	56			
ELA Lowest 25th Percentile	52	51	52	47	47	50			
Math Achievement*	81	74	63	77	72	60	74	69	56
Math Learning Gains	61	60	62	63	60	62			
Math Lowest 25th Percentile	60	58	57	61	57	60			
Science Achievement	64	62	54	67	64	51	61	62	49
Social Studies Achievement*	85	85	73	85	83	70	82	81	68
Graduation Rate									
Middle School Acceleration	75	64	77	73	61	74	68	63	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	65	53			56	49	63	44	40

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	603
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
67%	66%	68%	59%	60%		62%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	52%	No		
English Language Learners	66%	No		
Black/African American Students	61%	No		
Hispanic Students	66%	No		
Multiracial Students	68%	No		
White Students	68%	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.

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%			

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	57%				74%			61%	82%	68%			63%
Students With Disabilities	29%				46%			31%	59%	42%			
English Language Learners	50%				68%			64%	91%	40%			
Asian Students	81%				88%					71%			
Black/African American Students	44%				58%			45%	69%	71%			
Hispanic Students	53%				71%			58%	87%	56%			
Multiracial Students	55%				81%			76%	86%	53%			
White Students	59%				76%			62%	83%	72%			
Economically Disadvantaged Students	49%				63%			48%	76%	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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	7	65%	60%	5%	57%	8%
ELA	8	64%	61%	3%	55%	9%
Math	7	58%	49%	9%	50%	8%
Math	8	79%	71%	8%	57%	22%
Science	8	63%	60%	3%	49%	14%
Civics		84%	84%	0%	71%	13%
Algebra		96%	63%	33%	54%	42%
Geometry		97%	62%	35%	54%	43%
Biology		* 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 community should be proud of the overall proficiency in Mathematics Achievement, which rose from 77% to 81%. This growth reflects the strength, consistency, and collaboration of our math team, whose instructional practices are aligned with the Florida B.E.S.T. standards. The team received regular support from our district instructional coach, participated in weekly Professional Learning Communities (PLCs), and engaged in reflective dialogue around common assessment design, data, and student work, which helped drive instructional delivery.

In addition to gains in achievement, we saw meaningful growth in ELA Learning Gains for the Lowest 25%, improving from 47 to 53. This progress points to more intentional support for students with disabilities and struggling readers, as teachers collaborated with support facilitators to provide differentiated instruction and small-group learning opportunities. We also continued to strengthen our collaborative teaching models, focusing on maximizing the role of support facilitators and improving core instruction for all learners.

The addition of a Learning Lab provided targeted intervention for students during the school day and holds promise for even greater impact in the year ahead as we refine its structure and expand its reach. These accomplishments, especially in our large, inclusive school where over one-third of students have IEPs or 504 plans, demonstrate a shared commitment to high expectations and instructional improvement for ALL students.

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 remains an area of focused support. While proficiency increased, from 62% to 64%, this continues to be one of our most challenging academic areas. The team experienced shifts in instructional responsibilities and student groupings and was tasked with implementing a co-teaching model to provide stronger Tier 1 support for students with disabilities. As we move forward, we see the potential for greater achievement in this area, especially with consistent planning, support, and high-leverage practices that meet the needs of all students. Science Achievement also remained in

the mid-60% range (65%), a persistent trend over the last several years. The team is dedicated, and this content area will continue to be a targeted focus for consistent instructional support and student engagement strategies.

Greatest Decline

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

While most tested content scores improved, Science Achievement declined slightly (from 67% to 65%). With the addition of new staff and ongoing professional growth among early-career teachers, we will continue to support the development of rigorous and accessible science instruction. Our goal is to move beyond the historical proficiency plateau and reach higher levels of mastery in this area. Math Learning Gains also declined by 1%, impacted in part by long-term teacher absences that affected nearly 125 students. Multiple substitute placements, with some lacking strong content expertise, made it challenging to sustain momentum with pacing and rigor. With stable staffing and continued coaching support, we expect this to rebound next 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.

Lake Asbury Junior High outperformed the state average in all tested components. The closest alignment to the state average occurs in 7th-grade standard Math, in part due to our course structure: advanced students in this grade level taking 7th-grade Accelerated Math are assessed on the 8th-grade FAST Math assessment. This reinforces the need for strong Tier 1 instruction in standard-level courses and targeted support for struggling learners. Continued focus on standards alignment, planning with the end in mind, and small-group differentiation will help close this margin.

EWS Areas of Concern

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

Two areas emerged as ongoing priorities from our Early Warning Systems data:

Student Attendance – Nearly 24% of students missed a significant number of instructional days. Improving student attendance will require a renewed focus on student engagement, family communication, and incentive-based strategies. With 6th grade joining our campus, we will continue to work to build strong school-home partnerships to support early connection and consistent attendance.

Monitoring and supporting the growth of our English Language Learners – We remain committed to monitoring and supporting the growth of our English Language Learners, ensuring they have full access to core instruction and opportunities to demonstrate progress in language development and content learning. Ensuring students experience the appropriate level of challenge

and opportunities for mastery across all content areas will remain a central focus.

Highest Priorities

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

After reviewing performance data, stakeholder feedback, and alignment with school goals, the following four priorities will guide our improvement efforts:

1. Standards-Aligned, High-Impact Instruction

Ensure rigorous, benchmark-aligned instruction in all classrooms. Focus PLC time and instructional feedback on planning lessons that match up with item specifications and the tested domains of the Florida B.E.S.T. standards.

2. Effective Collaborative Teaching and Small-Group Support

Continue to refine our co-teaching and support facilitator models to ensure all students, especially those with IEPs, 504s, or in our lower quartile, receive high-quality instruction and differentiated support. Expand small-group learning opportunities across core content areas.

3. Accelerating Growth in ELA and Math

Prioritize learning gains for all students, with an emphasis on our lower quartile and students with disabilities. Leverage data to drive interventions and increase time on task through targeted supports, including the use of our Learning Lab.

4. Fostering Engagement to Improve Attendance and Belonging

Increase student engagement and ownership through positive school culture, extracurricular opportunities, and meaningful relationships. Recognize students for consistent attendance and support families in overcoming attendance barriers. As engagement grows, so does attendance, and with it, achievement.

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

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

Area of Focus #1

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

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.

Focus Area: Small Group Instruction.

Impact on Student Learning: Across 7th and 8th grade, 43% of Students with Disabilities (SWD) scored below the proficiency benchmark in ELA, with similar trends in math. Small-group instruction is a high-leverage practice to address these gaps by providing targeted, responsive instruction. Our walkthroughs and assessment data revealed that SWD students benefit most from structured support focused on vocabulary development, reading comprehension, and problem-solving reasoning. This focus area aligns with our goal of increasing Tier 1 access and rigor for SWD.

Rationale: Small-group instruction provides tailored support, immediate feedback, and peer collaboration, while benchmark alignment ensures steady progress. Research shows structured learning fosters engagement and fluency, empowering students to succeed.

Strategies for Addressing Identified Needs:

- Implement small-group interventions focusing on identified gaps, vocabulary/language acquisition, and reading comprehension strategies, using high-leverage practices and lessons geared toward student speaking, listening, reading, and writing.

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 25% increase in documented use of small-group instruction and other high-leverage practices in core content classrooms. FAST assessment data and Lexia/ALEKS usage will reflect an increase in performance among SWD, with a target of at least 5% proficiency growth in

both ELA and Math.

Monitoring

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

Weekly Walkthrough data should show:

- An increase in opportunities for utilizing small-group instruction and other high-leverage practices, as well as evidence of the development of lessons geared toward student speaking, listening, reading, and writing.
- Review of formative assessment results, Lexia progress, and ALEKS data trends
- Evidence of intentional grouping, on-task behavior, and student engagement during walkthroughs

Person responsible for monitoring outcome

Administration Team: Mrs. Creel, Principal Mr. Davis, Assistant Principal Mr. Granese, Assistant Principal Ms. Umbaugh, 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 implement small group instruction: Teachers will implement small-group instruction with intentional grouping, focused mini-lessons, and rotation-based practice at least once weekly in all core content areas.

Person Monitoring:

Administrative Team

By When/Frequency:

Weekly Walkthroughs

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

Throughout administrative instructional walkthroughs to determine whether small-group instruction is being utilized within the space and to what degree Walkthrough data collection; feedback on grouping strategy, student participation, and instructional relevance. Are students: On task Engaged in Remediation Intentionally Grouped

Action Step #2

Professional learning will be provided monthly in the format of whole group PL sessions, District Collaboratives, during content area PLCs or a content-specific TDE day. Professional Learning will be provided by our Administrative team, Support Facilitators, and Content Area Specialists. Professional learning will be provided monthly during PLCs, facilitated by instructional coaches and admin. Focus areas will include lesson design for small-group instruction, classroom management strategies, and scaffolding for SWD. Small-group interventions will focus on identified gaps, vocabulary/language acquisition, and reading comprehension strategies, using high-leverage practices and lessons geared toward student speaking, listening, reading, and writing.

Person Monitoring:

Administrative Team

By When/Frequency:

Monthly and Quarterly

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

Administrators will participate in PLC in core subject groups to facilitate the use of this time to be used in the development of benchmark-aligned instruction. Admin and Team Leaders will also review PLC artifacts and participation.

Action Step #3

Data meetings will be held quarterly to reflect on how the implementation of small group instruction across core content areas is impacting student achievement.

Person Monitoring:

Administrative Team and Department Chairs

By When/Frequency:

Quarterly

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

Student performance trends shared during data chats will be used to adjust grouping and support instructional strategies.

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: Improving 8th grade ELA proficiency is critical, especially for our SWD population. Small-group instruction and benchmark-aligned lesson design and delivery will help bridge gaps in vocabulary, comprehension, and written expression. Our 8th-grade team has the capacity and is committed to collaborative planning, and will increase their focus on alignment and instructional clarity to improve results through the use of standards-based backward design and small-group reading

strategies

Impact on Student Learning: Benchmark-aligned instruction ensures instructional rigor while allowing room for necessary accommodations. Research supports that alignment improves mastery of grade-level standards and allows for clearer progress monitoring.

Targeted small-group instruction improves proficiency by addressing individual needs, boosting vocabulary, comprehension, and writing skills. This approach builds confidence and enhances academic performance.

Rationale: Data from the previous academic year revealed that SWD students demonstrated significant challenges in understanding grade-level texts and orchestrating comprehension. These difficulties were particularly evident in English Language Development, highlighting the necessity for targeted small-group instruction. Analysis of last year's assessment data indicated that SWD students struggled with mathematical vocabulary and articulating their problem-solving processes.

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 proficiency for 8th-grade students with disabilities (SWD) will increase by 3 percentage points, as measured by progress monitoring tools and the end-of-year state assessment. This outcome supports ongoing efforts to close achievement gaps for SWD and build on the school's prior year improvement in ELA learning gains for the lowest 25% (from 47% to 50%).

To support this growth:

- **Small group instruction will be observed in 8th-grade ELA classrooms with SWD at least once per week, as documented through administrative walkthroughs.**
- Walkthrough data will also reflect an increased use of benchmark-aligned tasks and appropriate scaffolds designed to support diverse learners.
- Progress monitoring results will be reviewed quarterly to ensure SWD are demonstrating growth aligned to grade-level standards and IEP goals.

This focused support will help ensure SWD receive the differentiated instruction necessary to achieve measurable gains in reading proficiency.

In Math, overall proficiency increased, but Learning Gains declined slightly from 63% to 62%, with Lowest Quartile gains also at 62%. Continued data monitoring and support for math learning gains will occur in tandem with the ELA focus, with small group instruction observed in the mathematics classroom at least once per week as indicated on our school-based walk-

through form.

Monitoring

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

- Review of common assessments and FAST progress monitoring data
- Regular walkthroughs with a focus on alignment between posted targets and tasks
- PLC documentation

Person responsible for monitoring outcome

Administration Team, Support Facilitators and Content Area 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

Teachers will align all weekly ELA tasks and assessments to benchmark standards during PLCs using common planning tools.

Person Monitoring:

Administrative Team

By When/Frequency:

Weekly

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

Lesson plan review and collaborative teaching practice professional development will be delivered at the beginning of the year: Posted learning targets and student task analysis and alignment will be

observed during walk-throughs. Evidence of the implementation of high-leverage practices and lessons geared toward students speaking, listening, reading, and writing will be clear in lesson plans, will result in student engagement.

Action Step #2

Monthly Professional Learning

Person Monitoring:

Administrative Team, Support Facilitators, and
Content Area Coaches

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 faculty professional learning and weekly PLCs will include focused professional learning around strategies to improve standards alignment, questioning, scaffolding, and text selection strategies. Professional Learning will be facilitated by our Admin Team, Support Facilitators, and Content Area Coaches. This will be monitored through walk-through observation notes, PLC feedback and artifacts.

Action Step #3

Quarterly Data Meetings and Professional Development led by department and content area chairs in collaboration with district specialists to identify gaps and develop appropriate interventions.

Person Monitoring:

Administrative Team, Content Area Administrator, Support Facilitators, and Content Area Teachers

By When/Frequency:

Quarterly

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

Quarterly data meetings will provide an opportunity for teacher teams to review student common assessment data, informing next steps, identifying specific small-group instructional moves and reteaching plans. Professional development will include modeling, and the use of, the Atlas Protocol to assist teachers in reflective practice and in planning for interventions.

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

Nearly 23% of students missed 10% or more instructional days last year. High rates of absenteeism are directly linked to lower academic performance, social disengagement, and reduced access to Tier 1 instruction. Improving student attendance is critical as we welcome an incoming 6th grade class

and work to foster a sense of belonging across campus.

Research demonstrates that early, positive attendance interventions and school-family engagement strategies are effective in reducing chronic absenteeism and building student connection.

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 2026, chronic absenteeism will decrease by 5% and the percentage of students with fewer than 10 absences will increase by 10%, as measured through district attendance reports.

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.

- Bi-weekly review of attendance data by grade level and subgroup.
- Tracking of incentives and recognition programs for improved attendance.
- Student Success Team Meetings held as indicated by Counselor and Social Worker logs of family outreach and attendance interventions.

Person responsible for monitoring outcome

Administrative Team and Success Team Meeting Administrator

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 take daily attendance and refer students with three consecutive absences to grade-level counselors for follow-up.

Person Monitoring:

By When/Frequency:

All Teachers and Grade Level Counselors

Immediate and Ongoing

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

Teachers and the Success Team Admin will reference attendance referral logs, conduct meetings with students and parents as needed, and review follow-up records to monitor attendance.

Action Step #2

All teachers will participate in our Attendance Initiative, developed by our campus PBIS team, aimed at promoting attendance and engagement so that students have a sense of belonging and see the value in attending school. All staff and students are recognized for consistent attendance, increasing daily attendance rates.

Person Monitoring:

Assistant Principals, Dean and PBIS Team

By When/Frequency:

Monthly beginning September 2025

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

Beginning of the Year roll-out of the attendance initiative will be supported by professional development breakout sessions designed to help teachers develop a toolbox with positive behavior strategies. Teachers, in collaboration with our PBIS Team, will participate in monthly attendance celebrations and recognition for students (and staff) with improved or perfect attendance. The PBIS Team will provide quarterly updates to the faculty and staff regarding the success of our culture-building strategies and the impact on attendance rates.

Action Step #3

Quarterly MTSS Attendance Meetings

Person Monitoring:

School Social Worker, Assistant Principals, Dean and PBIS Team

By When/Frequency:

Quarterly

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

Student Success Team meetings will be scheduled to identify at-risk students and implement intervention plans. These meetings will also include input from students and their parents as we review attendance trends and patterns, problem-solve, document intervention plans, and look for ways to positively student engagement and learning.

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 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 2025-26 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

LAKEVIEW ELEMENTARY SCHOOL



2025-26 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 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. 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**

Jenny Lee

Jenny.lee@myoneclay.net

Position Title

4th grade teacher

Job Duties and Responsibilities

SAC Co-Chair/4th Grade Team Leader/Title 1 Lead Teacher

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 #4**Employee's Name**

Tara Bunn

tara.bunn@myoneclay.net

Position Title

5th Grade Teacher

Job Duties and Responsibilities

SAC Co-Chair/Title 1 Lead Teacher

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 #5**Employee's Name**

Amanda Ivins

amanda.ivins@myoneclay.net

Position Title

Kindergarten Teacher

Job Duties and Responsibilities

Kindergarten Team Leader

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 professional learning communities (PLCs).

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

Keri Chadwick

keri.chadwick@myoneclay.net

Position Title

Kindergarten Teacher

Job Duties and Responsibilities

Kindergarten Team Leader

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 professional learning communities (PLCs).

Leadership Team Member #7

Employee's Name

Mariah Kern

kateri.kern@myoneclay.net

Position Title

1st Grade Teacher

Job Duties and Responsibilities

First Grade Team Leader

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 professional learning communities (PLCs).

Leadership Team Member #8

Employee's Name

Katy Hunt

katherine.hunt@myoneclay.net

Position Title

2nd Grade Teacher

Job Duties and Responsibilities

Second Grade Team Leader

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 professional learning communities (PLCs).

Leadership Team Member #9

Employee's Name

Kristal Thomas

kristal.thomas@myoneclay.net

Position Title

3rd Grade Teacher

Job Duties and Responsibilities

Third Grade Team Leader

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 professional learning communities (PLCs).

Leadership Team Member #10

Employee's Name

Bryan Corless

bryan.corless@myoneclay.net

Position Title

5th Grade Teacher

Job Duties and Responsibilities

Fifth Grade Team Leader

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 professional learning communities (PLCs).

Leadership Team Member #11

Employee's Name

Amanda Davis

amanda.davis@myoneclay.net

Position Title

6th grade teacher

Job Duties and Responsibilities

Sixth Grade Team Leader

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 professional learning communities (PLCs).

Leadership Team Member #12

Employee's Name

Christy Loveland

christine.loveland@myoneclay.net

Position Title

ESE Teacher

Job Duties and Responsibilities

Facilitate the effective collaboration of the ESE team.

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 professional learning communities (PLCs).

Leadership Team Member #13**Employee's Name**

Rebekah Gaylor

rebekah.gaylor@myoneclay.net

Position Title

Music Teacher

Job Duties and Responsibilities

Resource Team Leader

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 professional learning communities (PLCs).

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 for 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

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	97.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: B 2023-24: B 2022-23: B 2021-22: A 2020-21: A

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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)	0	0	1	1	0					2

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	18	12	11	29	26	34	9			139

Current Year 2025-26

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	18	16	28	23	23	15	17			140
One or more suspensions	2	2	1	4	5	10	10			34
Course failure in English Language Arts (ELA)	3		2	2	2		1			10
Course failure in Math	5		1	2	3	7	2			20
Level 1 on statewide ELA assessment				17	34	32	12			95
Level 1 on statewide Math assessment				14	28	28	3			73
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	5						8
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 (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	2	1	4	4	8	4			27

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	53	63	59	56	62	57	59	59	53
Grade 3 ELA Achievement	51	66	59	60	65	58	63	61	53
ELA Learning Gains	59	62	60	56	62	60			
ELA Lowest 25th Percentile	52	60	56	59	60	57			
Math Achievement*	64	67	64	59	67	62	61	64	59
Math Learning Gains	67	65	63	67	68	62			
Math Lowest 25th Percentile	58	57	51	63	59	52			
Science Achievement	47	62	58	46	61	57	53	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	75	72	63	38	55	61	49	55	59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	526
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
58%	56%	60%	58%	63%		69%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	40%	Yes	1	
English Language Learners	65%	No		
Black/African American Students	47%	No		
Hispanic Students	60%	No		
Multiracial Students	67%	No		
White Students	57%	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.

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%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	59%	63%			61%			53%					49%
Students With Disabilities	33%	30%			43%			28%					
English Language Learners	30%				55%								63%
Black/African American Students	32%	36%			45%			8%					
Hispanic Students	55%	60%			60%			33%					70%
Multiracial Students	68%	83%			58%			71%					
White Students	66%	67%			66%			68%					
Economically Disadvantaged Students	53%	59%			55%			44%					62%

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	51%	65%	-14%	57%	-6%
ELA	4	52%	59%	-7%	56%	-4%
ELA	5	43%	56%	-13%	56%	-13%
ELA	6	62%	67%	-5%	60%	2%
Math	3	48%	66%	-18%	63%	-15%
Math	4	64%	63%	1%	62%	2%
Math	5	44%	55%	-11%	57%	-13%
Math	6	88%	77%	11%	60%	28%
Science	5	46%	61%	-15%	55%	-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?

Math proficiency increased from 59% to 63%. All subgroups increased in their overall Math proficiency. We focused on providing students the opportunity and structure to engage daily in mathematical discourse. Many math classrooms in 3rd-5th grade used the Building Thinking Classrooms Strategies. Adding weekly visits and support from a district math coach also helped create conditions in which students successfully demonstrated mastery of math content

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 Proficiency showed the lowest performance. Proficiency dropped from 60% to 50% this year. This was a 10% decrease from the previous year. Science Proficiency was also a component that showed the lowest performance at 46% proficient. There was no change from the previous year. Overall proficiency in ELA was another data component that showed low performance, with 53% proficient, which was a decrease from last year. Several factors contributed to this data. In 3rd grade, there was inconsistency in several classrooms with the level of task rigor assigned to the students. This year's 3rd-graders entered with more learning challenges than in prior years, and while these were addressed and growth occurred, more time was needed to make substantial growth. In the area of Science, two classes of students had a teacher who was out for a substantial amount of time, which greatly affected the depth of instruction. Contributing factors to the low performance in ELA proficiency included Tier 1 instruction lacking rigorous tasks for students to engage in.

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 went from 60% to 50% proficient. In 3rd grade, there was inconsistency in several classrooms with the level of task rigor assigned to the students. This year's 3rd-graders entered with more learning challenges than in prior years, and while these were addressed and

growth occurred, more time was needed to make substantial growth.

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.

Fifth-grade Math and ELA proficiency both had a 13-point gap below the state average. Contributing factors to these gaps are attributed to students not being assigned tasks that match the rigor of what they're expected to do on a state assessment. Also, in 5th-grade math, the teachers were new to teaching and did not have a solid knowledge of the content of the curriculum used.

EWS Areas of Concern

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

Attendance is an area of concern that we have identified through our EWS data. Data shows that during the school year, at least 148 students were absent 10% or more school days. For students to be successful, it is critical for them to attend school regularly. This concern will be addressed as one of our areas of focus.

Highest Priorities

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

Overall ELA Proficiency

3rd grade ELA Proficiency

Bottom Quartile Math Proficiency

Science 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 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.

Strengthening Tier 1 instruction in ELA for grades 3-6. Benchmarked - aligned instruction in ELA to raise proficiency scores for all students, including an intentional focus on the lower 25% through targeted small group instruction.

Impact on Student Learning: The area of focus aims to improve overall ELA proficiency and accelerate the learning of the lowest 25% so that district/state achievement gaps are closed through rigorous Tier 1 instruction and targeted small group instruction.

Rationale: Prior years' data shows a steady decrease in overall ELA proficiency scores, with a decrease in learning gains for the lower 25%. The percentage of students in the bottom quartile making learning gains decreased from 59% to 54% this year. Overall ELA proficiency rates for grades 3-6 dropped from 56% to 53% this year. This percentage is below the district and state averages.

3rd grade ELA proficiency decreased from 60% to 51%

4th grade ELA proficiency increased 43% to 52%

5th grade ELA proficiency decreased from 46% to 42%

6th grade ELA proficiency decreased from 76% to 63%. This targeted approach will ensure increased proficiency in ELA, especially for students in the bottom quartile.

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 40% increase in targeted small group instruction occurring during the ELA block. FAST data will reflect a minimum of 60% in Overall ELA proficiency by PM 3. The percentage of the bottom quartile making learning gains in ELA will increase from 59% to 63%.

Overall ELA Proficiency in the following grade levels will also increase:

3rd grade - 50% to 60%

4th grade - 51% to 60%

5th grade - 42% to 50%

6th grade - 63% to 70%

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:

- classroom walkthroughs(observing for active learning and targeted small group instruction)
- Quarterly data chats
- Lexia growth
- Acadiance screener growth
- FAST data

This data will be used by PLC learning teams to inform ongoing instruction adjustments and targeted support throughout the school year to maximize student achievement.

The MTSS Problem Solving team will also use this data to monitor this area of focus.

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:

Small groups, using evidence-based programs that address the identified gaps, are aligned with the 5 components of Reading, explicit comprehension strategy instruction, and direct-explicit instruction.

Rationale:

Using evidence-based resources within the small group setting will improve student learning.

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

Small Group Instruction

Person Monitoring:

Admin/Teachers

By When/Frequency:

Data Analysis will occur bimonthly during PLC team meetings. Small group instruction will occur at least 3-4 times a week.

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

Teachers will increase student proficiency through small group instruction using high-leverage practices and intentional planning, so that student-specific needs are addressed through direct, explicit instruction. Weekly classroom walkthroughs (looking for evidence of small group instruction). Admin will track this progress through the walkthrough dashboard using a walkthrough-specific indicator. FAST/STAR data will be reviewed at the PM 2 assessment time. Data will be reviewed to determine students not on the path to proficiency. Bottom-quartile students will also be tracked. This data will be reviewed during PLC time. Classroom assessment data will be reviewed to determine growth and necessary instructional adjustments.

Action Step #2

Professional Learning

Person Monitoring:

Administration, Teacher Leaders

By When/Frequency:

End of each quarter

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 PL sessions provided by district-level staff and teacher leaders to facilitate professional learning. The PL will focus on small group instruction, using the new ELA materials and using data to make informed instructional decisions to increase student achievement. The leadership team and problem-solving team will analyze progress monitoring data to determine if progress is being made. Administrators will conduct walkthroughs during small group instruction teams will review data during weekly PLC time.

Action Step #3

Data Meetings

Person Monitoring:

School Based Leadership Team

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 will be held quarterly to reflect on how small group instruction is impacting student achievement by closing learning gaps. MTSS problem-solving team will meet monthly to analyze 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 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.

FAST Data shows that learning gains from the bottom quartile are at 56%. This is a decrease of 7% from the year before. Students need to master mathematical skills proficiently at each grade to build upon that knowledge.

When students do not have a strong knowledge base of the previous year's mathematical concepts, it makes it difficult to acquire new skills in the area of math. Focusing on this group of students will also help to increase the number of students who score at the proficient level.

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.

FAST data through each progress monitoring period will be monitored. The goal will be to increase the learning gains of the bottom quartile in math from 58% to 65%. Overall Math proficiency will increase from 64% to 66%.

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 a variety of ways. Teachers will monitor and analyze data from multiple sources, including Eureka assessments and classroom performance. PLC teams will analyze data and determine trends. 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

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:

All students will receive differentiated small-group instruction in conjunction with whole-group

instruction. Evidence-based supplemental materials are being used with students in small groups along with the Eureka Plus series. If further intervention is required, then the use of T2 or T3 evidence-based interventions will be used to remediate deficiencies.

Rationale:

This is the standard of instruction that is used by the district. Students need to master grade-level mathematical skills so that they can successfully move from grade to grade.

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

Individual and small group 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:

Individual and Small Group Instruction: Data-driven small group instruction will occur daily in ALL Math classrooms. Small group instructional resources, including anchor charts, manipulatives, dry-erase boards, markers, etc., will be provided. Walkthroughs will be conducted weekly to monitor math classrooms, and teachers will be provided feedback and next steps based on evidence. Teachers will meet monthly in PLCs to track student performance and to adjust Tier 1 practices if necessary.

Action Step #2

Professional Learning

Person Monitoring:

Administration and Teacher Leaders

By When/Frequency:

Weekly and 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 PL sessions provided by district-level staff and teacher leaders to facilitate professional learning. The PL will focus on small group instructional strategies, using the Building Thinking Classroom model and using data to make informed instructional decisions to increase student achievement. The leadership team and problem-solving team will analyze progress monitoring data to determine if progress is being made. Administrators will conduct walkthroughs during small group instruction, and teams will review data during weekly PLC time.

Action Step #3

Data Meetings

Person Monitoring:

School Based Leadership Team

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 will be held quarterly to reflect on how small group instruction is impacting student achievement by closing learning gaps. MTSS problem-solving team will meet monthly to analyze school-level data to determine trends and make instructional adjustments to meet student needs.

Area of Focus #3

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 the FAST data from the 24-25 school year, one area of focus will be the overall ELA and Math proficiency of the SWD subgroup in 3rd -6th grade. Data shows that only 32% of this subgroup scored at the proficient level in ELA and 43% 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.

Through the practice of evidence based, direct explicit instruction, we will increase our overall Federal Percent Index in 2025-2026 from 40% to 46%. Overall ELA proficiency for this subgroup will increase from 32% to 45% and Overall Math proficiency will increase from 43% to 50%.

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 in a variety of ways. Teachers will monitor and analyze data from multiple sources, including Benchmark Advance Assessments, Lexia Core 5, Eureka Assessments, IEP Goal progress, and classroom performance. Teachers will use PLC time to determine trends and analyze data. Data meetings will also be held with administration to monitor the progress of this subgroup.

Person responsible for monitoring outcome

Dawn Wolfe

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:

Specially Designed instruction provided by the ESE Teacher in the area of Reading and Math will occur. This instruction will take place during small group time. Small group instruction allows students multiple opportunities to respond to questions, practice multiple question types, and receive clear feedback from the teacher. Intentional planning between the general education teacher and the ESE teacher will take place in order to address the specific needs of the students in this subgroup.

Rationale:

When providing evidence based instruction with intentional planning between the ESE teacher and the General Education teacher, students with disabilities will show an increase in overall proficiency in the area of math and 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

Targeted Small Group Instruction

Person Monitoring:

Dawn Wolfe

By When/Frequency:

Weekly

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

ESE Teachers in collaboration with the General Education teacher will determine the needs of the students based on data analysis. Differentiated, targeted small group instruction in conjunction with whole group instruction will be delivered to the student. Teaching and learning that is specifically targeted to the needs of students with disabilities will be monitored through ongoing classroom observations utilizing the walkthrough feedback tool.

Action Step #2

Professional Learning

Person Monitoring:

Administration

By When/Frequency:

August

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

General education and ESE Teachers will participate in a collaborative teaching professional development. This professional learning will share best practices when it comes to instruction to meet the needs of this population of students.

Action Step #3

Data Review

Person Monitoring:

Administration/ESE Teachers

By When/Frequency:

Monthly

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

The progress of this subgroup will be reviewed monthly during the ESE PLC. Students' classroom performance, including grades, progress monitoring, and IEP Goals, will be monitored.

Area of Focus #4

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 a RAISE school in regard to 5th grade ELA proficiency scores. State Assessment data shows that only 42.9% of 5th graders scored at Level 3 or above. Students need to have the necessary skills in place to become proficient readers and to comprehend instructional materials. Students also need to be able to use critical thinking skills to comprehend the material that is being used in the content areas.

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

No Answer Entered

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

Students in 5th grade 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 used 2 other times during the school year to monitor progress. Progress monitoring through the FAST Assessment will also be used to monitor progress in ELA. Students who scored at Level 1 or a low Level 2 will be given additional screeners to determine areas of deficiency. Small group instruction will be tailored to meet the needs of these students. Intentional planning for explicit instruction during whole group time will be an additional focus in order to deepen student understanding of essential standards.

Grades K-2: Measurable Outcome(s)

No Answer Entered

Grades 3-5: Measurable Outcome(s)

The goal will be to increase ELA proficiency rates in 5th grade by PM 3. ELA proficiency will increase from 42.9% to 51%.

Monitoring

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

Students in 5th grade 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 used 2 other times during the school to monitor progress. Progress Monitoring through the FAST Assessment will also be used to monitor the data in ELA. Students who scored at Level 1 or a low level 2 will be given additional screeners to determine areas of deficiency.

Person responsible for monitoring outcome

Dawn Wolfe/School 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:

All students will receive differentiated small-group instruction in conjunction with whole-group instruction. Evidence-based supplemental materials are being used with students in small groups along with the Benchmark Advance Reading series. There will be a continued focus placed on the identification of the specific reading deficiency a student has so that appropriate and specific interventions can be used to remediate it.

Rationale:

This is the standard of instruction that is used by the district. Students who have been taught multiple reading strategies explicitly demonstrate greater improvement in reading 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

Targeted Small group Instruction during the ELA Block

Person Monitoring:

Dawn Wolfe/Beth Warner

By When/Frequency:

Weekly

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

Teachers will develop small groups based on assessment data. These groups will address the specific reading needs of each student. It will involve the identification of specific reading deficiencies so that instruction can be tailored to that need. Explicit systematic instruction with a variety of instructional strategies will be used to close learning gaps. Progress will be monitored through Acadience, FAST and classroom performance data.

Action Step #2

Professional Learning

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:

Teacher Leaders who attend the OneClay Leadership Academy will present information from several different sessions that focus on instructional strategies that meet the needs of all students. Sessions include - Inclusive Lesson Planning for All Learners, ELA Interventions Using Data, and Scaffolding for All Learners.

Action Step #3

Data Review

Person Monitoring:

Administration/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:

Reading data will be analyzed monthly. The MTSS problem-solving team will meet monthly to analyze school-level data to determine trends and make instructional adjustments to meet student needs. The school-based leadership team will also be monitoring this data. Data meetings will be held quarterly to reflect on how small group instruction is impacting student achievement by closing learning gaps.

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.

Increase the daily attendance percentage schoolwide through implementation of Tier 1 OneClay Culture characteristics with clear expectations, explicit teaching, consistent reinforcement, and clear consequences.

Daily Attendance Percentage Present for 2024-2025:

School Wide: 92.80%

Kindergarten: 92.03%

First Grade: 91.61%

Second Grade: 93.79%

Third Grade: 93.26 %

Fourth Grade: 93.54%

Fifth Grade: 93.75%

Sixth Grade: 93.31%

Impact on Student Learning: When students miss instruction, it leads to learning gaps, lack of engagement, and lowers academic achievement. Increasing daily attendance percentages leads to increased learning opportunities, increases in student engagement, fewer gaps in learning, and higher academic achievement.

Rationale: Increasing attendance will help students close gaps, increase student engagement, and lead to increases in academic achievement. Improving attendance through the OneClay Culture will provide a consistent framework for addressing 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.

Attendance reports show that the overall daily school attendance average was 92.80% average. The school would like to see daily attendance increase to 95%, with attendance improving to 94% by the end of Quarter 2. The goal would also be to increase each grade level to 95% daily attendance, with an increase to 94% by the end of Quarter 2. School-wide and grade-level data will be gathered and checked monthly by the attendance team to review progress and determine next steps.

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.

School-wide and grade-level data will be gathered and checked monthly by the attendance team to review progress and determine next steps. Individual students who have missed 10% or more days of school will be addressed monthly by the school attendance team, with next steps being decided. Ongoing monitoring will allow for interventions to take place before absences continue and learning gaps are formed. This will also allow for an increase in instructional time, ultimately impacting student engagement and academic achievement.

Person responsible for monitoring outcome

Dawn Wolfe - Principal and Beth Warner - 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:

Lakeside staff will design a safe 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), making this a Tier 1 intervention.

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 Meetings

Person Monitoring:

Beth Warner

By When/Frequency:

Monthly

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

The assistant principal, school social worker, and school counselor will meet every 2 weeks to review attendance numbers. Students who are having attendance issues will be identified for support. Phone calls will be made to families if attendance is becoming an issue to help with solutions and provide assistance. Monthly recognitions will be implemented to recognize students who are coming to school regularly. Attendance incentives will also be put in place to help with those who struggle in this area.

Action Step #2

Attendance Buddy Program

Person Monitoring:

Beth Warner/ Tara Bunn

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 having issues with regular attendance will be paired up with a staff member who is part of the Attendance Buddy program. The goal of the program will be to establish a positive relationship with the student to increase attendance at school.

Action Step #3

Professional Learning

Person Monitoring:

Beth Warner - Assistant Principal

By When/Frequency:

August

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

During preplanning, the Assistant Principal will share this goal with the staff. Information about the building connections and safe environments will be shared with the staff. The Attendance Buddy

program will be shared with the staff. Also, the district's new OneClay Culture initiative will be shared with the staff. The program has been developed to empower educators with the tools they need to cultivate a positive and supportive learning environment. The school PBIS committee will be monitoring the implementation of these lessons. A timeline will also be shared with teachers regarding what to do if a student starts to demonstrate attendance issues so that early action can be taken.

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 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 based Leadership team will meet monthly to review the resources, analyze data, monitor progress and adjust improvement plan action steps if necessary.

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).

FAST data from May 2025 was reviewed, and results show that the subgroup of SWD scored below the Federal Index of Points. District approves all resources used with students so that they are aligned to student needs and support student growth.

ESE Teachers and General Education teachers will meet monthly to monitor the growth and progress of these students. Intentional scheduling of ESE services to maximize support of these students has been made a priority. Assessment data will be analyzed to gauge the impact of instructional strategies. Adjustments will be made as needed based on this data analysis.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

LAKE SIDE JUNIOR HIGH SCHOOL



2025-26 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 lifelong 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, 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

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 as well as all personnel. Additionally, the Principal drives continuous school improvement by setting clear academic goals, fostering professional growth among staff, and ensuring a positive and inclusive learning environment for all students.

Leadership Team Member #2

Employee's Name

Megan Alfano

megan.alfano@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. Supports school improvement by analyzing student data, collaborating with teachers to enhance instructional practices, and implementing strategies that promote a safe and effective learning environment.

Leadership Team Member #3

Employee's Name

Lloyd Patterson

lloyd.patterson@myoneclay.net

Position Title

Dean

Job Duties and Responsibilities

Supports the administrative team in all aspects of student behavior. The Dean contributes to school improvement by promoting a positive school culture, implementing proactive behavior interventions, and collaborating with staff to ensure a safe and supportive environment conducive to learning.

Leadership Team Member #4

Employee's Name

Peyton Lanoux

peyton.lanoux@myoneclay.net

Position Title

School Counselor

Job Duties and Responsibilities

Oversees overall academic and emotional well-being of all 8th grade students, including scheduling, assessment planning, and mental health services. The school counselor contributes to school

improvement by identifying and addressing barriers to student success, fostering strong family and community partnerships, and supporting a comprehensive guidance program that promotes academic achievement and personal growth.

Leadership Team Member #5

Employee's Name

Cody Clark

cody.clark@myoneclay.net

Position Title

School Counselor

Job Duties and Responsibilities

Oversees overall academic and emotional well being of all 7th grade students, including scheduling, assessment planning, and mental health services. The school counselor contributes to school improvement by identifying and addressing barriers to student success, fostering strong family and community partnerships, and supporting a comprehensive guidance program that promotes academic achievement and personal growth.

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, 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)).

Upon data collection throughout the year we will discuss data at our monthly leadership meeting. At any time if the SIP needs to be revised we will make those changes to ensure continuous improvement.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	57.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21: A

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment								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

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								27	28	55

Current Year 2025-26

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days								98	112	210
One or more suspensions								89	52	141
Course failure in English Language Arts (ELA)								3	11	14
Course failure in Math								18	15	33
Level 1 on statewide ELA assessment								74	48	122
Level 1 on statewide Math assessment								46	32	78
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 (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								87	55	142

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	65	63	58	64	61	53	64	54	49
Grade 3 ELA Achievement	27			21					
ELA Learning Gains	61	58	59	56	57	56			
ELA Lowest 25th Percentile	54	51	52	54	47	50			
Math Achievement*	79	74	63	76	72	60	78	69	56
Math Learning Gains	61	60	62	56	60	62			
Math Lowest 25th Percentile	69	58	57	61	57	60			
Science Achievement	67	62	54	74	64	51	73	62	49
Social Studies Achievement*	87	85	73	90	83	70	87	81	68
Graduation Rate									
Middle School Acceleration	66	64	77	66	61	74	61	63	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	85	65	53	67	56	49	70	44	40

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	694
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
69%	66%	73%	69%	67%		69%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	48%	No		
English Language Learners	64%	No		
Asian Students	78%	No		
Black/African American Students	57%	No		
Hispanic Students	69%	No		
Multiracial Students	68%	No		
White Students	70%	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.

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%
12/2025													

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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2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	64%				78%			73%	87%	61%			70%
Students With Disabilities	35%				47%			40%	53%	34%			
English Language Learners	53%				76%			70%	80%				
Asian Students	72%				89%			90%	92%	53%			
Black/African American Students	50%				61%			43%	79%	56%			
Hispanic Students	59%				78%			63%	84%	60%			
Multiracial Students	67%				70%			70%	80%	84%			
White Students	67%				81%			80%	90%	61%			
Economically Disadvantaged Students	56%				68%			59%	76%	53%			

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	7	65%	60%	5%	57%	8%
ELA	8	65%	61%	4%	55%	10%
Math	7	60%	49%	11%	50%	10%
Math	8	78%	71%	7%	57%	21%
Science	8	67%	60%	7%	49%	18%
Civics		88%	84%	4%	71%	17%
Algebra		94%	63%	31%	54%	40%
Geometry		96%	62%	34%	54%	42%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Civics		* 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?

We were very proud in several areas of our school data for this past school year. However, our ELA Achievement, while it only went from 64% to 66%, was very impressive because the group of students (last year's 8th graders)' proficiency level was stagnant from their PM2 data as 7th graders. In order to best impact their achievement level, our ELA department head took over all PLC meetings and we also had district support coaches come on campus to help assist with student growth. Additionally, we had some new staff members this past year, whereas the past year, we lost a couple of ELA teachers at the midyear point.

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 shows that our ELA lower quartile gains were 54% when the math lower quartile gains were 71%. While the overall proficiency for ELA improved, there was not the same trend in ELA as there was in math. This could be due to the ELA team being newer to Lakeside.

Greatest Decline

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

The data shows that Science achievement was the greatest decline from the prior year. The greatest factor in this decline was teacher turnover. An 8th grade science teacher resigned early in the school year and a full-time teacher was not hired until midyear.

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 higher than the state average in all academic areas.

EWS Areas of Concern

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

An area of concern would be students with one or more suspensions. This was 136 students, but out of our 861, that's 16% of the student population.

Highest Priorities

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

Learning Gains

Science Achievement

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

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

Area of Focus #1

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

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: Targeted and differentiated small-group instruction that supports total student engagement focusing on scaffolded skills identified in progress monitoring and assessment data.

Impact on Student Learning: We aim to improve overall proficiency rates and learning gains amongst the lowest 25% of learners.

Rationale: Prior year data shows the need to address learning gains amongst the lowest 25%. Overall learning gains for ELA are 61% while the lowest 25% of learners are at 54%. We increased 5% in overall learning gains, but remained stagnant at 54% for the 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.

Walkthrough data will show a 50% increase in differentiated small group instruction and total participation in ELA classes. Fast data will reflect a minimum of 68% students proficient and at least 56% of students in the lowest 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 student data chats
- summative assessment data
- progress monitoring assessment data

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

Dustin James, 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

Total Participation Techniques/ Small Group Instruction

Person Monitoring:

Classroom Teachers

By When/Frequency:

Bi-Monthly

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

Teachers will use the previous years FAST data and classroom assessments to identify the areas of need/weakness per class period. Instruction will include Total Participation Techniques (TPT) and/or small group instruction to focus on the identified skill or skills. This will allow for more intensive support for the lowest quartile and targeted skills.

Action Step #2

Professional Development

Person Monitoring:

Department Heads, Administration

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 monthly in the format of whole group sessions, by a facilitator and will focus on the implementation of TPT and collaborative teaching.

Action Step #3

Data Meetings

Person Monitoring:

School Based Leadership Team

By When/Frequency:

Quarterly

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

Data meetings will be held after PM2 data is received to reflect on how small group instruction using

total participation techniques is impacting student achievement in learning gains. Additionally, the school based leadership team will meet quarterly to review walkthrough data and other assessment data. Based on this information, the team will work to make adjustments as needed.

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.

Description: Targeted and differentiated small-group instruction that supports total student engagement focusing on scaffolded skills identified in progress monitoring and assessment data.

Impact on Student Learning: We aim to improve proficiency gains amongst the upper 75% of learners.

Rationale: Prior year data shows our lower quartile learning gains for math were 71% (an increase of 10%) while overall learning gains for math were 61% (increase of 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.

Walkthrough data will show a 50% increase in differentiated small group instruction and total participation in ELA classes. FAST data will reflect a minimum of 81% students proficient and at least 63% of students in the upper 75% 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 student data chats
- summative assessment data
- progress monitoring assessment data

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, 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

Data Meetings

Person Monitoring:

School Based Leadership Team

By When/Frequency:

Quarterly

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

Data meetings will be held after PM2 data is received to reflect on how small group instruction using total participation techniques is impacting student achievement in learning gains. Additionally, the school based leadership team will meet quarterly to review walkthrough data and other assessment data. Based on this information, the team will work to make adjustments as needed.

Action Step #2

Total Participation Techniques/ Enrichment

Person Monitoring:

Classroom Teachers

By When/Frequency:

Bi-Monthly

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

Teachers will use the previous year's FAST data and classroom assessments to identify opportunities for enrichment based on student strengths and areas of potential growth. Instruction will include Total Participation Techniques (TPT) and/or small group instruction designed to extend learning and deepen understanding of key standards. These strategies will provide enriched learning experiences that challenge students and promote higher-order thinking. Enrichment efforts will also support the growth of all students, including those in the lowest quartile, by building on existing skills and pushing toward advanced performance.

Action Step #3

Professional Development

Person Monitoring:

Department Heads/ Administration

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 monthly in the format of whole group sessions, by a facilitator and will focus on the implementation of Total Participation Techniques and student enrichment to reach all learners.

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: Increase student attendance by implementing and reinforcing our schoolwide “CHOMP” expectations in conjunction with our schoolwide economy system.

Impact on Student Learning: A positive learning environment starts with maximizing student-teacher interaction and consistent exposure to grade-level content. Improved attendance ensures that students receive the instructional time necessary for academic growth.

Rationale: Student presence in the classroom is strongly linked to academic achievement and measurable learning gains. Since our other areas of focus center around improving learning gains, enhancing attendance is a foundational focus that supports all other initiatives.

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 school year, 172 students (19.9%) were absent 10% of days. We aim to increase attendance and reduce the number of chronically absent students by 2%.

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 this using attendance data through synergy, monthly attendance team meetings and with students who have earned CHOMP Change for being “Punctual.”

Person responsible for monitoring outcome

Dustin James and 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

CHOMP Change

Person Monitoring:

Classroom Teachers

By When/Frequency:

Bi-Monthly

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

Teachers will be able to reward students for being "Punctual" using our CHOMP Change (schoolwide token economy system) system. Students will then be able to spend their CHOMP Change at the school store and will be able to "purchase" an assortment of items.

Action Step #2

Data Review

Person Monitoring:

Administration

By When/Frequency:

Bi-Monthly

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

Administration will meet with school counselors and the school social worker bi-monthly to discuss students who have a high rate of missing school. These reports can be run in Synergy to see which students have missed the most school. After identifying the students who have missed a higher number of school days, there will be a plan put in place specific to each student in order to help the student attend school more regularly.

Action Step #3

Professional Learning

Person Monitoring:

Classroom Teachers

By When/Frequency:

Quarterly

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

Students will need to understand how they can earn CHOMP Change. There will be quarterly trainings for students to ensure they know what CHOMP stands for, the importance of being punctual and how to spend their CHOMP Change they've earned. Teachers will also receive training from the

PBIS Team about CHOMP Change in order to be able to disseminate that information to the students. Additionally, administration will share professional learning on how to increase student attendance during quarterly PDs.

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 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 2025-26 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 ELEMENTARY SCHOOL



2025-26 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 is responsible for ensuring certified, in field teachers are in place in all classrooms. The principal is responsible for ensuring safety, securing and academic progress for the students, teachers and staff. The principal is responsible for record keeping, finances, professional development, and maintaining a positive learning and work environment.

Leadership Team Member #2

Employee's Name

Ashleigh Haug

ashleigh.haug@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is responsible for the school in the principal's absence. The Assistant principal is responsible for property, textbook inventory, safety drills and assists the principal with professional development and all other principal responsibilities.

Leadership Team Member #3

Employee's Name

Sarah Artzer

Sarah.artzer@myoneclay.net

Position Title

Reading Coach

Job Duties and Responsibilities

Assists with the development of the Title I plan, SIP plan, SAC and the implementation of these plans as well as assisting with professional development, data tracking and supporting teachers with classroom management, lesson planning, lesson modeling and any other areas teachers need support with. Participates in Curriculum Council review of instructional materials to ensure they meet the standards, rigor of the standards and the appropriateness of the material for meeting the standards and grade level.

Leadership Team Member #4

Employee's Name

Katelyn Etcher-Hannon

katelyn.etcher@myoneclay.net

Position Title

Math Coach

Job Duties and Responsibilities

Assists with the development of the Title I plan, SIP plan, SAC and the implementation of these plans

as well as assisting with professional development, data tracking and supporting teachers with classroom management, lesson planning, lesson modeling and any other areas teachers need support with. Participates in Curriculum Council review of instructional materials to ensure they meet the standards, rigor of the standards and the appropriateness of the material for meeting the standards and grade level.

Leadership Team Member #5

Employee's Name

Ashley Jones

Ashley.jones@myoneclay.net

Position Title

K-2 Coach

Job Duties and Responsibilities

Assists with the development of the Title I plan, SIP plan, SAC and the implementation of these plans as well as assisting with professional development, data tracking and supporting teachers with classroom management, lesson planning, lesson modeling and any other areas teachers need support with. Participates in Curriculum Council review of instructional materials to ensure they meet the standards, rigor of the standards and the appropriateness of the material for meeting the standards and grade level.

Leadership Team Member #6

Employee's Name

Lauren Stewart

Lauren.stewart@myoneclay.net

Position Title

Kindergarten Lead Teacher

Job Duties and Responsibilities

Team leader and kindergarten teacher. Mentor teacher for new teachers on her team, collaboration between administration and her team, planning and implementing grade level field trips, activities and other leadership roles as delegated by administration. Participates in Curriculum Council review of instructional materials to ensure they meet the standards, rigor of the standards and the appropriateness of the material for meeting the standards and grade level.

Leadership Team Member #7

Employee's Name

Deirdre Romano

dierdre.romano@myoneclay.net

Position Title

1st Grade Lead Teacher

Job Duties and Responsibilities

Team leader and first grade teacher. Mentor teacher for new teachers on her team, collaboration between administration and her team, planning and implementing grade level field trips, activities and other leadership roles as delegated by administration. Participates in Curriculum Council review of instructional materials to ensure they meet the standards, rigor of the standards and the appropriateness of the material for meeting the standards and grade level.

Leadership Team Member #8

Employee's Name

Taylor Papaiani

Taylor.papaiani@myoneclay.net

Position Title

2nd Grade Lead Teacher

Job Duties and Responsibilities

Team leader and 2nd grade teacher. Mentor teacher for new teachers on her team, collaboration between administration and her team, planning and implementing grade level field trips, activities and other leadership roles as delegated by administration. Participates in Curriculum Council review of instructional materials to ensure they meet the standards, rigor of the standards and the appropriateness of the material for meeting the standards and grade level.

Leadership Team Member #9

Employee's Name

Brittany Morris

brittany.morris@myoneclay.net

Position Title

3rd Grade Lead Teacher

Job Duties and Responsibilities

Team leader and 3rd grade teacher. Mentor teacher for new teachers on her team, collaboration between administration and her team, planning and implementing grade level field trips, activities and other leadership roles as delegated by administration. Participates in Curriculum Council review of

instructional materials to ensure they meet the standards, rigor of the standards and the appropriateness of the material for meeting the standards and grade level.

Leadership Team Member #10

Employee's Name

Sara Quiett

Sara.quiett@myoneclay.net

Position Title

4th Grade Lead Teacher

Job Duties and Responsibilities

Team leader and 4th grade teacher. Mentor teacher for new teachers on her team, collaboration between administration and her team, planning and implementing grade level field trips, activities and other leadership roles as delegated by administration. Participates in Curriculum Council review of instructional materials to ensure they meet the standards, rigor of the standards and the appropriateness of the material for meeting the standards and grade level.

Leadership Team Member #11

Employee's Name

Alyssa Meek

Alyssa.meek@myoneclay.net

Position Title

5th Grade Lead Teacher

Job Duties and Responsibilities

Team leader and 5th grade teacher. Mentor teacher for new teachers on her team, collaboration between administration and her team, planning and implementing grade level field trips, activities and other leadership roles as delegated by administration. Participates in Curriculum Council review of instructional materials to ensure they meet the standards, rigor of the standards and the appropriateness of the material for meeting the standards and grade level.

Leadership Team Member #12

Employee's Name

Derrick Thompson

derrick.thompson@myoneclay.net

Position Title

6th Grade Lead Teacher

Job Duties and Responsibilities

Team leader and 6th grade teacher. Mentor teacher for new teachers on her team, collaboration between administration and her team, planning and implementing grade level field trips, activities and other leadership roles as delegated by administration. Participates in Curriculum Council review of instructional materials to ensure they meet the standards, rigor of the standards and the appropriateness of the material for meeting the standards and grade level.

Leadership Team Member #13**Employee's Name**

Victoria Martin

Victoria.martin@myoneclay.net

Position Title

ESE Lead Teacher

Job Duties and Responsibilities

Team leader and gifted teacher. Mentor teacher for new teachers on her team, collaboration between administration and her team, planning and implementing grade level field trips, activities and other leadership roles as delegated by administration. Participates in Curriculum Council review of instructional materials to ensure they meet the standards, rigor of the standards and the appropriateness of the material for meeting the standards and grade level.

Leadership Team Member #14**Employee's Name**

Cassidy Williams

Cassidy.williams@myoneclay.net

Position Title

Resource Lead Teacher

Job Duties and Responsibilities

Team leader and art teacher. Mentor teacher for new teachers on her team, collaboration between administration and her team, planning and implementing grade level field trips, activities and other leadership roles as delegated by administration. Participates in Curriculum Council review of instructional materials to ensure they meet the standards, rigor of the standards and the appropriateness of the material for meeting the standards and grade level.

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

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: A 2023-24: C 2022-23: A 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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	0	1	2			15
Course failure in Math	2	0	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	0	6	1			21

Current Year 2025-26

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

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

Current Year 2025-26

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	24	20	15	24	17	21	18			139
One or more suspensions	3	5	2	4	9	8	11			42
Course failure in English Language Arts (ELA)	3	4								7
Course failure in Math	3	1		1		1	1			7
Level 1 on statewide ELA assessment	11	19	13	10	20	17	11			101
Level 1 on statewide Math assessment	11	10	7	5	15	20	8			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)				5						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 (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	2		2	3	1	3			13

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	8	12	1	1		1				23
Students retained two or more times		2	1	1						4

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	68	63	59	58	62	57	60	59	53
Grade 3 ELA Achievement	72	66	59	62	65	58	53	61	53
ELA Learning Gains	66	62	60	54	62	60			
ELA Lowest 25th Percentile	51	60	56	49	60	57			
Math Achievement*	73	67	64	63	67	62	68	64	59
Math Learning Gains	67	65	63	51	68	62			
Math Lowest 25th Percentile	54	57	51	38	59	52			
Science Achievement	54	62	58	40	61	57	71	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	72	63		55	61		55		59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	505
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
63%	52%	63%	63%	54%		65%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	50%	No		
Black/African American Students	54%	No		
Hispanic Students	81%	No		
Multiracial Students	69%	No		
White Students	62%	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.

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%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	60%	53%			68%			71%					
Students With Disabilities	40%	41%			47%			43%					
Hispanic Students	60%				70%								
Multiracial Students	33%				58%								
White Students	61%	56%			69%			72%					
Economically Disadvantaged Students	56%	52%			64%			70%					

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	70%	65%	5%	57%	13%
ELA	4	71%	59%	12%	56%	15%
ELA	5	56%	56%	0%	56%	0%
ELA	6	71%	67%	4%	60%	11%
Math	3	82%	66%	16%	63%	19%
Math	4	77%	63%	14%	62%	15%
Math	5	51%	55%	-4%	57%	-6%
Math	6	81%	77%	4%	60%	21%
Science	5	53%	61%	-8%	55%	-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?

The data component that showed the most improvement was our math learning gains which increased from 51% to 66%. This year, our school saw significant and nearly equal improvement in both ELA (58% to 68%) and Math (63% to 72%) performance. This growth can be attributed to several intentional actions we implemented schoolwide. We increased the frequency and focus of classroom walkthroughs, which allowed us to monitor instructional practices more closely and provide timely feedback. Additionally, we prioritized the use of intentional small groups to target specific student needs, ensuring more personalized and effective instruction. We focused schoolwide on implementing Total Participation Techniques in all classrooms to engage students and to be able to see which students are getting it and which students need more support. Another key factor in our improvement was providing targeted support for struggling teachers through instructional coaches, helping to build capacity and consistency in high-quality instruction. These strategic efforts worked together to drive the gains we saw across both content areas.

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 with the lowest performance was 5th grade math proficiency (52%) and 5th grade math learning gains (52%). All 5th grade math instruction and corresponding scores were the responsibility of a single teacher. Despite providing extensive support, there were challenges with the teacher's receptiveness to feedback, which ultimately affected student outcomes. To address this, we will return to a two-way instructional split next year to promote more equitable scheduling and provide additional support for math instruction.

Greatest Decline

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

We did not decline in any data point this year however only 41% of our students with disabilities who are in the lowest quartile made learning gains in math. To respond to this, we will be implementing a school-wide intervention block to address student needs and will create additional opportunities for

collaboration amongst classroom teachers, ESE teachers, coaches, and admin.

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 that had the greatest gap was 5th grade math proficiency (51% school versus 56% state). All 5th grade math instruction and corresponding scores were the responsibility of a single teacher. Despite providing extensive support, there were challenges with the teacher's receptiveness to feedback, which ultimately affected student outcomes. To address this, we will return to a two-way instructional split next year to promote more equitable scheduling and provide additional support for math instruction. Additionally, we will focus our math coach's time with 5th grade math/ ESE teachers and how to respond to the students who are not mastering the standards.

EWS Areas of Concern

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

There are a few potential areas of concern to note. Attendance has remained exactly the same as it was last school year, showing no improvement. Additionally, discipline referrals have shown a slight increase compared to last year. These trends may warrant further attention and intervention.

Highest Priorities

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

1. K-6 Maintain momentum of growth in both ELA and Math
2. Increasing learning gains in both ELA and Math, specifically with our lowest quartile
3. Continue increasing 5th grade science proficiency
4. Improve classroom culture at Tier 1 by regulating and responding appropriately to student behavior

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

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

Area of Focus #1

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

Instructional Practice specifically relating to 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: Targeted small group instruction with intentional plans for our lowest quartile students focusing on addressing learning gaps identified in prior years data.

Impact on Student Learning: Aims to improve overall proficiency for all students, accelerate learning for the lowest 25% of learners, and provide differentiated support to meet the needs of all students.

Rationale: FAST math data shows that 5th grade math proficiency and LQ LG in math are the greatest areas 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 will indicate at least 50% of classrooms show evidence of targeted small group instruction in response to student learning of benchmark-aligned learning targets, an increase from 23%. Student FAST data will show at least 55% of students in the lowest quartile making learning gains in math, an increase from the previous 52%.

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, focusing on small group instruction, student engagement, and rigorous tasks

- monthly grade-level problem-solving meetings focused on analyzing student data and determining appropriate instructional responses
- standards mastery data tracking

This data will be used by professional learning communities, math MTSS committee, and grade level teams to inform ongoing instructional practices and intentional support throughout the school year to maximize student achievement.

Person responsible for monitoring outcome

Becky Wilkerson, Ashleigh Haug

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 Feedback (0.70) - Providing students with specific, timely, and actionable information about their learning. Administrators will conduct classroom walkthroughs to determine if corrective feedback is being used to propel student learning.

Rationale:

We selected this intervention because, according to educational researcher John Hattie, feedback is one of the top 10 most powerful influences on student learning. His meta-analyses of educational research highlight that effective feedback has a high effect size, indicating a significant impact on student achievement. Feedback helps bridge the gap between a student's current performance and the desired learning goals by providing specific, timely, and actionable information. It supports student growth by clarifying misunderstandings, reinforcing correct thinking, and guiding future learning. By incorporating structured and consistent feedback into our instructional practices, we aim to enhance student engagement, motivation, and academic progress across all content areas.

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 school-based leadership team will track progress through focused classroom walkthroughs observing the implementation of data-driven small groups and differentiated instruction. Within PLC learning teams, teacher-collected formative assessment data will provide ongoing insights into student learning within these targeted groups, informing necessary adjustments to instruction and groupings. Additionally, FAST, Acadience, Lexia, data analysis will be reviewed at PM2, specifically examining growth of the lowest quartile and overall proficiency.

Person Monitoring:
Classroom Teachers

By When/Frequency:
Data analysis will occur at least monthly during grade level PLCs. Small group instruction will occur 4-5 times weekly. Lowest quartile conferences will be initiated by Veteran's Day. (November 11, 2025)

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

Teachers will use prior year data (FAST, Acadience, Lexia, etc.) and ongoing formative assessments (exit tickets, classroom assessments, etc.) to identify specific foundational skill gaps and group students with similar needs. Teachers will share these academic needs with parents/guardians of lowest quartile students to solicit parent support. Instruction within these small groups will be intentionally planned to address those gaps through focused activities, varied pacing, and differentiated materials to include engagement strategies such as total participation techniques. This allows for more intensive support for the lowest quartile and targeted reinforcement for all students.

Action Step #2

Professional learning will be provided quarterly in the format of whole group PLC sessions by various teacher leaders and will focus on strategies for small group instruction.

Person Monitoring:
Teacher Leaders

By When/Frequency:
End of Each Quarter

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 (e.g., quick checks, exit tickets) and summative assessments (e.g., unit tests, progress monitoring assessments, etc.) 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 will conduct walk-throughs or formal observations, specifically looking for the use of engaging and targeted small group instruction.

Action Step #3

Data meetings will be held monthly with grade level teams, coaches, and administration to reflect on how targeted small group instruction is impacting student achievement and how lowest quartile students are progressing.

Person Monitoring:
Grade level teams, coaches, and administrators

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 leadership team will regularly analyze the schoolwide data, grade-level data, and the progress of students in the lowest quartile across the months.

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: Enhancing collaboration between general education and exceptional student education teachers to develop rigorous tasks and targeted scaffolds that meet the needs of students with disabilities in both reading and math.

Impact on Student Learning: Increase ELA and Math proficiency levels for students with disabilities, reducing the achievement gap compared to overall student population.

Rationale: Prior year data indicates an achievement gap for students with disabilities in ELA lowest quartile learning gains (50% vs. 54%) and Math lowest quartile learning gains (42% vs. 52%). With 23% of the student population identified as SWD, this gap significantly impacts overall school performance and highlights a critical need for targeted strategies and resources to support this subgroups 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.

Walkthrough data will indicate at least 50% of classrooms show evidence of rigorous tasks with targeted scaffolds for students with disabilities (to increase from 25%). Student FAST data will show at least 60% of students with disabilities are proficient in ELA (to increase from 52%).

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, focusing on small group instruction, student engagement, and scaffolding for rigorous tasks
- monthly grade-level problem-solving meetings focused on analyzing student data and determining appropriate instructional responses
- standards mastery data tracking

This data will be used by professional learning communities, math MTSS committee, and grade level teams to inform ongoing instructional practices and intentional support throughout the school year to maximize student achievement.

Person responsible for monitoring outcome

Becky Wilkerson (Principal) Ashleigh Haug (Assistant Principal) Katelyn Hannon (Math Coach)
Ashley Jones (K-2 Coach)

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:

Scaffolding (0.86) Providing temporary support that is gradually removed as student develop independence and mastery (ex: prompts, cues, models, or graphic organizers). Administrators will monitor scaffolding through classroom walkthroughs.

Rationale:

We selected scaffolding as an intervention because, according to John Hattie's research, it has a strong effect size of 0.86, indicating a high impact on student learning. Scaffolding involves providing temporary supports—such as prompts, cues, models, or graphic organizers—that help students access complex content and develop skills they might not yet be able to perform independently. As students build confidence and competence, these supports are gradually removed, promoting independence and long-term mastery. This approach not only helps close learning gaps but also encourages deeper understanding, critical thinking, and student ownership of learning. By intentionally incorporating scaffolding into our instructional practices, we aim to create more equitable access to rigorous content and ensure all students are supported on their path to 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

Collaborative Planning

Person Monitoring:

Becky Wilkerson, Ashleigh Haug, ESE & general education teachers

By When/Frequency:

ESE & general education teachers will collaboratively plan at least once a week and collaborative teaching will take place in classrooms 3-5 times a week, based on the push-in schedule

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

Establish and implement collaborative planning meetings for general education and exceptional student education (ESE) teachers. During these meetings, teams will analyze student data, co-plan rigorous, standards-aligned tasks in ELA and Math, and design specific, differentiated scaffolds and accommodations tailored to meet the diverse needs of students with disabilities.

Action Step #2

District specialists will provide professional learning around collaborative teaching practices at the beginning of the school year and will help teams establish a consistent agenda for weekly planning and collaboration. A Mid-Year reflection and professional learning session based on current needs will

be conducted during data chats in January in response to PM2 data.

Person Monitoring:

Coaches will schedule and all ESE and general education collaborative teachers will attend

By When/Frequency:

Professional learning during pre-planning, follow up in January

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

Teacher surveys and feedback collected after the initial training and mid-year reflection will be used to determine understanding and effectiveness of collaborative teaching professional learning sessions. Classroom walkthroughs, focused on small group instruction, student engagement, and scaffolding for rigorous tasks will be used to monitor implementation of the strategies learned in the professional learning sessions.

Action Step #3

Monthly grade-level problem-solving meetings focused on analyzing student data and determining appropriate instructional responses will be conducted with general education and ESE teachers. The school leadership team will also hold monthly meetings to analyze school-wide data and determine next steps.

Person Monitoring:

Admin, Coaches, and Teachers

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. Formative assessment data will be continuously monitored by both administrators and coaches to ensure student mastery is being achieved. The school-based leadership team will regularly analyze the schoolwide data, grade-level data, and the progress of students with disabilities.

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 classroom culture at Tier 1 through implementation of OneClay Culture characteristics with clear expectations, explicit teaching, consistent reinforcement, and clear consequences.

Impact on student learning: A positive learning environment reduces disruptions, increases student engagement, and improves safety, ultimately maximizing instructional time and learning.

Rationale: Discipline referrals slightly increased (approximately 7%). Strengthening classroom

culture at Tier 1 and increasing positive behaviors and supports through OneClay culture will provide a consistent framework for teaching and reinforcing positive behavior, addressing these trends.

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 amount of students who believe classroom behaviors are appropriate and allow teachers to teach will increase from 39% to 45%. Our school wide discipline referrals will decrease by 10%. Last year we had 88 referrals, our goal is to have 79 or less.

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 classroom walkthroughs, focusing on consistent expectations and reinforcement of student positive behavior
- monitoring of attendance and discipline referral data by the PBIS committee, Student Success Team, and school leadership team
- monthly grade level meetings to include problem solving based on student attendance and discipline data

Person responsible for monitoring outcome

Becky Wilkerson (Principal), Ashleigh Haug (Assistant Principal), Morgan Polan (School Counselor), 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:

Faculty and staff will set and refer to clear behavioral expectations and recognize that behavior is a form of communication. We will respond effectively to moments of disruptions with the appropriate strategies. Administrators will monitor this by analyzing student referral data, PBIS points by teacher, and through classroom walkthroughs.

Rationale:

We selected setting clear expectations as an intervention because research consistently shows that clearly defined and consistently reinforced expectations are foundational to both academic achievement and positive student behavior. According to the work of Robert Marzano and the principles of Positive Behavioral Interventions and Supports (PBIS), students are more successful when they understand what is expected of them and are taught those expectations explicitly. Clear expectations promote a predictable and structured environment, which is especially critical for

students who thrive on routine and clarity. When expectations are communicated effectively, students are more likely to remain engaged, demonstrate self-regulation, and take ownership of their actions and learning. Furthermore, clear expectations reduce ambiguity, minimize behavioral disruptions, and create a school-wide culture of consistency, respect, and high performance. This intervention helps ensure all students—regardless of background—can access a safe and supportive learning environment conducive to 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

During pre-planning all instructional staff will collaborate to create school-wide behavioral expectations (e.g., respect, responsibility, safety) with specific, observable examples for each setting (classroom, hallway, cafeteria), and develop lesson plans for explicitly teaching these expectations to all students within the first two weeks school. When behavior disruptions occur, teachers will implement strategies for addressing behavioral disruptions in the moment (e.g., redirection, reminders of expectations, de-escalation techniques).

Person Monitoring:

School-Based Leadership Team & all faculty and staff

By When/Frequency:

School-wide behavior expectations will be shared during the week of pre-planning and taught within the first two weeks of each quarter. Moment of disruption strategies will be implemented throughout the year as needed.

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

Walkthrough data will monitor the degree to which staff and students demonstrate understanding of the school-wide behavior expectations as well as the frequency of strategies used to address moments of disruption of the learning environment.

Action Step #2

During pre-planning, teachers will attend a professional learning session focused on managing classroom disruptions. This session will introduce the OneClay Culture initiative and provide practical strategies and resources for creating successful learning environments and responding effectively to disruptions. For ongoing support, coaches will arrange classroom visits to showcase strong implementation examples, followed by regular observations and feedback.

Person Monitoring:

Administrators, Coaches, and Teachers

By When/Frequency:

Initial professional learning will take place during pre-planning with additional support provided as needed throughout the school year

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

Implementation of learned strategies will be assessed through classroom walkthroughs, focusing on the presence and quality of explicit instruction and the use of moment of disruption strategies.

Action Step #3

The school-based leadership team will meet monthly to review walkthrough data for referral data by student, grade level, teacher, location, and time. Based on this data, the team will work with teachers to make adjustments as needed to meet our measurable outcome.

Person Monitoring:

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:

Administrators will observe classrooms to see if the adjustments discussed are visible in instructional practices. The school-based leadership team will regularly analyze the schoolwide walkthrough data and referrals across the school year to make timely adjustments.

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 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 2025-26 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



2025-26 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 an drespect. Through these values, we will maximize student potential and promote individual responsiblity.

Provide the school's vision statement

Montclair Elementary aims 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

Bill Miller

William.Miller@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

School Leadership, Teacher Evaluations, Professional Development, Facility Management, Community Partnerships and communication, Safety and Security of campus, Manage the School Budget, and daily school activities.

Leadership Team Member #2

Employee's Name

Kristen Harrison

Kristen.Harrison@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Assist the Principal with daily school activities, school culture, scholar consequence, and teacher support and evaluation. Maintain school inventory, curriculum materials and provide Professional Development. Data collection, School Improvement Plan recommendations, and collaboration with teachers.

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 began the SIP's development based on data to determine the main Areas of Focus. SIP work was collaborative with the School's Teacher Leaders, and other teachers during One Clay Leadership. PBIS Coaching Team members provided input during One Clay Leadership. School Leadership compiled ideas into the SIP. The SIP will be shared with SAC at the beginning of the school year for additional 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 monthly based on assessment data and teacher feedback. Quarterly the SIP will be reviewed by our School Advisory Committee. School Administrators will observe

classrooms and instruction to monitor the implementation of new curriculum with fidelity and areas in need of professional development. Grade level teams will meet with Administration monthly and data will be monitored. State Progress Monitoring data is available three times during the year and after each session, the data and SIP will be reviewed. The SIP will be revised based on stakeholder feedback quarterly. SAC meetings meet each quarter and will include a discussion of the SIP and current data leading to any needed revisions. In January, the mid-year review will be completed and any revisions based on data will be made at that time.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: B 2023-24: B 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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	0	5	1	0	2	0	0			8
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0			0
Course failure in Math	0	0	0	0	0	0	0			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

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	6	8	8	10	4	9			45

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	0	0	8	0	0	0			10
Students retained two or more times	0	0	0	0	0	0	1			1

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	17	15	9	10	9	15			76
One or more suspensions		5	1		9	2	8			25
Course failure in English Language Arts (ELA)		1			2		1			4
Course failure in Math	1	1			1					3
Level 1 on statewide ELA assessment		12	18	6	11	12	19			78
Level 1 on statewide Math assessment		21	11	5	14	11	21			83
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	10	3						25
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		6		2						8

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		4			7	4	9			24

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	5	1	2						9
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	52	63	59	53	62	57	55	59	53
Grade 3 ELA Achievement	58	66	59	52	65	58	59	61	53
ELA Learning Gains	55	62	60	55	62	60			
ELA Lowest 25th Percentile	58	60	56	53	60	57			
Math Achievement*	59	67	64	52	67	62	58	64	59
Math Learning Gains	68	65	63	67	68	62			
Math Lowest 25th Percentile	59	57	51	66	59	52			
Science Achievement	38	62	58	48	61	57	58	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	63	72	63	63	55	61	32	55	59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	510
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
57%	57%	52%	56%	55%		46%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	52%	No		
English Language Learners	57%	No		
Black/African American Students	54%	No		
Hispanic Students	52%	No		
Multiracial Students	56%	No		
White Students	61%	No		
Economically Disadvantaged Students	51%	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.

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%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	55%	59%			58%			58%					32%
Students With Disabilities	32%				31%			32%					
English Language Learners	29%				38%								29%
Black/African American Students	26%				32%			30%					
Hispanic Students	47%	40%			53%			63%					27%
Multiracial Students	38%				38%								
White Students	65%	73%			65%			62%					
Economically Disadvantaged Students	50%	58%			50%			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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	52%	65%	-13%	57%	-5%
ELA	4	55%	59%	-4%	56%	-1%
ELA	5	33%	56%	-23%	56%	-23%
ELA	6	51%	67%	-16%	60%	-9%
Math	3	48%	66%	-18%	63%	-15%
Math	4	54%	63%	-9%	62%	-8%
Math	5	40%	55%	-15%	57%	-17%
Math	6	82%	77%	5%	60%	22%
Science	5	37%	61%	-24%	55%	-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 was our area of most growth this year. We had consistent teachers who had previously taught the same grade level for math. Teachers were involved in county math cohorts and the county book study. Small groups were implemented and built into the master schedule. The grade level with the most growth for math was Kindergarten and Sixth grade. These are both areas with consistent teachers who have taught that grade level previously. These are also teachers who are involved in different types of math professional development such as Building Thinking Classrooms. Most 6th graders also completed all of Aleks for their grade level helping to contribute to thier math successes. This was a goal for 6th grade scholars this year.

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 performance area was first grade reading. These were very large classes wthis year with 24 scholars per teacher. There was also one teacher who only had a year of experience and was new to our school. we struggled with attendance issues with this teacher and ultimately had to find a replacement for her. we feel the lack of consistency in this room is a reason why this grade level had an uncommon low performance. We have replaced this teacher with a new teacher who is always present and has already made gains with behaviors and classroom management in this room. we are very optimistic that next year this data for First grade will be much stronger now that we have a strong, consistent teacher in place. The other low area was Fifth grade proficiency. There was a trend in one of the three classes specifically that they tested low scoring at 12% proficiency in ELA, 17% in Science and low in Math.

Greatest Decline

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

Our Fifth Grade ELA proficiency dropped to 33% which was a decline from the prior year. A factor was the ELA teacher taught with the same previous strategies familiar to her, our support in the classroom for her dropped off mid year from both the District Level and School Level. This group of

scholars had low motivation and a need for support with testing strategies resulting in 12% proficiency in one class. This teacher retired at year end.

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 Fifth Grade ELA proficiency dropped to 33% which was a decline from the prior year and had a large gap compared to the state average. A factor was the ELA teacher taught with the same previous strategies familiar to her, our support in the classroom for her dropped off mid year from both the District Level and School Level. This group of scholars had low motivation and a need for support with testing strategies resulting in 12% proficiency in one class. This teacher retired at year end.

EWS Areas of Concern

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

Our ELL population grew during the school year. The first grade ELL totals were a continuation from last year with some additions who had never attended school prior nor spoke much English added to large class sizes. Attendance for a few families impacted scholars results in a few grade levels.

Highest Priorities

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

Fifth grade ELA will have a new to MCE teacher and for two years ELA PM3 data was low. Supporting our new ELA teacher with the 15 Level 1s moving up. Sixth grade ELA will have a new teacher and one class scored 12% proficiency with only 33% for the grade level. Support will be given to the 6th grade ELA for testing confidence and supporting 15 level 1s moving into 6th grade. Fifth grade Science will have a new teacher and monitoring and support will be given as 4th grade was only 20% proficient in Science on PM3. 3rd grade Reading and Math with two new teachers will have support for the grade level especially with 13 Level 1s retained in 3rd grade for 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 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: 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 using a new curriculum will increase student learning and reading proficiency.

Rationale: Second Grade had 70% proficiency however Grades K,1,3,4,5,6 had much lower proficiency. We will have a new teacher in grade 1, 3, 5, and 6. It was identified as a crucial need with our decrease in 5th grade PM3 data to 33%, 1st to 34%, 3rd down to 52%, 6th to 52% and K earned 58%. Our SWD population in 5th grade included SLD at 17% proficient, EBD at 33% proficient and Speech at 50% proficient. None of our 5 ELLs scored at a proficient level.

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

K-2 Teachers will implement their new Benchmark Advance Curriculum aligned to the B.E.S.T. Standards. Support will be provided to teachers through Professional Development, PLC involvement, and Coaching support. Tier 2 and Tier 3 Reading Interventions will be supported by Title 1 Teachers.

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

Third Grade Teachers will implement their new Benchmark Advance Curriculum aligned to the B.E.S.T. Standards. Support will be provided to teachers through Professional Development, PLC involvement, and Coaching support. Tier 2 and Tier 3 Reading Interventions will be supported by Title 1 Teachers. Fourth and Fifth Grade ELA Teachers will implement their new Benchmark Advance Curriculum aligned to the B.E.S.T. Standards. Support will be provided to teachers through Professional Development, Vertical PLC involvement, and Coaching support. Tier 2 and Tier 3 Reading Interventions will be supported by Title 1 Teachers.

Grades K-2: Measurable Outcome(s)

Walkthrough data will show 80% of classrooms Communicate Benchmark-Aligned Learning Targets and Success Criteria for tasks as recorded in the Walkthrough Dashboard. 24-25 Walkthrough data had 14.7% of visits Communicated Benchmark-Aligned Learning Targets and Success Criteria.

By PM3, Grade Level data will show:

Kindergarten from 58% proficiency to 60%.

First Grade from 34% proficiency to 59%.

Second Grade from 70% to remain at 70%.

Grades 3-5: Measurable Outcome(s)

Walkthrough data will show 80% of classrooms Communicate Benchmark-Aligned Learning Targets and Success Criteria for tasks as recorded in the Walkthrough Dashboard. 24-25 Walkthrough data had 14.7% of visits Communicated Benchmark-Aligned Learning Targets and Success Criteria.

By PM3, Grade Level data will show:

Third Grade from 52% proficiency to 57%

Fourth Grade from 55% proficiency to 57%.

Fifth Grade from 33% proficiency to 57%.

Sixth Grade from 52% proficiency to 57%.

Monitoring

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

Administration will monitor through walkthroughs and attending PLCs. Biweekly grade level or vertical PLCs and Monthly PLC/T3 with Admin will provide opportunities to review progress and assessment data. Ongoing monitoring will impact student achievement outcomes by adjusting instructional strategies and support bi-weekly.

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:

Description: Evidence-based intervention to be used is Teacher Clarity with an Effect Size of (.85).

Impact on student learning: Evidence has shown using High Effective Rating Strategies will increase student learning outcomes. The chosen strategy should have high engagement from scholars as they will know their learning task and what they need to do to be successful.

Rationale:

Rationale for evidence-based interventions is that scholars need clear targets, scaffolding, and opportunities to discuss their learning to master standards. Teachers will be supported in PLCs and professional development to plan their strategies and expected outcomes.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Description: Evidence-Based Interventions to be used are Strategies to Integrate Prior Knowledge with an effect size of (.93). and Classroom Discussion (.82). These two work well together in any content area. Impact on student learning: Evidence has shown using High Effective Rating Strategies will increase student learning outcomes. The chosen strategies should have high engagement from scholars as they will know their learning task and what they need to do to be successful.

Rationale:

Rationale for evidence-based interventions is that scholars need clear targets, scaffolding, and opportunities to discuss their learning to master standards. Teachers will be supported in PLCs and professional development to plan their strategies and expected outcomes.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Description: Evidence-based intervention to be used is Scaffolding with an effect size of (.86). Impact on student learning: Evidence has shown using High Effective Rating Strategies will increase student learning outcomes. The chosen strategy should have high engagement from scholars.

Rationale:

Rationale for evidence-based interventions is that scholars need clear targets, scaffolding, and opportunities to discuss their learning to master standards. We have scholars who need minimum scaffolding and others needing a great amount. Teachers will be supported in PLCs and professional development to collaborate on scaffolding to increase learning and when to remove scaffolds.

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

ELA Teachers will follow the District Curriculum Guide and Benchmark Advance program for daily structured lessons including a Benchmark Aligned Learning Target and Success Criteria with additional support from ESE and Title 1 Teachers.

Person Monitoring:

Bill Miller, Principal and Kristen Harrison, Assistant Principal

By When/Frequency:

Weekly, monthly throughout the school year ending May 30, 2026.

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

Administration and Teachers attended training on Benchmark Advance. Administration will provide professional development to teachers on structured teaching with ideas for checks for understanding throughout the lessons. Small Group instruction will be held during Intervention Blocks. Administration will complete walkthroughs to monitor classroom board configurations and structured lesson delivery aligned to Benchmark Standards and District Curriculum Guides. Administration will meet with grade levels during PLCs and T3 sessions bi-weekly. Data points will show if scholars are progressing within Tier 1 instruction and Tier 2 small group instruction. Grade Level T3/PLCs will be monitored for planning conversations on Learning Targets and Lesson Planning. Data sessions to review PM1 to PM2 growth, classroom assessments, Acadience from PM1 to PM2, and Lexia growth. School Literacy Leadership Team will monitor data to determine the need for additional interventions.

Action Step #2

Professional learning will be provided monthly and quarterly in the format of whole group PL sessions, coaching cycles, peer observations, and grade level PL, by Administration, District Specialists and guests.

Person Monitoring:

Bill Miller, Principal and Kristen Harrison, Assistant Principal

By When/Frequency:

Monthly throughout the school year, ending May 30, 2026.

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

Professional Learning will include Instructional and Engagement strategies, (Kagan and Total Participation Techniques). Book Studies offered to teacher groups using Light Up the Learning Brain, Poor Students Rich Teaching, Visible Learning and Explicit Instruction offered monthly. Classroom walkthroughs by administration to monitor the impact from the Professional Learning. Scholar assessment and progress data reviewed between teachers and administration monthly and quarterly, including Lexia and Acadience data. Data meetings held after FAST Progress Monitoring 2 testing.

Action Step #3

Vocabulary initiative using the Frayer Model to explicitly teach vocabulary words.

Person Monitoring:

Bill Miller - Principal and Kristen Harrison - Assistant Principal

By When/Frequency:

Monthly throughout the school year ending May 30, 2026.

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

Walkthroughs by administration will monitor implementation of the Vocabulary Initiative.

Administration will meet with grade level teachers monthly during T3 to monitor the weekly and monthly assessments to determine impact of the action steps and consider adjustments. Title 1 Teachers will support initiative with posting vocabulary on campus for scholar viewing. Words would be taught and posted for academic use by scholars. Initiate a Vocabulary showcase to highlight learning.

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: Increase scholar understanding and proficiency in 5th Grade Science.

Description: Using additional resources and strategies to support Science teaching will increase scholar understanding of Science concepts and standards.

Rationale: This Area of Focus was identified as a crucial need as in 2023-2024 our 5th graders scored at a 48% proficiency and dropped to 37% proficiency in 2024-2025. In our SWD population, our EBD scholars reached 67% proficiency, Speech earned 50%, however our SLD population received 0% proficiency. Our ELL population in 5th grade scored at a 20% proficiency. Supporting Science instruction in 3rd and 4th grade is essential to support future 5th grade 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.

We intend to have our 5th grade scholars achieve a 50% Science proficiency for the 25-26 school year. 24-25 5th grade Science Proficiency dropped to 37%. The upcoming 5th graders scholars were 55% proficient in ELA for 24-25 and the Science test involves grade level texts. Walkthrough data will show 80% of 5th Grade Science visits Communicated Benchmark-Aligned Learning Targets and Success Criteria which would be a large increase from 24-25 at 0%.

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 pacing, instruction and engagement. Data will be monitored with the teacher during monthly T3 grade level meetings and in Vertical Science Content PLCs. The Science PM1 and PM2 assessments will be reviewed to continue or adjust instruction. Teacher will attend District Science Collaboratives to

learn additional strategies and recommendations. 5th Grade Science proficiency is an area of growth for the District and we will welcome District Specialist recommendations.

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:

Evidence-based interventions to be used during Tier 1 instruction are Classroom Discussion with a (.82) Effect Size, 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. Each of these strategies will work well with learning the Science Standards.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Evidence-based intervention to be used during Tier 1 instruction is Teacher Clarity (.85). The teacher will explicitly use the Learning Target and Success Criteria to drive what she is asking the students to learn and the task to complete.

Rationale:

Our rationale for selecting this specific strategy is it has a high effect size and is a method that our teacher can implement with minimal additional training. This strategy will work well with learning the Science Standards.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Evidence-based intervention to be used during Tier 1 instruction is and Intentional Planning (.76). Our 5th Grade Science Teacher will have opportunities to plan her Science content in Vertical Planning PLCs with 4th and 6th grade Science Teachers. She will also have quarterly District Collaboratives with other 5th Grade Science Teachers within the District. Additional support will be collaborative with 5th Grade ELA, ESE and Title 1 Teachers offering Reading support.

Rationale:

Our rationale for selecting this specific strategy is it has a high effect size and is a methods that our teacher can implement with minimal additional training. This strategy will work well with scholars learning the Science 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

Teacher will use Intentional planning for her content, engagement strategies, and vocabulary.

Person Monitoring:

Classroom Teacher, Rachel Goodyear; Bill Miller, Principal; Kristen Harrison, Assistant Principal

By When/Frequency:

Weekly through the year ending May 30, 2026

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

Teacher will use Teacher Clarity, plan with intention using learning targets, success criteria and clear, explicit instruction. Teacher will explicitly teach Vocabulary with the Frayer Model for ease of scholar learning and reference. She will be supported by District with Curriculum Guides and Collaborative Learning Sessions. Administration will support her through walkthrough feedback. Administration will monitor the impact of this action step with classroom walkthroughs during instruction. Additionally reviewing the Science assessment data from PM1 and PM2 and discussing strategies with the teacher.

Action Step #2

Professional learning will be provided monthly and quarterly in the format of whole group PL sessions, bi-weekly content PLCs, monthly grade level T3/PLC and District Collaboratives.

Person Monitoring:

Classroom Teacher, Rachel Goodyear; Bill Miller, Principal; Kristen Harrison, Assistant Principal

By When/Frequency:

Weekly through the year ending May 30, 2026.

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

Teacher will have opportunities for Professional Learning and support for implementation. Administration will complete classroom walkthroughs to look for implementation from the Professional Learning. Walkthrough feedback will be provided to the teacher and collaboration during PLCs.

Action Step #3

Data meetings will be held monthly to reflect on how the instruction and instructional strategies are impacting scholar achievement by reviewing unit assessments and checks for understanding.

Person Monitoring:

Bill Miller, Principal and Kristen Harrison, Assistant Monthly from August 2025 until May 2026. Principal

By When/Frequency:**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administration will review scholar proficiency, growth on assessments, PM1 and PM2 and checks for understanding with the teacher and determine if this action step has been impactful.

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: Emotional Regulation by scholars within our Positive Behavior and Intervention System (PBIS).

Description: For scholars to learn, they must be regulated and engaged with their Learning Brain. Teachers and Staff also need to be regulated to teach with Teacher Clarity and use Metacognitive Strategies.

Rationale: This was identified as a crucial need from the prior year as many scholars, teachers and staff members have multiple things going on within their personal lives. It is asked that they are emotionally regulated each day so they can offer strategies for scholars to self-regulate. The prior year showed multiple scholars with dysregulated mornings, dysregulated behaviors within common areas, and an increase in the need of support from our Mental Health Counselor. Morning Dysregulation affects scholar daily 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.

As a school, the number of days scholars demonstrate dysregulation upon arrival to school, during the day, or at dismissal will be reduced from those that occurred in 24-25. In 24-25, scholar dysregulation occurred in 9% of instructional days that resulted in discipline referrals. By May 2026 scholars will show 3% or less instructional days with dysregulated behaviors.

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.

Areas of Focus will be monitored by Administrative walkthroughs, the number of visits to the ISS room, Reflection Sheets, Discipline and Counseling Referrals.

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:

PBIS Rewards with Rewards points awarded to scholars daily, weekly, and monthly. Corrective Feedback will be used within classrooms and common areas as it is an evidence-based intervention with an Effect Rating of (.70) and provides examples of how to meet expectations.

Rationale:

Point totals will be rewarded and monitored to show positive behavior reinforcement for scholars and quarterly used to shop in our PBS school store. Feedback and Reflection with scholars is intended to guide them towards how to meet expectations.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Professional Development will be provided to teachers on Teacher-delivered behavioral interventions. Each teacher will have access to the OneClay Culture Resources, MTSS-B Decision Tree and books focused on behavior interventions aligned with brain development.

Rationale:

Educating all of our staff on ways to provide a calm corner, verbal or sensory regulating tools and assisting scholars all during the day will help our scholars to co-regulate and build into self regulation. Additional resources will build the teacher's professional knowledge of behavior interventions and have an available toolbox to refer to.

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

Administration will model a Culture of Learning daily.

Person Monitoring:

All Teachers, Staff and Administration. Bill Miller, Principal and Kristen Harrison, Assistant Principal will be responsible for monitoring.

By When/Frequency:

Daily until May 30, 2026.

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

Teachers and staff will provide a Culture of Learning within their classrooms and common areas by being regulated and supporting their scholars with Metacognitive Strategies (.60) and Corrective Feedback (.70). Administration will conduct classroom walkthroughs and walkthroughs of common areas. Monitoring the Culture of Learning through lesson delivery, conversational tone, language used and overall emotional regulation of staff and scholars. Administration will check in with staff and offer positive staff building activities.

Action Step #2

Professional learning will be provided monthly in whole group PLC and in T3 grade level sessions and quarterly for specific areas.

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

Bill Miller, Principal and Kristen Harrison, Assistant Monthly from August 2025 to May 2026.
Principal

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

Training will be provided by Administration, Mental Health Counselor, and District Specialists as a Classroom Discussion with an (.82) Effect Size. Light Up the Learning Brain Book Study will be provided to a group of teachers, and Resilience book study will be offered to another group of teachers while examples from Better Days will be shared. Administration will complete walkthroughs to monitor structured lesson delivery, scholar engagement, and scaffolding for scholars. Monitoring the Culture of Learning in the classroom will be an area of focus of the walkthrough.

Action Step #3

Monthly whole group PLCs will include Climate and Culture data collected from walkthroughs and monthly PBIS / Climate and Culture team meetings.

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

Bill Miller, Principal and Kristen Harrison, Assistant Monthly until May 2026.
Principal

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

A Culture of Learning will be modeled, practiced and reinforced. Strategies will be shared to be taken back into the classrooms such as Reciprocal Teaching with an Effect Size of (.75). PBIS / Climate and Culture Team will review monthly and collaborate on next steps with Administration. Data will be collected from Reflection Sheets, Discipline Referrals, and Mental Health Counselor Emergency Support requests. Professional Development on Reciprocal Teaching will be provided. Climate Survey will be completed in the Spring by Teachers, Staff, Parents, Scholars and Administration.

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/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)).

<https://www.oneclay.net/o/mce>

Monthly Parent Newsletter:

Quarterly Title 1 Parent Engagement events will be held at the school with opportunities for parent conferences. Additional conferencing sessions will be offered during the school year. Quarterly SAC meetings will be held for Stakeholders to share in the conversation of goals and progress.

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 teachers provide instruction from morning bell to the dismissal bell. All staff are utilized to support instruction for scholars. Our Areas of Focus provide strategies to enhance the instructional

outcomes in our greatest areas of need.

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)).

We have a dedicated School Counselor and Mental Health Counselor available during the school day. Our MHC has a set scholar daily schedule and our School Counselor has his grade level lessons weekly. Scholars who present an additional need receive a BRAVE Referral. MCE uses Evidence-Based Resources to increase the proportion of scholars who receive evidence-based preventive mental health interventions in school. We also have the Boys and Girls Afterschool program housed at our school daily and through the summer. This program offers mentoring along with academics and activities. School Clubs such as Chorus, Battle of the Books, Gardening Club, ELL Book Study, Track, and Tutoring occur after school hours. During school hours scholars have a Resource daily to help them achieve in Physical Education, ART, Media, and Music.

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)).

We offer Accelerated Math in 6th grade to earn credits towards secondary education. Being an elementary school, we list each grade level by their High School Graduation Year, to support the expectation of High School Graduation. Some grade levels invite parents and adults into classrooms to share about their careers as Scientists or other professional areas.

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)).

We have a PBIS Tiered Model schoolwide. Scholars earn points for meeting expectations. When a negative choice has been made, we have opportunities to have a time out to calm down, reflection, apology, and progressive discipline with consequences. Our Out of School Suspensions are limited

by the IDEA to ten days per school year for Students with Disabilities.

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)).

We participate in Career Fairs annually at the District level to recruit effective teachers. We strive to retain effective teachers with a family style culture on campus. Professional Learning is offered monthly for all teachers, monthly for grade levels and content areas. Additional learning opportunities are for vertical planning and district provided sessions. Data sessions are held with grade levels after each progress monitoring assessment period with administration.

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)).

MCE provides Speech Therapy to outside Preschool students. We have reached out to local Preschools to share resources such as Child Find, Dolly Parton's Book Program, and New World's Reading Initiative.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Our MTSS approach utilizes school and district resources to provide the appropriate resources for all scholars and obtain necessary training for implementation. Our School Literacy Leadership Team reviews scholar data and available resources, implements and researches additional materials as needed.

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).

Our new Benchmark Advanced Curriculum will be implemented in grades K-5. Sixth grade has their continued curriculum. These curriculums in K-6 will be used for Tier 1 and the appropriate Tier 2 interventions within. Additional Tier 2 Resources will be determined according to our MTSS process. UFLI is one Tier 2 ELA Resource we plan to utilize. Small Groups are used within each grade level to increase learning. i-Ready Toolbox lessons will be a Tier 2 intervention for math.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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

Clay County Schools

MIDDLEBURG HIGH SCHOOL



2025-26 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

Miranda Knox

Miranda.Knox@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**

Lisa Evans

Lisa.Evans@myoneclay.net

Position Title

Math Teacher/Department Head

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 (Mindset Motivators & Attendance Task Force) team to appropriately reward students and encourage attendance. Students that are not attending will be tracked and referred to the 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 (Mindset Motivators & Dean) team 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

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	58.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: B 2023-24: A 2022-23: A 2021-22: B 2020-21:

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 (2025-26)

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	526	510	478	447	1,961
Absent 10% or more school days	118	125	134	165	542
One or more suspensions	80	70	53	21	224
Course failure in English Language Arts (ELA)	49	17	32	2	100
Course failure in Math	21	5	24	3	53
Level 1 on statewide ELA assessment	95	97	0	0	192
Level 1 on statewide Algebra assessment	12	36	0	0	48

Current Year (2025-26)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	89	76	68	22	255

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	57	66	59	55	64	55	49	57	50
Grade 3 ELA Achievement									
ELA Learning Gains	55	60	58	57	62	57			
ELA Lowest 25th Percentile	53	59	56	60	62	55			
Math Achievement*	49	59	49	53	61	45	50	50	38
Math Learning Gains	44	48	47	56	60	47			
Math Lowest 25th Percentile	44	42	49	55	61	49			
Science Achievement	79	82	72	79	80	68	73	74	64
Social Studies Achievement*	80	84	75	85	83	71	80	80	66
Graduation Rate	96	95	92	93	94	90	94	95	89
Middle School Acceleration									
College and Career Acceleration	78	63	69	64	60	67	74	63	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	69	52		51	49	31	52	45	

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	635
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	96%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
64%	66%	70%	58%	55%		60%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	48%	No		
English Language Learners	35%	Yes	1	
Black/African American Students	62%	No		
Hispanic Students	57%	No		
Multiracial Students	69%	No		
White Students	65%	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.

2024-25 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 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%		
													5	

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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2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	49%				50%			73%	80%		94%	74%	31%
Students With Disabilities	20%				35%			44%	54%		91%	51%	
English Language Learners	31%												
Black/African American Students	35%				51%			58%	66%		95%	63%	
Hispanic Students	40%				42%			72%	85%		100%	67%	
Multiracial Students	53%				58%			76%	82%		94%	73%	
White Students	51%				50%			74%	80%		93%	75%	
Economically Disadvantaged Students	40%				46%			67%	76%		89%	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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	54%	65%	-11%	58%	-4%
ELA	9	58%	64%	-6%	56%	2%
Biology		78%	78%	0%	71%	7%
Algebra		44%	63%	-19%	54%	-10%
Geometry		51%	62%	-11%	54%	-3%
History		80%	81%	-1%	71%	9%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		15%	19%	-4%	16%	-1%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		36%	33%	3%	29%	7%
Algebra		17%	18%	-1%	18%	-1%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* 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 improved 7 points. ELA achievement went up 1 point. Algebra EOC went up 4 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.

ELA 10th grade dropped 3 points from 57% to 54% achievement. There was a teacher that left at the beginning of the year and a second teacher that went out on extended leave. Our ELL subgroup dropped to 35% proficiency, which made us a ATSI school for the 25-26 school year. There was a increase in the ELL population late in the year, which means we did not have adequate amount of time to prepare these students for the assessments. ELA was the biggest struggle for our ELL students as they are learning the language.

Greatest Decline

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

Geometry dropped 7 points from 59% to 51%. Last year's data was skewed due to the Algebra 1B students not testing, so lower level students were not included in the previous years data. ELA 10th grade dropped 4 points from the previous school year. There were a few teacher rotations that contributed to a lack of consistency in the classroom. There is a correlation between scores and students missing 10% or more of school. (Add in specific numbers)

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 15% lower in pass rate. This is in part due to many of our higher level students taking this test 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 542 students that are absent 10% or more.

We have a total of 255 students that have two or more EWS, 89 of them being freshman.

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 (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 group instruction in Math, focusing on foundational skills, 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 a 3% increase in Algebra and Geometry dropped 8%. 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 41% to 44% proficiency.

Geometry: Last year Geometry proficiency decreased from 59% to 51%.

Walkthrough data will demonstrate that "Rigorous tasks" increase to 75%

Walkthrough data will demonstrate that "Teacher led small groups" increase to 25%.

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

Mr. Aftuck & Mr. Williams

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

Description of Intervention #2:

Schedules will be made for Support Facilitators and assistants to allow the maximum amount of instructional time in the classroom. Support Facilitators and assistants will push-in to classrooms to support ESE teachers/students. Teachers will meet in PLCs to discuss strategies to assist specific students that they have in common and address challenging students appropriately.

Rationale:

Our school has a large ESE population that needs to be placed properly and supported individually. As a whole our school has improved on targeted learning that is rooted in aligned learning targets and success criteria. We have noticed that in many cases tasks are not always as rigorous due to over serving students with scaffolds. We aim to achieve a balance of serving students with what they need and removing supports appropriately to challenge students to achieve their full potential.

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

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. 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 Small Groups

Person Monitoring:

Mr. 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

Data Reflection

Person Monitoring:

Mr. 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 foundational skills, 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 51% to 58%.

10th grade: Last year ELA proficiency decreased from 57% to 54%.

ELL proficiency dropped from 64% to 35%.

Walkthrough data will demonstrate that “Rigorous tasks” increase to 75%.

Walkthrough data will demonstrate that “Teacher led small groups” increase to 25%.

ELA FAST PM 3 data will show a minimum of 62% of 9th grade students meeting proficiency as well as 58% of 10th grade students meeting proficiency. At least 58% of students in the lower quartile will show gains in ELA.

ELL students will be supported in every ELA class with a support facilitator and data will be regularly discussed within PLCs to drive instruction and support the needs of students throughout the year.

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 (highlighting ELL students and strategies that can specifically target these learners), 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 & 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

Implement Small Group Weekly

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:

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 Development on incorporating 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.

Action Step #3

Data Review

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 know that 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 90%. 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 know that 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 90%. This needs to be increased to reach more students. We would like to increase our attendance from 90% to 92%.

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, and helping navigate through attendance meetings. 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

Miranda Knox, 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:

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 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

PBIS rewards will be given to students weekly and monthly for attendance above 90%.

Rationale:

Positive behavior incentives are a proven practice that encourages students to continue engaging in positive behavior. If we can get everyone on board with encouraging the positive behaviors focusing on attendance, we will positively impact our students attendance.

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

Student Success Team

Person Monitoring:

Justin Williams

By When/Frequency:

As needed

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

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 Rewards

Person Monitoring:

Miranda Knox

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. Knox. Students will be recognized monthly in the cafeteria for attendance over 90%.

Action Step #3

Professional Learning

Person Monitoring:

Miranda Knox

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 years through PLCs to ensure teachers are using the PBIS rewards system and also provided information they need about their students that have been placed on a Student Success Team "Success Plan". Attendance will be monitored through reports and 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.

<https://www.oneclay.net/o/mhs/page/family-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)).

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)).

Students are given 2 social skills/life skills lessons each week in their 5th period class. These are related to mental health and help students develop goals for their life and cope with what life throws at them. Students can be identified to need further counseling through classes, discipline, or parent request. Students that are in our lower quartile are given a mentor on campus that meets with them throughout the year to help them with motivation and organization skills.

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)).

We have multiple events in preparation to students enrolling at MHS to make students and parents aware of all of the postsecondary opportunities available while still in high school. Broncos Expo, Acceleration Night:9th Grade Parent Night, and Open House to name a few. Students are also given this information during Bronco Roundup (orientation) and 9th grade meetings with Mr. Aftuck and Mrs. Knox.

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 may be identified through attendance, discipline, or family notification of a trauma. Students are then recommended for the Student Success Team which will come up with an individualized plan to help the student and family address problem behavior before it worsens or causes the student to not be eligible to graduate.

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)).

Teacher leaders work diligently through their PLCs to help their teams develop by sharing information they obtain through county PD. Mrs. Knox meets monthly with the new teachers on campus to familiarise new teachers with common best practices as a teacher at Middleburg High School. PDs are developed as needed and most commonly delivered in a conference style so teachers can choose what they feel is most important or needed for them and their classroom.

Strategies to Assist Preschool Children

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

The Early Childhood Director builds relationships with our students as do the preschool teachers. They communicate with them about transitioning after high school and notify them of positions that may be available once they graduate. They write letters of recommendation for them and encourage them to apply once they graduate.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

We met with the district on 7/17/25 to discuss and review the use of resources to meet the identified needs of students on our campus. The district provided Data points for Admin to review and establish areas of opportunity and strategies on improving gaps in learning of English Language Learner. Only 4 out of 15 ELL students were proficient on the 9th grade ELA FAST. 2 out of 10 students were proficient in 10th grade ELA FAST. Only 1 student did not pass the math assessment. We were placed on the ATSI list due to our ELL proficiency being 35%, this is below the required 41%. The district provides professional development that provides resources and how they can be used in the classroom and we in turn provided these resources and trainings to teachers on campus.

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).

We will be using the Ellevation platform to track our students and also incorporate engagement strategies for our ELL students. We also have a focus on small groups driven by data this year. We have established that our ELL proficiency dropped from 64 to 35%. We will target these students by specifically/individually scheduling them to meet their needs academically. ELL students will improve from 35% to 45% proficient from the 24-25 school year to the 25-26 school year. Teachers will discuss these students within PLCs to differentiate instruction and provide support that is individualized and specific to each student. Students will also be placed in their appropriate ELA class based off of their WIDA scores. Every ELL student will be in an English class that is supported by a support facilitator. ELA was the area with the greatest deficit and will be the main focus. Within the ELD class, the students will be engaged with the Vista materials/learning program that have been approved and provided by the county.

VII. Budget to Support Areas of Focus

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

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

Clay County Schools

MCRAE ELEMENTARY SCHOOL



2025-26 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

So that all children will know the joy of self-fulfillment, the importance of respect for others, and their responsibility to family, community, and country, McRae Elementary is dedicated to providing an educational atmosphere which will give each child the freedom to dream, the desire to achieve, the courage to act, the knowledge to assist, and the challenge to excel. "Together We Can."

Provide the school's vision statement

Our major goal is to prepare students to become responsible citizens and to be the best they can be. We feel that education is a cooperative effort between school and community.

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 I 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

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: A 2023-24: A 2022-23: A 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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	0	0	0	0	0			5
Course failure in Math	3	2	0	0	0	0	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)	0	0	0	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	0	0	0	0					0

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	10	9	19	17	14	6	7			82

Current Year 2025-26

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	18	24	18	22	13	15	25			135
One or more suspensions	3	9	9	6	5	6	23			61
Course failure in English Language Arts (ELA)	3	4			3					10
Course failure in Math	4	1			1	2	1			9
Level 1 on statewide ELA assessment				9	10	7	9			35
Level 1 on statewide Math assessment				7	7	4	9			27
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 (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	8	1	11	9	5	20			58

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	4	2	3		1					10
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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	68	63	59	63	62	57	59	59	53
Grade 3 ELA Achievement	65	66	59	66	65	58	61	61	53
ELA Learning Gains	65	62	60	64	62	60			
ELA Lowest 25th Percentile	65	60	56	61	60	57			
Math Achievement*	75	67	64	69	67	62	73	64	59
Math Learning Gains	73	65	63	69	68	62			
Math Lowest 25th Percentile	53	57	51	60	59	52			
Science Achievement	75	62	58	74	61	57	69	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	72	63		55	61		55		59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	539
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
67%	66%	66%	61%	60%		66%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	48%	No		
Hispanic Students	69%	No		
White Students	67%	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.

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%	65%	65%	65%	75%	73%	53%	75%					
Students With Disabilities	42%	39%	57%	59%	49%	49%	42%	47%					
Hispanic Students	64%		82%		64%	64%							
White Students	67%	68%	64%	62%	75%	72%	53%	72%					
Economically Disadvantaged Students	60%	56%	64%	66%	68%	67%	44%	67%					

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%		

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	59%	61%			73%			69%					
Students With Disabilities	35%	47%			47%			42%					
Hispanic Students	46%				62%								
White Students	60%	61%			73%			71%					
Economically Disadvantaged Students	51%	47%			64%			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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	64%	65%	-1%	57%	7%
ELA	4	65%	59%	6%	56%	9%
ELA	5	65%	56%	9%	56%	9%
ELA	6	71%	67%	4%	60%	11%
Math	3	66%	66%	0%	63%	3%
Math	4	66%	63%	3%	62%	4%
Math	5	78%	55%	23%	57%	21%
Math	6	80%	77%	3%	60%	20%
Science	5	74%	61%	13%	55%	19%

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 overall ELA proficiency had the greatest growth, specifically 4th grade ELA proficiency, which increased from 57% in 23-24 to 71% in 24-25. Our overall proficiency increased three points in grades 3-6. In 4th grade, we saw a 14 point increase. This year, we had a new ELA team. One 4th grade teacher is a highly effective teacher who moved from 3rd grade to 4th. The other 4th grade teacher who joined our school this year has many years of experience. They implemented strong Tier I instruction and collaborated by developing common assessments and analyzing data at PLCs. The team developed two unit assessments based on state benchmarks and question stems. The team also developed writing assessments and exit tickets. The reading coach worked closely with this team during PLCs, helped develop assessments, and evaluate data as well. Students were provided with additional Tier I small group support from the reading coach who targeted students whose ELA scores in third grade were not proficient. These small groups focused on developing comprehension monitoring skills (summarizing, questions types, context clues, and building background knowledge). Title I assistants provided additional Tier I comprehension groups using CommonLit articles in order to practice reading the text closely, breaking down comprehension questions, and finding evidence to support their answers. The ESE teachers provided Tier II support using Spelling Mastery for students on MTSS. This program was conducted in the classroom and completed four times per week. Additional comprehension instruction was also provided. The Title I assistants provided Tier III support using Corrective Decoding five days per week.

Another focus this year in ELA was increasing the scores for the 5th grade cohort. In 4th grade, this cohort scored a 57% proficiency in ELA. This year, their proficiency increased five points to 62%. By prioritizing 4th and 5th grade, we saw significant gains. In 5th grade, the ELA teacher and reading coach closely collaborated on developing common unit assessments. These were rigorous assessments that aligned with the state benchmarks and question stems. Additionally, the reading teacher developed weekly exit tickets to focus on the standards that were covered and included vocabulary and summary questions for students to practice throughout the year. The Title I coach and assistants providing additional support in small group as well by providing Tier I and Tier III instruction using research-based practices and district-approved intervention programs. The ESE teacher collaborated with the classroom teacher and reading coach on areas to target in her small groups for

students with an IEP. The coach implemented groups that were based on the same strategies described above but tailored to 5th grade level content, reading passages, and questions.

At a school-wide level, the literacy team decided on Summarizing as our Essential Standard of focus for the year. The reading coach provided PD to the faculty on instructional strategies and provided graphic organizers and rubrics adapted to all grade levels. Teachers in grades Kindergarten through 6th implemented these strategies, evaluated them with their team in PLC using the rubrics, and brought students samples to whole group PLC in order to evaluate with the team as a whole, including ELA, social studies, and science teachers. The reading coach gathered feedback from the faculty on how to improve implementation of this school-wide standard next year.

The final area of improvement was 6th grade math, which increased from 64% in 23-24 to 80% in 24-25. We had teacher move from Kindergarten to 6th grade math this year. She provided strong Tier I instruction and collaborated closely with the math coach who also provided small group instruction multiple times a day, four days a week. The classroom teacher and math coach also collaborated with the ESE teacher by discussing research-based strategies and evaluating data. The Vertical Math team implemented a school-wide Essential Standard, which was monitored monthly using student data.

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 4th grade math lowest quartile learning gains at 42%. This is the second year in a row of this occurrence. Teachers will receive coaching on Tier I instruction that specifically targets students in the lowest quartile. The math coach will conduct coaching cycles with these teachers to model effective strategies and will monitor data at PLCs. The team will also prioritize teaching the standards rather than following the curriculum as a guide. One contributing factor is that we have a teacher new to the school in 4th grade math this year. Our two ESE math teachers are also new to ESE and to teaching math.

Greatest Decline

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

The greatest decline was in 2nd grade ELA. In 23-24, 2nd grade proficiency in ELA was 65%. This year it dropped to 46%. One of our highly effective 2nd grade teachers moved up to 3rd grade this year and was replaced by a beginning teacher. This teacher was supported through coaching cycles and continues to work on classroom management strategies. The cohort as a whole also decreased in proficiency, having achieved a 74% in 1st grade.

The 3rd grade teacher will return to 2nd grade next school year. The reading coach will support the teachers new to the teaching profession and/or new to ELA in 2nd grade next year by providing coaching cycles and focusing on Tier I instruction across the grade level.

Next year, this cohort will be a focus in 3rd grade. The reading coach will work closely with the classroom and ESE teachers to provide targeted support at the Tier I level as well as provide interventions at the Tier II and Tier III levels.

Greatest Gap

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

The greatest gap was in 2nd grade ELA., which was 46%. The state proficiency was 52%. This is a six point difference. One of our reading teachers was a first year teacher. She struggled with classroom management and this resulted in loss of instructional time. Our reading coach completed an effective coaching cycle with continued support. She was also supported by the more experienced second grade reading teacher throughout the year. Historically, this cohort has received additional behavior and academic support.

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, 99 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.

- 4th Grade Math: Lowest Quartile Learning Gains and Overall Learning Gains (Tier I Instruction)
- 3rd Grade ELA: 2nd Grade (24-25) Cohort that scored 46%: Tier I Instruction and Small Group Instruction
- 1st Grade ELA: Tier I Instruction
- 1st Grade Math: Tier I Instruction
- 5th Grade ELA: Tier I 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 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.

McRae's math proficiency for grades 3-6 was 70% for the 24-25 FAST PM3. This was an increase from the 24-25 school year, which was 69%. Learning gains for the lowest quartile averaged to 60%. Learning Gains in 4th grade were 42%. Because of this, our focus is to increase the learning gains for students in the lowest quartile.

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 4th grade Bottom Quartile students made a Learning Gain on the final FAST assessment. This year, A minimum of 50% of 4th and 5th 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

Tammy Winkler, Ashley Kibler, 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 thrus, 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:

Tammy Winkler - Ashley Kibler

By When/Frequency:

Walk-throughs, Observations, PLC meetings and binder reviews- 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:

By When/Frequency:

Tara Lybarger/Alex Scamahorn

Weekly and Quarterly

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, 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, Tara Lybarger, Ashley Kibler

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 the growth of our students and the mastery of skills through exit tickets and assessments.

Action Step #4

Professional Learning- Lesson Planning, Small Groups, Student Collaboration

Person Monitoring:

Tammy Winkler/Ashley Kibler, Tara Lybarger

By When/Frequency:

Monthly

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.

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.

Instructional practice in ELA is one of our areas of focus because of the need to increase student literacy at McRae. According to the 24-25 FAST results, our overall school proficiency in ELA is 67%. This means that 33% of students are not performing on grade level in reading. Reading ability is essential for future success and impacts all areas of learning.

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

Improving Tier I Instruction in all grades is our primary focus. In collaboration with the reading coach and ESE teachers, classroom teachers will strengthen Tier I Instruction by intentionally planning on how to embed UDL strategies into whole group lessons. They will also collaborate on ways to incorporate student collaborative techniques in both whole group and small group settings. Additionally, they will collaborate on how to differentiate guided and independent practice in Tier I Instruction.

In first and second grade, teachers will also provide Tier I Instruction on grade level fluency. They will model fluent reading and provide opportunities for guided and independent practice with partners. They will incorporate a comprehension component into fluency practice as well by having student students retell what they read and write summaries of the text.

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

Improving Tier I Instruction in all grades is our primary focus. In collaboration with the reading coach and ESE teachers, classroom teachers will strengthen Tier I Instruction by intentionally planning on how to embed UDL strategies into whole group lessons. They will also collaborate on ways to incorporate student collaborative techniques in both whole group and small group settings. Additionally, they will collaborate on how to differentiate guided and independent practice in Tier I Instruction.

Teachers will also provide Tier I Instruction on grade level fluency. They will model fluent reading and provide opportunities for guided and independent practice with partners. They will incorporate a comprehension component into fluency practice as well by having student students retell what they read and write summaries of the text.

Grades K-2: Measurable Outcome(s)

52% of 2nd Graders scored below Level 3 on the PM3 FAST. Our goal is to increase our Reading Proficiency to 55% for 3rd Grade, the cohort of students moving from 2nd to 3rd.

Grades 3-5: Measurable Outcome(s)

52% of 2nd Graders scored below Level 3 on the PM3 FAST. Our goal is to increase our Reading Proficiency to 55% for 3rd Grade, the cohort of students moving from 2nd to 3rd.

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

Alexandra Scamahorn, Tammy Winkler, 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:

We will strengthen Tier 1 instruction 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 improve Tier I instruction is using Specially Designed Instruction (SDI) when planning both whole group and small group lessons. SDI is effective when teachers tailor instructional strategies and supports to meet the needs of individual students. While UDL aims to prevent learning gaps, SDI corrects learning gaps by designing instruction that is specific to individual students. The general education teacher will utilize SDI to plan lessons with the ESE teacher using student data and psychologicals 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 improve Tier I instruction is increased 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.

Rationale:

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.

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

Implementing UDL

Person Monitoring:

Alexandra Scamahorn/Tara Lybarger/Tammy Winkler

By When/Frequency:

Monthly

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

The instructional coaches will provide professional development on UDL in whole group PLC. The coaches will then attend weekly PLCs with teams to help them plan their UDL instruction, tailored to their classrooms. This will be monitored by attending weekly meetings and by using the PLC binder documentation.

Action Step #2

Providing SDI

Person Monitoring:

Alexandra Scamahorn

By When/Frequency:

Monthly

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 SDI for students in a small group setting. 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

Increasing Student Collaboration

Person Monitoring:

Alexandra Scamahorn/Tammy Winkler

By When/Frequency:

Monthly

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

The coaches will provide/coordinate for additional PD on student collaboration. The coaches will attend weekly PLCs to help teachers develop and plan for student collaboration in their lessons. The reading coach will also strategize on ways to increase student collaboration in small groups settings by helping classroom teachers, ESE teachers, and Title I assistants to implement student collaboration practices. This will be monitored by attending weekly PLCs, reviewing PLC binder documentation, evaluating student progress monitoring data, and classroom walk thrus.

Action Step #4

Monthly Data Review

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

Alex Scamahorn/Tammy Winkler

Monthly

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

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 current data (unit assessments, exit tickets, student writing) and respond to the data with targeted support.

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.

When reviewing our Walkthrough Data, our OneClay Leadership Team noticed that Collaborative Work was only observed 31% of the time. We would like to increase collaborative learning opportunities for our students for many reasons. These types of interactions have high effect sizes- Piagetian Programs= 1.28, Reciprocal Teaching = .74, and Cooperative Learning Vs. Individual Learning/Peer Tutoring = .55. Pre-K through 6th grade students will discuss their learning, share strategies, and solve problems together. These interactions will benefit all students, allowing them to share their ideas and learn from each other.

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.

24-25 Walk Through Data indicated that students were involved in Collaborative Work 31% of the time. During the 25-26 school year, PLC groups will plan collaborative activities when they lesson plan together. The OneClay Leadership Team created indicators for admin to complete during each walk through. Our goal is to increase student collaboration to 35%.

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 Collaboration will be monitored through PLC binder reviews. Administrators will review activities that PLC members plan for lessons. They will also indicate if students completed these activities during walk throughs, allowing us to monitor the percentage of time that students collaborate

during lessons.

Person responsible for monitoring outcome

Tammy Winkler/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:

Directive Discourse, Reciprocal Teaching, Peer Tutoring- These activities allow students to build relationships as they discuss their learning. They will enhance learning by allowing students to explain their thinking and to learn from each other. Students will read together and discuss the information provided in the text. They will use academic vocabulary as they complete comprehension activities together. Students will solve problems together. During this process, they will listen to each other, agree/disagree with evidence, and solve problems using different strategies including building models. Students will be trained to provide support to peers in a respectful, productive manner. This will be monitored through PLC documentation, observations, walk thrus, and student data.

Rationale:

All of these strategies have high effect sizes. These activities allow students to build relationships. They will enhance learning by allowing students to explain their thinking and to learn from each other.

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

Student Collaboration - Research will be shared with our faculty on the benefits of collaborative activities during our Back to School meeting and during our monthly Whole Group PLC and Come Together Meetings. Teachers will complete the Directed Discourse trainings with our ESOL support, Amber Rockwell. Techniques will be modeled throughout the year. PLC groups will be encouraged to agree on a template for the lesson plans that will include a section to include the collaborative structure that will be used for the lesson.

Person Monitoring:

Tammy Winkler, Ashley Kibler, Alex Scamahorn,
Tara Lybarger

By When/Frequency:

Monthly

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

Student Collaboration will be monitored through our walk through data. The impact of collaboration will be monitored through formal assessments, exit tickets, and progress monitoring.

Action Step #2

Teachers and Assistants will be trained in techniques to use to promote student engagement and collaboration during Pre-planning and during monthly Whole Group PLCs and Come Together Meetings. Model lessons will be provided for teachers to observe. We will complete the quarterly Directed Discourse trainings.

Person Monitoring:

Tammy Winkler, Ashley Kibler, Alex Scamahorn,
Tara Lybarger

By When/Frequency:

monthly

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

Student Collaboration will be monitored through our walk through logs. The impact of collaboration will be monitored through exit tickets, checks for understanding, unit assessments, and the FAST progress monitoring.

Action Step #3

Monthly Data Reviews- PLC Teams will review data- exit tickets, checks for understanding, rubric scores, assessments to monitor student progress toward the mastery of skills.

Person Monitoring:

Tammy Winkler, Ashley Kibler, Alex Scamahorn,
Tara Lybarger

By When/Frequency:

monthly

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

Student Collaboration will be monitored through walk throughs. The impact of collaboration will be monitored through exit tickets, checks for understanding, unit assessments, rubric scores, and FAST progress monitoring.

Action Step #4

Students will be given the opportunity to work collaboratively.

Person Monitoring:

Tammy Winkler, Ashley Kibler, Alex Scamahorn,
Tara Lybarger

By When/Frequency:

Monthly

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

Students will be given the opportunity to learn from their peers through collaborative activities. Students will read passages together. They will discuss the information shared in the text and answer comprehension questions by sharing evidence from the text that supports their ideas. They will solve math problems by using different strategies including building models demonstrating their thought process. They will better understand science concepts by discussing systems and drawing models to explain these processes. Students will serve as tutors and will learn from each other.

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 Synergy. 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 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 2025-26 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



2025-26 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), 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

Assistant Principal 12th Grade Administrator

Evaluator for: Science, ESE, and Credit Recovery Labs

Oversees the following areas: ESE Plans, Biology Proficiency, Graduation Rate, School Advirory Council & PTA, Principal Reviews, PBIS, Summer School Coordinator, Teacher of the Year, School Related Employee of the Year, Teacher Support/Appreciation, New Teacher Orientation, Parent Academy coordinator, Enrollment Issues, title IX Backup Administrator and Out-of-Field Teachers, and ESOL Out-of Field letters.

Leadership Team Member #3

Employee's Name

Lance Linscomb

Lance.Linscomb@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal 10th Grade Administrator

Evaluator for: Math and Spanish.

Oversees the following areas: Math Proficiency, Math Learning Gains and Lower Quartile, Facilities, Work Orders, Custodians, Keys, 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

Assistant Principal 11th Grade Administrator

Evaluator for: English, Intensive Reading, and Media Center

Oversees the following areas: ELA Proficiency, Learning Gains, Lower Quartile, FAST, and EOC Testing, AICE Department, Master Schedule, Literacy Leader, Social Media, Webmaster, Chromebooks, ESOL compliance, Guidance department, FTE compliance, Opening/closing of schools, Link Crew.

Leadership Team Member #5

Employee's Name

Norman Ritz

norman.ritz@myoneclay.net

Position Title

SAC Chair and Teacher

Job Duties and Responsibilities

Assistant Contributor of the School Improvement Plan, Teacher of AP English Language and Composition, AP Research, and English III. School Advisory Committee Chair, National English Honor Society Advisor, National Beta Club Sponsor, and Miss OHS Director.

Leadership Team Member #6

Employee's Name

Brett Rountree

Brett.Rountree@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal 9th Grade Administrator

Evaluator for: Social Studies, Fine Arts, NJROTC, and PE.

Oversees the following areas: US History Proficiency, US History Learning Gains and Lower Quartile, FAST and EOC Testing, Property, AP Program, Events Calendar, Title IX Lead, Roster Verification, Federal Impact Aid, School Safety Team Member, Textbooks, and Professional Development Points.

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 start of the year, the SAC leader meets with the school leadership team to discuss potential target areas to focus on. After that initial meeting, 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 first SAC meeting. Stakeholders are given an opportunity to voice comments and concerns before approving 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 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.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	52.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: A 2023-24: A 2022-23: A 2021-22: B 2020-21:

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 (2025-26)

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	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 (2025-26)

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 (2024-25) 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 (2024-25) 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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	69	66	59	66	64	55	60	57	50
Grade 3 ELA Achievement									
ELA Learning Gains	62	60	58	65	62	57			
ELA Lowest 25th Percentile	61	59	56	65	62	55			
Math Achievement*	74	59	49	70	61	45	51	50	38
Math Learning Gains	57	48	47	68	60	47			
Math Lowest 25th Percentile	62	42	49	72	61	49			
Science Achievement	85	82	72	81	80	68	77	74	64
Social Studies Achievement*	92	84	75	86	83	71	83	80	66
Graduation Rate	98	95	92	97	94	90	97	95	89
Middle School Acceleration									
College and Career Acceleration	60	63	69	60	60	67	62	63	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	67	69	52	68	51	49	61	52	45

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	72%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	787
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	98%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
72%	73%	71%	60%	58%		61%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	58%	No		
English Language Learners	69%	No		
Asian Students	87%	No		
Black/African American Students	69%	No		
Hispanic Students	74%	No		
Multiracial Students	72%	No		
White Students	73%	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.

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%
12/2025													

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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2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	60%				51%			77%	83%		97%	62%	61%
Students With Disabilities	36%				33%			44%	63%		90%	19%	
English Language Learners	40%				55%			68%	80%		82%	33%	69%
Asian Students	81%				85%			93%	89%		100%	78%	
Black/African American Students	50%				44%			66%	79%		97%	47%	
Hispanic Students	60%				50%			81%	86%		95%	67%	68%
Multiracial Students	61%				60%			78%	85%		97%	68%	
White Students	69%				54%			85%	85%		97%	71%	
Economically Disadvantaged Students	50%				47%			69%	79%		95%	57%	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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	68%	65%	3%	58%	10%
ELA	9	68%	64%	4%	56%	12%
Biology		85%	78%	7%	71%	14%
Algebra		67%	63%	4%	54%	13%
Geometry		67%	62%	5%	54%	13%
History		92%	81%	11%	71%	21%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		16%	19%	-3%	16%	0%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		20%	18%	2%	18%	2%
Geometry		43%	27%	16%	19%	24%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* 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 improved academic area during the 2024–25 school year was our Social Studies assessment scores, which rose by 6 points. This significant growth was driven by the leadership of Lance Linscomb and the dedicated efforts of the U.S. History teaching team. Through consistent collaboration in their Professional Learning Communities (PLCs), the department analyzed data and implemented targeted improvements to support student success.

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 in the 2023–24 school year was Acceleration Points, which include our Career and Technical Education (CTE) program, Advanced Placement (AP) program, Dual Enrollment (DE), and the Advanced International Certificate of Education (AICE) program. This area underperformed primarily due to CTE and AP exam results falling below the state average.

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 previous year was Mathematics Learning Gains, which dropped 11 percentage points—from 68% to 57%. Several factors contributed to this decrease, including gaps in foundational math skills, challenges in addressing diverse learning needs, and a need for more targeted instructional strategies to support student growth across all proficiency levels.

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 greatest gap compared to the state average was College and Career

Acceleration, where we scored 6% below the state benchmark. This gap was primarily driven by underperformance in our Career and Technical Education (CTE) and Advanced Placement (AP) exam pass rates. A contributing trend includes lower participation and success rates in rigorous coursework, indicating a need for increased student support, targeted preparation, and expansion of access to acceleration opportunities.

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. Acceleration Points- CTE, AICE, AP, and DE.
2. Mathematics Learning Gains
3. ELA Learning Gains with our ELL students and 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

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 consistent and high-quality teaching practices. Based on prior year data, we identified a need for improvement in how effectively benchmark-aligned content is being taught, as well as ensuring that students are consistently meeting 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.

The implementation and impact of the Area of Focus will be measurable 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. By tracking these key metrics, adjustments will be made in real-time to ensure that the focus areas are being effectively implemented, leading to the desired outcomes.

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 any areas where additional support or adjustments to instruction may be needed. Additionally, feedback from teachers during professional development sessions and collaborative planning times will be gathered to assess the quality of implementation and the effectiveness of support provided. By tracking these key metrics, adjustments will be made in real-time to ensure that the focus areas are being effectively implemented, leading to the desired outcomes.

Person responsible for monitoring outcome

Justin Fluent, Toyia Mills, Brittany Mckenzie 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 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.

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

Person Monitoring:

Justin Fluent

By When/Frequency:

Weekly

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

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.

Action Step #2

Classroom Visits for Lesson Plans Review

Person Monitoring:

Justin Fluent

By When/Frequency:

Weekly

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

Mr. Fluent will have his leadership team check teachers' lesson plans, lesson plans and success criterias during classroom walkthroughs.

Action Step #3

Data Meetings

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:

Mr. Fluent will have his leadership team attend monthly data chats with their departments and dive into the data to look for trends.

Action Step #4

Ongoing PLCs

Person Monitoring:

Justin Fluent

By When/Frequency:

Weekly

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

Administrators will engage in PLCs to support and provide teachers' professional development, focusing on aligning with benchmarks. Teachers will implement PD to create benchmark-aligned lessons, activities, and assessments through PLCs.

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.

This year, our Area of Focus will center on improving academic outcomes for Students with Disabilities (SWD) across all grade levels, with particular emphasis on ELA, Math, Biology, and History. Based on prior year data, SWD students demonstrated lower proficiency levels compared to their peers, particularly in core subjects like Math and ELA. In the 24-25 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.

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 2025–2026 school year, students with disabilities (SWD) will demonstrate a 10% increase in proficiency on state assessments, improving in ELA from 34% to 44% and in Math from 58% to 68%. The instructional leadership team will monitor progress through district progress monitoring tools, quarterly data reviews of formative and summative assessments, and ongoing classroom walkthroughs. Walkthrough data will be collected regularly, with an initial target of 60% of classrooms demonstrating explicit, benchmark-aligned instruction by mid-year, and 100% by the end of the year. This will ensure that high-leverage instructional practices and data-driven interventions are being implemented with fidelity. Instructional adjustments and supports will be provided based on real-time data to ensure all students remain on track.

Additionally, we will improve overall proficiency on state assessments among SWD students, aiming for the following end-of-year targets:

- **ELA:** Increase proficiency from 34% to 44%
- **Math:** Increase proficiency from 58% to 68%
- **Biology EOC:** Increase proficiency from 52% to 62% proficiency
- **History EOC:** Increase proficiency from 84% to 89% proficiency.

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

Person responsible for monitoring outcome

Toyia Mills

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 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

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

Push-In Support

Person Monitoring:

Toyia Mills

By When/Frequency:

Weekly

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

This action will be monitored through regular classroom walkthroughs, lesson plan reviews, and progress monitoring data. Student performance will be tracked using formative assessments, benchmark data, and Individual Education Plan (IEP) goal progress. Teachers and support staff will meet during PLCs to analyze data and adjust instruction as needed. The goal is to increase engagement, close skill gaps, and improve overall achievement for ESE students in the general education setting.

Action Step #2

PD Plan for SWD

Person Monitoring:

Toyia Mills

By When/Frequency:

Monthly

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

Professional development sessions will be conducted monthly to align instructional practices with schoolwide expectations. Push-in teachers (Support Facilitators) and General Ed teachers will meet and plan weekly.

Action Step #3

Data Monitoring

Person Monitoring:

Toyia Mills

By When/Frequency:

Bi-Weekly

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

Teams will monitor data from formative checks and summative data to review student progress and adjust instruction to address identified learning gaps.

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.

The area of focus for the 2025–26 school year is 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 2025–26 school year, English Language Learner (ELL) students will demonstrate a 5% increase in Progress Monitoring (PM) gains in both ELA and Math compared to the 2024–25 school year. Additionally, the ELL subgroup will achieve a 45% proficiency rate on the Biology and U.S. History End-of-Course (EOC) assessments by the end of the year. Instructional walkthrough data will show that the targeted instructional practice identified by our school team through the OLA process is evident in at least 50% 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 ELL Area of Focus will be monitored through multiple data sources and ongoing review processes. Instructional walkthroughs will be conducted regularly to ensure the use of targeted ELL strategies, such as scaffolding, academic vocabulary instruction, and language supports, in at least 50% of classrooms. Progress Monitoring (PM) assessment data in ELA and Math will be analyzed at each benchmark window to track growth toward the 5% gain goal. Additionally, Biology and U.S. History EOC data for the ELL subgroup will be reviewed to measure progress toward the 45% proficiency target.

Teachers will participate in PLCs to review student work, adjust instruction, and share effective practices. Data from formative assessments, IEP/ELL plan reviews, and classroom observations will also inform instructional adjustments. Administration and instructional coaches will provide feedback and support to ensure fidelity of implementation and drive continuous improvement.

Person responsible for monitoring outcome

Brittany McKenzie

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 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

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

Person Monitoring:

By When/Frequency:

Justin Fluent

Weekly

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

Mr. Fluent will lead his leadership team in conducting weekly classroom walkthroughs focused on key instructional elements that support student learning, particularly for ELL students. These walkthroughs will specifically look for: Explicit Vocabulary and Grammar Instruction: Evidence that teachers are intentionally integrating targeted vocabulary and grammar concepts into daily instruction. Development of Sentence Structures and Frames: Strategies that support students in using and expanding a variety of sentence structures to strengthen both their written and oral communication skills. Use of Multiple Learning Modalities: Implementation of diverse tasks that engage students in reading, writing, speaking, and listening to support language acquisition and content mastery.

Action Step #2

Professional Learning with ELL

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:

Mr. Fluent will collaborate with his leadership team and the District ESOL Specialist to conduct focused classroom walkthroughs that assess language development, content-area connections, and use of visual scaffolds. Findings will inform targeted PD sessions to strengthen instructional strategies for ELL learners.

Action Step #3

Data Review for ELL

Person Monitoring:

Brittany McKenzie

By When/Frequency:

Monthly

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

Conduct monthly data reviews of formative and summative assessments in ELA, Math, Biology, and US History for ELL students to track growth. Use findings to support and increase the implementation of targeted practices.

Area of Focus #4

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

Graduation/Acceleration specifically relating to 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.

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 85% 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 credits—such as Advanced Placement (AP), Dual Enrollment, Industry Certification, or 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 76% 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 post-secondary 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.

Building on the prior year's graduation rate of 98%, the school aims to maintain or improve this rate to 99% for the upcoming school year. This objective reflects a commitment to sustaining high student retention and successful completion of graduation requirements across all relevant grade levels.

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 completing an acceleration credit.

Attendance/Behavior

- Seniors attendance is at a 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

Toyia Mills

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 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

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

Graduation Readiness Reviews

Person Monitoring:

Justin Fluent and Toyia Mills

By When/Frequency:

Monthly

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

Mr. Fluent and Ms. Mills 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.

Action Step #2

Senior Success Sessions

Person Monitoring:

12th Grade School Counselors and Toyia Mills

By When/Frequency:

Quarterly

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

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.

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.

Synergy 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.

Incident Referrals will decrease overall by 20% next school year. SWD discipline referrals will decrease by 30% compared to last 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.

By incorporating PBIS expectations into our daily instructional practices, we will both directly and indirectly expose students and faculty to the 5 Social Emotional Competencies. Teaching self-awareness, Responsible Decision-Making skills, Relationship Skills, and Social Awareness Skills.

Person responsible for monitoring outcome

Justin Fluent, Toyia Mills & 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:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

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."

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 Practice & Implementation

Person Monitoring:

Toya Mills, Justin Fluent & Deans

By When/Frequency:

Daily

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

PBIS expectations will be explicitly taught, modeled, and reinforced throughout all class routines and transitions daily. Educators will incorporate brief social-emotional learning activities—such as reflective journaling, role-playing, or student check-ins—to develop self-awareness, responsible decision-making, relationship skills, social awareness, and self-management.

Action Step #2

Professional Learning

Person Monitoring:

Toya Mills, Justin Fluent and Deans

By When/Frequency:

Monthly

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

Provide ongoing professional development for staff, focusing on restorative justice techniques, effective implementation of PBIS, and social-emotional learning competencies to make sure teachers have the skills and resources needed to reduce discipline referrals and support SWD students effectively.

Action Step #3

Monthly Data Review

Person Monitoring:

Toya Mills, Justin Fluent and Deans

By When/Frequency:

Monthly

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

Conduct monthly reviews of Synergy 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.

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 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 2025-26 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



2025-26 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

OLJH 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

Wilnitra Dixon

wilnitra.dixon@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

The School Principal is responsible to the Superintendent of Schools.

Responsibilities and duties of this position 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. 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

Michael Elia

micheal.elia@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.
3. Oversees student transportation needs.
4. Student Discipline.

Leadership Team Member #3

Employee's Name

Joshua Freeman

joshua.freeman@myoneclaynet

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.
3. Test Coordinator
4. Scheduling
5. Pre-AICE Coordinator

Leadership Team Member #4

Employee's Name

Florence Lafontant

florence.lafontant@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.
3. Positive Behavior Intervention Systems Coordinator
4. Student Discipline

Leadership Team Member #5

Employee's Name

Chelsea Logsdon

chelsea.logsdon@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.

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

Rachel Brown

rachel.brown@myoneclay.net

Position Title

Career & Technical Education Department Chair

Job Duties and Responsibilities

General Responsibilities

Attend monthly meetings as a member of the School Based Leadership Team.

- Host department meetings at least once a month for all team members to attend. Send minutes to the principal monthly.
- Share minutes from SBLT meetings with the CTE department.
- 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.
- Attend district meetings as scheduled to support the needs of courses offered in the CTE department.
- Ensure certification assessments are completed as outlined by the district.
- Review budgeted funds and approve purchase order requests in alignment with district/state bookkeeping procedures for the CTE department. All purchase requests must be approved by

the principal at the school level. *Final review for approval may be required at the district level.

- Secure and organize CTE affiliated clubs for student participation. Maintain club organization and activities in alignment with district and program requirements.
- Actively communicate with district level specialists/program directors about the status of clubs within the program.
- Ensure appropriate supervision and guidance for CTE specific clubs/organizations.

Weekly PLC's

Collaboration (guidance) with the **District** contacts to ensure needs of the team are met.

- Singleton PLCs have been established by the District for each area within the department.
- Training will be provided to each department chair about the expectations of the updated PLC during the summer as well as throughout the school year with District and School-based professional development.

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. *Primarily with students in classes earning acceleration points. Communicate assessment dates/all details with school administration, district program directors, and department members.
- Department chairs will model and coach their team into breaking down the data into subgroups to guide instructional moves. Team leaders will assist their team in identifying trends, clarifying, and understanding learning intentions in the data.
- Provide feedback based on data to determine master schedule section needs for each course offered.

Leadership Team Member #7

Employee's Name

Sara Bucklin

sara.bucklin@myoneclay.net

Position Title

English Language Arts/Reading Department Chair

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.

Weekly PLC's

- Leading PLCs is a primary responsibility of the department chair. 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.
- Training will be provided to each department chair about the expectations of the updated PLC during the summer as well as throughout the school year with District and School-based professional development.

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.
- Team leads will model and coach their team into breaking down the data (F.A.S.T., Lexia, ALEKS, common assessments, exit tickets, classroom assessments, etc.) into subgroups to guide instructional moves. Team leaders will assist their team in identifying trends, clarifying, and understanding learning intentions in the data.

Leadership Team Member #8**Employee's Name**

Alison Thompson

Alison.thompson@myoneclay.net

Position Title

Exceptional Student Education Department Chair

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.
- Collaborate with administration and counselors about student class placements as needed.
- Schedule and/or facilitate needed annual, interim, and manifestation meetings.

Weekly PLC's

- Leading PLCs is a primary responsibility of the department chair. 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.

- Training will be provided to each department chair about the expectations of the updated PLC during the summer as well as throughout the school year with District and School-based professional development.

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.

Content Specific

- Model effective instructional practice 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.

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.
- Team leads will model and coach their team into breaking down the data (F.A.S.T., Lexia, ALEKS, common assessments, exit tickets, classroom assessments, etc.) into subgroups to guide instructional moves. Team leaders will assist their team in identifying trends, clarifying,

and understanding learning intentions in the data.

Leadership Team Member #9

Employee's Name

Michael Summers

michael.summers@myoneclay.net

Position Title

Fine Arts Department Chair

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

- Collaboration with Art, Music, and Band Directors (singletons), guide PLCs to ensure department needs are met. 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.
- Training will be provided to each department chair about the expectations of the updated PLC during the summer as well as throughout the school year with District and School-based professional development.
- 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.
- Team leads will model and coach their team into breaking down the data (F.A.S.T., Lexia, ALEKS, common assessments, exit tickets, classroom assessments, etc.) into subgroups to guide instructional moves. Team leaders will assist their team in identifying trends, clarifying, and understanding learning intentions in the data.

Leadership Team Member #10**Employee's Name**

Tiffany Walthour

tiffany.walthour@myoneclay.net

Position Title

Mathematics Department Chair

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.

Weekly PLC's

- Leading PLCs is a primary responsibility of the department chair. 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.
- Training will be provided to each department chair about the expectations of the updated PLC during the summer as well as throughout the school year with District and School-based professional development.

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.
- Team leads will model and coach their team into breaking down the data (F.A.S.T., Lexia, ALEKS, common assessments, exit tickets, classroom assessments, etc.) into subgroups to guide instructional moves. Team leaders will assist their team in identifying trends, clarifying, and understanding learning intentions in the data.

Department Chair: ESE

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.
- Collaborate with administration and counselors about student class placements as needed.
- Schedule and/or facilitate needed annual, interim, and manifestation meetings.

Weekly PLC's

- Leading PLCs is a primary responsibility of the department chair. 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.
- Training will be provided to each department chair about the expectations of the updated PLC during the summer as well as throughout the school year with District and School-based professional development.

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.

Content Specific

- Model effective instructional practice 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.

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.
- Team leads will model and coach their team into breaking down the data (F.A.S.T., Lexia, ALEKS, common assessments, exit tickets, classroom assessments, etc.) into subgroups to guide instructional moves. Team leaders will assist their team in identifying trends, clarifying, and understanding learning intentions in the data.

Leadership Team Member #11

Employee's Name

Meghan Wilkes

meghan.wilkes@myoneclay.net

Position Title

Physical Education Department Chair

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

- Collaboration (guidance) with the **Athletic Director** for Physical Education PLCs to ensure department needs are met. 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.
- Training will be provided to each department chair about the expectations of the updated PLC during the summer as well as throughout the school year with District and School-based professional development.
- Singleton PLCs have been established by the District for Art, Band, Chorus/Music, and Media/TV Production.

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- 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.
- Team leads will model and coach their team into breaking down the data (F.A.S.T., Lexia, ALEKS, common assessments, exit tickets, classroom assessments, etc.) into subgroups to guide instructional moves. Team leaders will assist their team in identifying trends, clarifying, and understanding learning intentions in the data.

Athletic Director

- Facilities

- Gym
- Grounds
- Locker rooms
- Student supervision
- Equipment safety

Leadership Team Member #12

Employee's Name

Stephany Wilson

stephany.wilson@myoneclay.net

Position Title

Science Department Chair

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.

Weekly PLC's

- Leading PLCs is a primary responsibility of the department chair. 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.
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Data

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- Team leads will model and coach their team into breaking down the data (F.A.S.T., Lexia, ALEKS, common assessments, exit tickets, classroom assessments, etc.) into subgroups to guide instructional moves. Team leaders will assist their team in identifying trends, clarifying, and understanding learning intentions in the data.

Leadership Team Member #13**Employee's Name**

Kendra Baum

kendra.baum@myoneclay.net

Position Title

Social Studies Department Chair

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.

Weekly PLC's

- Leading PLCs is a primary responsibility of the department chair. 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.

- Training will be provided to each department chair about the expectations of the updated PLC during the summer as well as throughout the school year with District and School-based professional development.

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.
- Team leads will model and coach their team into breaking down the data (F.A.S.T., Lexia, ALEKS, common assessments, exit tickets, classroom assessments, etc.) into subgroups to guide instructional moves. Team leaders will assist their team in identifying trends, clarifying, and understanding learning intentions in the 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 purpose of this School Advisory Council shall be to promote communication, involvement, and understanding among the parents, faculty, students and community. The School Advisory Council will have none of the powers and duties now reserved by the Principal, the Superintendent and the

School Board. The School Advisory Council shall serve in the following ways:

1. School based group responsible for decision making with regard to school improvement plans and school accountability.
2. Assist the Principal and leadership team in development of the annual comprehensive plan and provide feedback concerning the budget in addition to school-wide initiatives. School-wide initiatives include community/family engagement, academic, and extra-curricular activities.
3. Provide assistance and feedback with climate surveys and family engagement activities.

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 on a monthly basis using the following methods:

1. SAC meetings: school-wide data will be provided for review, discussion, and next steps (quarterly)
2. School committee meetings (PBIS, Literacy, SBLT)
3. The Oakleaf Junior High Professional Learning Community (weekly)
4. School Based Leadership Team Meetings(SBLT) (monthly)
5. School Data Reviews (quarterly)
6. Administration Team Meetings (weekly)

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	54.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: B 2023-24: B 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment								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

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								97	88	185

Current Year 2025-26

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days								84	112	196
One or more suspensions								103	128	231
Course failure in English Language Arts (ELA)								4	19	23
Course failure in Math								11	28	39
Level 1 on statewide ELA assessment								54	82	136
Level 1 on statewide Math assessment								57	58	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)										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 (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								78	103	181

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	67	63	58	63	61	53	53	54	49
Grade 3 ELA Achievement	27			21					
ELA Learning Gains	61	58	59	63	57	56			
ELA Lowest 25th Percentile	50	51	52	54	47	50			
Math Achievement*	68	74	63	71	72	60	65	69	56
Math Learning Gains	57	60	62	61	60	62			
Math Lowest 25th Percentile	48	58	57	60	57	60			
Science Achievement	69	62	54	60	64	51	60	62	49
Social Studies Achievement*	88	85	73	80	83	70	79	81	68
Graduation Rate									
Middle School Acceleration	59	64	77	57	61	74	57	63	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	63	65	53	32	56	49	42	44	40

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
63%	60%	62%	55%	49%		65%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	42%	No		
English Language Learners	53%	No		
Asian Students	73%	No		
Black/African American Students	56%	No		
Hispanic Students	63%	No		
Multiracial Students	67%	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.

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%
12/2025													

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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2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	53%				65%			60%	79%	57%			42%
Students With Disabilities	18%				31%			22%	53%	19%			
English Language Learners	25%				37%			39%	57%	36%			55%
Asian Students	76%				88%			93%	94%	67%			
Black/African American Students	43%				54%			50%	71%	53%			
Hispanic Students	51%				64%			61%	83%	53%			58%
Multiracial Students	59%				69%			76%	82%	55%			
White Students	60%				77%			63%	84%	62%			
Economically Disadvantaged Students	43%				55%			51%	70%	45%			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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	7	65%	60%	5%	57%	8%
ELA	8	65%	61%	4%	55%	10%
Math	7	51%	49%	2%	50%	1%
Math	8	66%	71%	-5%	57%	9%
Science	8	67%	60%	7%	49%	18%
Civics		87%	84%	3%	71%	16%
Algebra		97%	63%	34%	54%	43%
Geometry		100%	62%	38%	54%	46%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		* 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?

Science achievement is the area showing the most improvement with an increase from 60% to 69% for the 2024-2025 school year. Oakleaf Junior High performed 9% higher than the district with the following groups performing as follows:

Students in the **Pre-AICE program : 100%**

Students in **Advanced Science Courses: 93%**

Students in **Standard Courses: 40%**

The overall achievement goal for the 2025-2026 school year is 74% with students in standard leveled courses to increase achievement to 60%.

The science department benefited from the following:

1. Common planning time was 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. Spiral reviews to include essential standards covered in 6th Grade classrooms throughout the 8th Grade year with relevant standards.
4. Departmental data analysis for 7th and 8th Grade with data collected from pre/post assessments, student reflection logs, and common assessments.

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 2024-2025 school year is Math Learning Gains for the lowest quartile with 48%. This is a decrease of 12% from the previous year. This area also includes the lowest performance of all groups and areas with 35% for Students With Disabilities, a 3% decrease from the 2023-2024 school year.

Factors contributing to this performance include:

1. Inconsistencies with teacher support schedules due to vacant positions that were not filled throughout the year.
2. Multiple changes to instructional and support staff needed to support students.
3. Behaviors resulting in loss of instructional time of students serving consequences out of class.

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 for black students in the lowest quartile showed the greatest decline of 17% from the previous year.

Factors contributing to this performance include:

1. Inconsistencies with teacher support schedules due to vacant positions that were not filled throughout the year.
2. Multiple changes to instructional and support staff needed to support students.
3. Students in this category are also part of the students with disabilities identified.

Greatest Gap

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

The greatest gap when compared to the state average is Geometry achievement. Oakleaf Junior High earned 100% proficiency in Geometry, 46% higher than the state average.

Contributing factors include:

1. Consistency with the same teacher year to year for Geometry.
2. Students in Algebra 1 Honors on track for Geometry are cohorted together and have the same teacher for Algebra and Geometry.

EWS Areas of Concern

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

Based on Early Warning Systems data, two areas of concern have been identified.

1. Students with one or more suspensions. During the 2024-2025 school year, 231 students earned one or more suspensions. Suspensions resulted in loss of instructional time and daily structured routines of core classes.
2. Students earning a level 1 on the F.A.S.T. Math and ELA F.A.S.T. assessments. The data identifies a total of 136 students earning a Level 1 in ELA and 115 students earning a Level 1 in Math.

Highest Priorities

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

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. Some students enrolled in dual certified classes will also benefit from the services of support facilitators in math and/or ELA classes. 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 2024-2025 school year, 231 students earned discipline one or more discipline referrals resulting in time out of the classroom. Students with behavior concerns identified by parents, staff, and administration will be positively targeted early to identify barriers that prevent them from making positive choices to follow behavior expectations. 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.

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: Targeted small group instruction in math in order to identify learning gaps and identify the need for foundational math skills and math interventions identified by classroom assessments in addition to Tier 2 and Tier 3 interventions as defined by MTSS.

Impact on Student Learning: Increase overall proficiency and learning gains for the lowest 25% by using differentiation strategies.

Rationale: Math proficiency 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.

Quarterly review of walkthrough data will show an increase on the implementation of small group instruction in all classes by at least 50% from quarter 1 to quarter 4. Data from F.A.S.T., F.A.A., common assessments, and exit tickets/student grades will be used to provide reflective data, guide instructional planning and decision making. Progress monitoring assessments will reflect a minimum of 60% student proficiency. Lower quartile students will show an overall 10% learning gains from quarter 1 to quarter 4.

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 in 7th and 8th grade math based on student performance data.

Person responsible for monitoring outcome

Wilnitra Dixon & Joshua Freeman

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 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:

Wilnitra Dixon, Joshua Freeman, FLorence
Lafontant, Michael Elia

By When/Frequency:

Monthly

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

Teachers will use walkthrough feedback and student data shared during Professional Learning Communities (PLCs) to collaboratively plan lessons and next steps for students. Teachers will collaborate to share practices proven to be effective based on active student engagement and data.

Action Step #2

Student Data

Person Monitoring:

Wilnitra Dixon, Joshua Freeman, FLorence
Lafontant, Michael Elia

By When/Frequency:

Monthly

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, check 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 for Mathematics and English Language Arts instruction. This will be duplicated in additional content areas as needed.

Action Step #3

Student Work Protocols

Person Monitoring:

Wilnitra Dixon, Joshua Freeman, Florence
Lafontant, Michael Elia

By When/Frequency:

Monthly

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

Teachers will use student work samples to include, but not limited to: checks for understanding, common assessments, collaborative classwork assignments, graded assessments, and/or projects used to students to demonstrate understanding to identify trends in student response to instruction. Members of the PLC will share strategies used and alternate ways to maximize opportunities for student learning. Trends identified will be used for reflective practices and planning of next steps with instruction (whole and small group). School administrators will monitor instructional practices and align teachers with differentiated support activities that match areas identified as opportunities for growth.

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.

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 50% increase in small group instruction from Quarter 1 to Quarter 4 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 35% (24-25) to 45% (25-26)

*Increase ELA Lowest Quartile Learning Gains from 50% (24-25) to 55% (25-26)

*Increase Math Lowest Quartile Learning Gains from 48%(24-25) to 55%

Monthly Progress Monitoring

1. Walkthrough logs - weekly administrator meetings to review and discuss trends with evidence of small group instruction.
2. Walkthrough logs - weekly administrator meetings to review evidence of student academic engagement based on the school-specific walkthrough indicator.
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 Chat Check-ins

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, Joshua Freeman, Florence Lafontant, Michael Elia

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 administrator and content area specialists will provide monthly professional development focused on student achievement outcomes.

Person Monitoring:

Wilnitra Dixon, Joshua Freeman, Florence Lafontant, Michael Elia

By When/Frequency:

Monthly

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

1. Whole Group and Small Group Professional Development. *PLC sessions will be used for administrator professional development sessions for teachers based on areas of need. *Activity protocols will be used to guide teacher collaboration and problem solving. *Content driven professional development will focus on student work and increased rigor versus general content area standards. 2. Content Area Professional Development *Common grade level and vertical content area teams will problem solve by leveraging individual differences and strengths in instructional practice increase proficiency with a variety of instructional strategies for small group learning and student demonstration of knowledge. *Guide teachers with strategies in providing feedback that will improve instruction across the content areas by department and through vertical alignment in grades 6, 7, and 8.

Action Step #2

Data meetings will be held quarterly (individually and small group by content area) to reflect on how the implementation of small groups based on data is impacting student achievement administrators and professional learning communities. Data meetings will be used to determine the appropriate level of challenge and/or remediation needed to support student achievement and to provide feedback to assist teachers with the adjustments needed to level instruction using a variety of differentiation techniques.

Person Monitoring:

Wilnitra Dixon, Joshua Freeman, Florence Lafontant, Michael Elia

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. 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 of their own data/grades while providing opportunities for students to apply new learning to improve their performance in response to data tracking.

Action Step #3

Classroom walkthroughs and coaching cycles will be used to gather trends about student academic behavior in response to teacher instructional practices.

Person Monitoring:

Wilnitra Dixon, Joshua Freeman, Florence Lafontant, and Michael Elia

By When/Frequency:

Weekly/Monthly

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

1. 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.

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.

Establishing an effective school-wide discipline plan is to have well defined expectations, ensure

consistency with enforcement, and possess the ability to develop and emphasize proactive strategies rather than reactive ones along a continuum of positive behavior supports. An emphasis should be placed on utilizing an instructional and inclusionary approach to discipline, as opposed to reinforcing exclusionary disciplinary practices. Oakleaf Junior High has established H.I.V.E. (Honor, Integrity, Value, and Excellence) as a guide for all staff to outline 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 structure and consistency in addition to opportunities for student reflection about behaviors. Students will complete lessons and receive support/ mentorship throughout the school year in the form of Student Success Teams for any of the following areas: attendance, behaviors, and academic grades. 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 "Inappropriate 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 reinforcements for students needing additional assistance. During the 2024-2025 school year, more discipline referrals in the area were 7th grade students earning 71% of discipline referrals during the first quarter of school. Consequences for discipline resulted in loss of instructional time during the foundational quarter of the school year impacting necessary structures, social connections, and academic instruction.

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 Synergy reports.
2. School administrator weekly meetings to discuss trends observed in discipline and problem solve ways to remedy concerns.
3. Monthly PBIS team meetings consisting of instructional, support staff, and administrators.
4. 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

Wilnitra Dixon, Joshua Freeman, Florence Lafontant, Michael Elia

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

Outline of PBIS System Matrix for H.I.V.E. with Expectations

Person Monitoring:

Wilnitra Dixon, Joshua Freeman, Florence Lafontant, Michael Elia

By When/Frequency:

Yearly

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

1. Establish Positive Behavior Intervention Support Team with instructional and support staff members. 2. 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 training with team members. Monthly meetings will be used to follow up and provide additional support. 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. Two days of camp held: one day for 6th Grade and one day for 7th Grade to include any 8th Grade students new to Oakleaf Junior High School. 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:

Wilnitra Dixon, Joshua Freeman, Florence Lafontant, Michael Elia

By When/Frequency:

Monthly

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. 4. H.I.V.E. Mart during lunch periods for students to use H.I.V.E. coins earned to purchase items. Items provided in the H.I.V.E. Mart for students are based on a student interest survey at the start of the school year. 5. Administration collaboration with Dean of Student Culture and PBIS Team to develop plan to track student discipline. 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 compared.

Action Step #3

Student Recognition Based on H.I.V.E. Expectations

Person Monitoring:

Florence Lafontant

By When/Frequency:

Weekly

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

1. Utilize surveys for staff to nominate students to be recognized as "Student of the Week". Surveys will align with positive student behavior expectations outlined in the H.I.V.E. matrix. 2. Students will receive H.I.V.E. coins for exhibiting positive behaviors as outlined in the behavior expectations matrix and during school-wide expectations assemblies. 3. Positive behavior expectations will be shared daily through morning announcements in addition to beginning and mid-year grade level behavior expectations assemblies. 4. Trends in student discipline data will be discussed during weekly administration meetings. Considerations to remedy concerns will be implemented. Trends in student behavior based on discipline referrals will be shared with all staff and feedback for next steps will be utilized to address concerns.

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 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 2025-26 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



2025-26 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

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

Kaitlyn Dunn

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 #4

Employee's Name

Lee Anne Dougherty

Position Title

Teacher, K-6

Job Duties and Responsibilities

Mrs. Dougherty 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. Dougherty works with our second grade students at OPE.

Leadership Team Member #5

Employee's Name

Amanda Pounds

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

Position Title

Teacher, K-6

Job Duties and Responsibilities

Mrs. 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, Mrs. Doty works with our fourth grade students at OPE.

Leadership Team Member #7**Employee's Name**

Molly Geeser

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

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 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, Mr. Harris works with our sixth grade students at OPE.

Leadership Team Member #9

Employee's Name

Karen Walker

Position Title

Media, K-6

Job Duties and Responsibilities

Mrs. Walker 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. Walker works with all students at OPE.

Leadership Team Member #10

Employee's Name

Angela Palmore

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.

Leadership Team Member #11

Employee's Name

Tracey Finley

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.

Stakeholders including parents and businesses that surround our school community are an integral part of our success. As such, we have and will continue to engage those partners throughout the process. The SAC committee is comprised of a parent, teacher, support employee, principal and business partner. Parents received a survey soliciting involvement and, once all voluntary applications were submitted, parents of OPE voted on who would represent the parent candidate on our SAC committee. Same process is employed for both the support and instructional positions. Last year, all members completed their second year of service requiring us to fill all seats again this 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)).

All goals developed will be connected to our assessment data and be driven by the progress monitoring that occurs quarterly at OPE. There will be intentionality regarding implementation and

revision both with our SAC committee and the teachers on our campus. We believe these goals will drive the work we do each day. Those who have the biggest gap with respect to progress and achievement will of course be a primary focus both in Tier 1 with formative assessment and in tier2/tier3. Additionally, because OPE has been widely successful with our previous goal related to intervention and extension, work in the latter will continue to evolve to ensure all in proficiency continue to show growth.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	37.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21: A

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL										TOTAL
	K	1	2	3	4	5	6	7	8		
School Enrollment	70	70	73	72	65	67	66	0	0	483	
Absent 10% or more school days	2	5	5	3	1	3	6	0	0	25	
One or more suspensions	4	0	1	1	5	1	4	0	0	16	
Course failure in English Language Arts (ELA)	0	0	0	1	0	0	0	0	0	1	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	5	3	5	2	1	0	1	0	0	17	
Level 1 on statewide Math assessment	3	1	4	0	0	0	0	0	0	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	0	1	0	0	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	0	0	0	0	0	8	

Current Year 2025-26

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

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

Current Year 2025-26

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	6	6	5	4	6	5	4			36
One or more suspensions	2	1		1	3	1	5			13
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment	2	5	1	1	1	1	2			13
Level 1 on statewide Math assessment	1	1								2
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 (2024-25) As Last Reported (pre-populated)

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		5	1			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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	91	63	59	90	62	57	79	59	53
Grade 3 ELA Achievement	96	66	59	94	65	58	90	61	53
ELA Learning Gains	72	62	60	83	62	60			
ELA Lowest 25th Percentile	70	60	56	74	60	57			
Math Achievement*	96	67	64	95	67	62	82	64	59
Math Learning Gains	86	65	63	93	68	62			
Math Lowest 25th Percentile	87	57	51	92	59	52			
Science Achievement	97	62	58	97	61	57	90	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	72	63		55	61		55		59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	87%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	695
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
87%	90%	85%	71%	88%		89%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	86%	No		
Black/African American Students	92%	No		
Hispanic Students	88%	No		
Multiracial Students	82%	No		
White Students	88%	No		
Economically Disadvantaged Students	86%	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.

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%					

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2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	79%	90%			82%			90%					
Students With Disabilities	60%	88%			66%			64%					
Black/African American Students	54%				69%								
Hispanic Students	71%				82%								
Multiracial Students	82%				82%								
White Students	81%	90%			84%			93%					
Economically Disadvantaged Students	70%	85%			77%			75%					

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	96%	65%	31%	57%	39%
ELA	4	89%	59%	30%	56%	33%
ELA	5	90%	56%	34%	56%	34%
ELA	6	91%	67%	24%	60%	31%
Math	3	89%	66%	23%	63%	26%
Math	4	100%	63%	37%	62%	38%
Math	5	99%	55%	44%	57%	42%
Math	6	98%	77%	21%	60%	38%
Science	5	97%	61%	36%	55%	42%

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 success we experienced in 2023-2024 in all areas including proficiency, gains overall, and in the lowest quartile was something to certainly celebrate. Compared to the 2022-2023 school year data, proficiency increased and gains were at an all time high providing our students and staff a major positive going into 2024-2025. We knew that meeting our students at the individual level no matter their historical performance was going to be the goal regardless and those cohorts targeted for growth and proficiency originally were now on their way to junior high school ready/able to continue their success even though they were no longer at OPE. Extension efforts for ALL students (no matter their past performance) showing mastery on individual benchmarks in ELA/math, the provision of interventions to ALL students (again, no matter their past performance), intentional work targeting essential standards, and the continuous growth we've had in our PLC (LTs, SC, CFUs, etc.) work have paid dividends as we work to get better even after experiencing the success we had the year prior.

Though marginal in the overall value of the percentage increase, massive is the work we've done when you consider that those percentages represent the very reason we do this work each day - our students. In 2022-2023, 46 of our 3rd - 6th grade students were performing at L1 (8) or L2 (38) in ELA (79% overall proficiency) with 53% at L4 or L5, and 37 students were performing at L1 (11) or L2 (26) in mathematics (82% overall proficiency) with 56% at L4 or L5. Through an intense focus on those intermediate grade levels coupled with a dedication to the foundational elements and experiences at the primary level, our kiddos and teachers have continued to see the fruits of their labor. Arguable here is that each cohort represents a different set of students; however, it's important to note the actions taken to strengthen tier 1 instruction, interventions, and extensions for all students no matter the grade level are making an impact. This year as compared to 2022-2023, 23 of our students are performing at L1 (4) or L2 (19) in ELA (92% overall proficiency) with 71% at L4 or L5 and 10 are performing at L1(0) or L2 (10) in mathematics (97% overall proficiency) with 86% at L4 or L5.

Moreover, all 4 high accountability grade levels (3rd - 6th) made gains in overall proficiency from the year prior with the exception of 3rd grade mathematics (though still high performing). In ELA, we saw an 8 point jump with an increase of 2 percentage points (90% - 92%) in our overall accountability

average and a 6 point jump with the same increase (95% - 97%) in our overall mathematics accountability average. Of note is the consistency in which our 5th grade science teacher has seen in her students' scores since my time here at OPE. In 2022-2023, her kiddos performed at 92% with the last two years maintaining at a strong 97% proficiency.

One final point of improvement can be found in the overall improvement of performance relevant to our students with IEPs. In 2022-2023, 44% of SWD were proficient in ELA. Though we didn't specifically target SWD in our SIP goals (though mentioned throughout), we saw the need to take action given the disparity in success. Over the last 3 years, we've worked intentionally to strengthen the SDI provided, maximize the time spent with their SF through scheduling, and continue to focus on providing ALL students including those on IEPs an opportunity to extend and push when there is mastery in benchmarks. Though certainly not perfect, the attention paid and the work done to improve teaching and learning has seen that 44% proficiency rate in ELA jump to 83% in 2023-2024 (26 students total) and 93% (30 students total) in 2024-2025.

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, though arguably still high performing for the 2023-2024 school year, can be found in our 6th grade math proficiency scores; however, when comparing those scores "Apples to Apples", we did see an 18 point increase from the year prior (70% proficient) and a 34% increase of those performing at L4 or L5 as compared. Mentioned in previous School Improvement Plans, teacher placements and the reorientation/reiteration of expectations played a major role when considering the need to improve performance over a long period of time. Though this group performed at 81% proficiency in their 4th grade year, their drop to 70% in 5th was surprisingly unexpected given the instructional strength our 5th grade teacher possesses. In reality and in my experience, trends exist in cohorts of students and while the teachers they experience year in and year out do make a major impact, I think it important to look at the data from a cohort specific standpoint. Though we've identified them as the lowest performance here, their growth from year to year and their success at 88% proficiency is still a highlight and celebration for our 6th grade teachers.

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, and openly predictable, were our areas related to overall gains and lower quartile gains. For the 2023-2024 school year, these areas were most notably our areas of greatest

improvement with 83% of our students making overall ELA gains and 93% in mathematics. Moving into the data analysis protocol for 2024-2025, those percentages decreased by 10% in ELA and 6% in math respectively. While we will always actively work to improve teaching & learning for all that call OPE home, it has been increasingly difficult to either move students to the next level of proficiency or maintain those who are performing at such high levels. In disaggregating the data points by student, clear is the difficulty in maintaining the Level 5 performance from year to year or moving those at level 4 to 5 even with all the work we've done to extend and enrich our students in the day to day. There are also several outliers in performance this year which was unexpected. For example, a student who had historically performed at proficiency and maintained their level of learning based on classroom grades performed at L1. Though situational and far from a pattern, each student score impacts the overall percentages in performance and growth.

Greatest Gap

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

As has been in previous years, there is no negative gap in performance compared to those released by the state. All areas K-6 outperform state proficiency and truly represent the incredible work done in all of our classrooms. Spinning this question, or at least interpreting it in a different way, does allow us to highlight and represent that work. Our 3rd grade cohort was particularly challenging in a myriad of ways and while we had some adversity, 3rd grade students performed at 96% proficiency in ELA with a 39% positive gap as compared to other 3rd graders in the State of Florida. In 4th, 5th, & 6th grade math - a 38+ percentage point gap exists with an average of 19+ points separating our K-2 classrooms from the state. One final note - on average, our students in K through 6th grade outperform the state in ELA and mathematics by a staggering 28+ percentage points.

EWS Areas of Concern

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

Since last year, an intense focus has been paid to our attendance rate and while we've seen a reduction (36 students identified in 23-24 to 23 students in 24-25) in the total number of students absent 10% or more school days, there is still work to be done. We will continue to strengthen the accountability measures in place and work toward highlighting/rewarding those who are present everyday. Alternatively, we have seen an increase in the number of students with a substantial reading deficiency as defined by the rule/statute. We had anticipated the increase and did work to monitor interventions/outcomes as we progressed through the school year; however, we struggled to bring those identified to proficiency. As such, with the majority of those students identified enrolled in the K-2 band, we've worked to include our K-2 teachers in OLA for the purpose of a vertically aligned PLC focused on literacy for the 2025-2026 school year. See Area of Focus 1.

Highest Priorities

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

Though overall points decreased from 718 to a projected 697-702 (TBD) from 23-24 to 24-25, our students continued to show success in overall proficiency with 7 of the 8 grade levels (except 3rd grade mathematics) increasing proficiency in ELA and mathematics. 3rd grade saw a decrease, but 89% of our students were still proficient. Additionally, it should be noted that in 22-23, 46 students in 3rd through 6th were performing at level 1 or 2 in ELA and 37 in mathematics. This past year, 2024-2025, those numbers have decreased to 27 and 13 respectively.

A priority that has remained consistent since the 2023-2024 school year has been our work regarding extension for ALL students regardless of overall struggle or success. Whether the student is in MTSS, has an IEP, is gifted, or is highly successful/struggles academically; all students at some point could use some sort of **extension** and arguably intervention. This priority will be embedded in all areas of focus indirectly.

Discussed previously was a focus on **attendance**. Though comparing our attendance issues to other schools wouldn't raise any significant red flags, this is still an area of focus moving forward into the 2025-2026 school year. Arguable here is the consistency in instruction that is created when kiddos are on campus. It is difficult to teach and move students forward if they're not in the classroom setting for the majority of those instructional minutes.

Literacy at the K-2 grade levels will serve as one of our primary priorities. With a newly adopted curriculum and a difference in overall performance as compared to those in high accountability areas, time and attention should be paid to vertically aligning that focus so that matriculating groups will be as prepared as possible. Additionally, this work will allow teachers both above and below an opportunity to strengthen their benchmark knowledge so that all know what standards are present both before their grade level and after. This also presents opportunities for students to experience similar language, build on foundational literacy skills with little guesswork, and disaggregate data to make instructional decisions that could impact students for years to come.

Finally, **Climate and Culture** continues to be at the forefront of all that we do. This was a direct result of Climate and Culture survey data collected over the three years I've been here. In 2021-2022, the year after I began as principal, 46.9% of students indicated that they strongly agree/somewhat agreed that they liked coming to school everyday. With all we've done in the way of PBIS (Behavior Management Plan, Lessons, Guidelines for Success, Legacy Letters, etc.), last year (2024-2025) 77.4% of those surveyed strongly agree/somewhat agreed that they like coming to school. While I do think we've implemented some wonderful initiatives and that connected work is ongoing in classrooms, from a school-wide perspective I believe highlighting positive behavior and academic

success more frequently would continue to strengthen our climate and culture.

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.

The process of data disaggregation and reflection have provided us a space to identify what we believe will make the most impact for our students. A pattern of challenge has emerged and though it has come from patterns of success, we do feel that shifting focus from cohorts of students to the foundational practice at our K-2 grade band will pay dividends while still tracking each group of students. This is of particular importance because a new curriculum will be introduced in Clay County - Benchmark Advance. We've also taken the opportunity to be intentional about the OneClay Leadership PD by only inviting the K-2 grade bands to work in developing a vertical alignment that will work toward the measurable outcome below and continue the work for years to come.

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, 78% of our students showed proficiency in ELA on the K-2 STAR literacy or reading assessment. As such, the percentage of K-2nd grade students with respect to average proficiency amongst all three cohorts will increase from 78% to 82% by the end of the 2025-2026 school years as measured by the STAR Assessment. Progress will be monitored through use of a vertically aligned and developed common assessment rooted in the essential standard (Foundational) chosen K-2. 100% of students will participate in taking the assessment with 100% of our K-2 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.

Progress will be monitored in a number of ways to include monthly data analysis (STAR, Lexia,

Acadience, etc.) through our literacy leadership team, a defined vertical approach to K-2 PLCs (agendas, walkthrough feedback, etc.), and quarterly data meetings exclusively scheduled for those grade level teams. Important to note is our choice to invite K-2 teachers to our OneClay Leadership Academy. Focus will be paid to setting goals, identifying common (vertical) essential standards, maximizing efforts related to the scheduled intervention/extension blocks, and to the analysis of student progress data. In our walkthrough log, we will highlight and provide feedback most closely related to the quarterly benchmarks determined and to the interventions/extensions provided during small group times.

Person responsible for monitoring outcome

K-2 Teacher Leaders (Literacy Leadership Team), 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:

The purposeful and intentional design of vertical PLCs will allow K-2 teachers to consider and plan for vertically aligned benchmarks (foundational & conceptual), develop learning goals/semi-common assessments, disaggregate the resultant data to determine individual student needs, and collaboratively work to determine best instructional practice both in Tier 1 and small group. The work specific to data analysis and its connection to the identification of those in need of intervention/extension as a result will be monitored during PLCs each month (PLC Agendas).

Rationale:

With the success we've experienced at OPE, clear are the high expectations for teaching and learning across all grade levels and in individual classrooms. Opportunity exists in the formal planning phase and at a depth that allows conversation across vertical grade levels that can sustain over multiple years. Moreover, time spent in the data analysis phase and in cooperation with those outside their grade level teams (both below and above) will provide varying perspectives that can improve the interventions/extensions being used.

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

Given our measurable outcome is directly linked to the overall proficiency of students K-2 and the intentional work is dedicated to creating a vertically aligned PLC, focus with respect to ELA benchmark aligned instruction will be paramount. As such, and to create consistency among all three grade levels with respect to progress monitoring, the Literacy Leadership Team will consist of those

teachers identified in this goal. One of the two scheduled PLCs will be dedicated time to analyze student data resulting from PM assessments, Acadience, Lexia, and the common assessments developed during other PLC times.

Person Monitoring:

Literacy Leadership Team, Tracey Finley

By When/Frequency:

Monthly

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

Monitoring will occur at multiple levels and through a myriad of artifacts. The primary vessel and platform for monitoring progress at the school level will occur through our Literacy Leadership Team meetings set to occur each month (grade level chairs). During this time, Mrs. Finley will collaborate with teachers, disaggregate and analyze all relevant data points, reflect on PLC agendas directly linked to the vertical PLC, and identify next steps for those in need of intervention or extension K-2.

Action Step #2

Vertically Aligned PLCs (Learning/Language Targets & Success Criteria): Professional learning will be provided monthly (twice through September) in the format of vertically aligned PLCs with a distinct plan and agenda attached to each. Focus initially will be paid to the appropriate process for identifying essential standards (1 foundational & 1 Conceptual) then shift to work dedicated to defining grade-appropriate common progress monitoring assessments & data analysis. The latter becomes the primary point of the work as those instructional decisions should be directly linked to the performance of our students. Additionally, within this PLC, conversations directly related to shifting or pivoting practice will need to take place if 80% or more show mastery in those benchmarks identified across the K-2 grade level bands. F.A.S.T. PM assessments and literacy-based program (STAR, Lexia, & Acadience) data will also be disaggregated and discussed at the individual student level when appropriate. Finally, it should be noted that LTs, SC, and vocabulary development will be a primary element of this work as it relates to the PLCs.

Person Monitoring:

K-2 Teachers, Tracey Finley

By When/Frequency:

Bimonthly (through November), monthly thereafter, and intermittent depending on school-wide PLC Schedule

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

Progress will be monitored through the use of PLC Agendas and the agenda results of the Literacy Leadership Team Meetings. Though our measurable outcome is directly linked to the performance of this year's students, the long-term goal in creating a K-2 vertical PLC is to build on the common foundational and conceptual knowledge of our students as they move from one grade level band to the next. The agendas, and resulting reflections, will be a key piece in monitoring progress and in making decisions regarding the direction of each PLC after. Once the PLC is held and the agenda submitted, Mrs. Finley and Mr. Wood will work together, reflect, and provide feedback to grade level chairs as they move forward.

Action Step #3

Data Analysis: Data disaggregation and reflection will occur monthly and be directly linked to the progress of students based on the common monthly progress monitoring assessments connected to the essential standards identified. As mentioned in the previous action step, decisions regarding essential standards and instructional practice should be fluid and based on the performance of our students in both the grade level created assessments (monthly) and state assigned testing that occurs throughout the year. While all three action steps specifically identify best practice, it should be noted that all three need to work in unison to provide the best direction for our students. Data analysis, though defined here, will be a major part of each step encapsulated in the SIP and outside

of it. Moreover, a digital document will be created to document progress, provide a landscape for real time discussion, and be used as we track students from year to year.

Person Monitoring:

K-2 Teachers, Tracey Finley

By When/Frequency:

Monthly (Formally); Reality, this work will occur informally in each classroom daily

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

K-2 teachers (emphasis on grade level chairs) and administrators will work to create the document discussed above and will actively participate through monthly meetings (LLT & PLC Agendas) to diagnose results and make instructional decisions.

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 last three years, OPE students have performed exceptionally in all areas of high accountability. As noted in previous School Improvement Plans, math proficiency in specific cohorts of students became central to our focus and that intentional attention paid dividends. In 2022, 87% of students the year prior performed at proficiency with a drop to 82% the year following. With the 2023 School Improvement Plan, we addressed the concern and acknowledged the challenges we were tasked to overcome. In 2024, given the commitment of our teachers and staff including their dedication to the new curriculum introduced the year prior, our overall math proficiency increased from 82% to 95% with 93% of our students demonstrating learning gains. Powerful when you consider the time and energy our staff and students committed to the effort.

As predicted learning gains in mathematics decreased from 83% in 2023-2024 to 72% in 2024-2025; however, a point of celebration comes with the increase of overall proficiency (96%: 2024-2025) and 100% of our students in 4th grade earning a level 3 or higher. Moreover, and just as powerful, are the high levels of performance with 91% of those 4th graders performing at L4 or L5 and an average of 85% overall (74% - 77% was previous SIP goal). While these statistics are relevant to the current year, I'd be remiss if I didn't mention or acknowledge the profound work in building the foundation for math instruction K-6th. All means all and, over the course of the last three years, all have certainly contributed to the overall success.

Increasingly difficult each year is identifying areas of focus when considering the immense amount of success our students experience as a result of the strong instruction they receive. At the basic level

here, proficiency in the matriculating 4th graders is 89%. Diving deeper and creating a more defined/ developed outcome based on our students' positive performance, our goal moving forward should build on previous plans and intentionally target an increase in overall proficiency and gains as a result of the efforts connected to extension and enrichment. As a result of the outcomes this year and in comparison of all other grade levels, we will work microscopically and pay special attention to the 4th grade cohort. That said, as we continue to close the gap to proficiency for each and every student K-6, a shift in our mindset should occur and become more intentional with respect to higher levels of performance as well as maintaining gains for all.

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 in 4th grade with respect to proficiency and to higher levels of math performance (L4 and L5) will increase from 89% to 94% proficiency and 74% to 81% (L4 or L5) respectively by the end of the 2025-2026 school year as measured by the F.A.S.T. Assessment tool. To monitor progress, walkthrough data will be paramount and the percentage of students observed in small group (receiving both intervention or extension) 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.

With the loss of iReady and now implementation of Khan Academy 3rd through 6th, monitoring progress will be a simple transition for OPE. For the past two years, this progress monitoring tool has been employed across all three 4th grade classrooms and will again be used this year. Though it is an optional resource and will not drive the entirety of the instructional decisions made in the 4th grade math classroom, it will be used to determine and provide both interventions and extension. To suitably monitor progress, we'll hold monthly data meetings with the 4th grade teacher which will include conversations centered around grades, module assessments, Khan data participation/monitoring, and PM assessments. In thinking about how this goal could impact and sustain our long term objective of all meeting the expectations of proficiency and higher levels of learning, it should be mentioned that OPE is also piloting a 3rd grade accelerated program which will eventually become a part of the pupil progression 3rd through 6th. We will also be monitoring these 24 students monthly in the 2025-2026 school year.

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:

Khan Academy and the systematic approach it brings to the math classroom will allow our teacher to make instructional decisions focused on intervention and the outcomes they're meant to address. Differentiation becomes a paramount point of emphasis and the results from the data collected will continue to drive the work.

Rationale:

While not new to OPE, the results of our 4th grade cohort's overall proficiency and percentage of students performing at L4 or L5 have provided us the platform to continue our work in differentiation. There is strength in our Tier 1 instructional practice across all K-6 classrooms and while differentiation focused on intervention and extension has benefited our students' growth, we will move forward with a specific cohort to ensure gaps and L4 or L5 scores are sustained. With 4th, 5th and 6th grade students performing at 98% or above, focusing on one group will be more impactful for the individual students (8) that performed at L1 or L2.

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 Meetings

Person Monitoring:

Tyler Wood

By When/Frequency:

Monthly

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

Our 4th grade teacher will meet with the principal monthly to disaggregate data taken from Khan, Module assessments, and our F.A.S.T. PM1 and PM2 with an intentional focus on lifting those 19 students who performed at L2 or L3 last year. Additionally, time will be paid to the data from those students performing at L4 or L5 to ensure they're receiving the differentiation necessary to lift or sustain their previous performance.

Action Step #2

Classroom Visits and Feedback

Person Monitoring:

Tyler Wood & Tracey Finley

By When/Frequency:

Weekly to Biweekly

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

Classroom visits will take place and feedback relevant to small group instruction as it's related to the practice of differentiation will be provided. This is an opportunity for the principal and assistant

principal with respect to growth and practice; as such, a schedule of visitation will be developed and shared to maximize the feedback relevant to the outcome.

Action Step #3

Professional Development: Small Group and Differentiation

Person Monitoring:

Tyler Wood & Tracey Finley

By When/Frequency:

Daily/Weekly

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

Since 2022-2023, there has been a need to address differentiation in the way of extension. Our teachers are extremely skilled in lifting students and helping to improve their academic performance especially when there is a struggle or challenge at play. Aforementioned several times in this document and in our regular training each year is the open dialogue with respect to extension that has occurred. As such, this strategy and the instructional practice associated will continue to be a primary point of emphasis. Monitoring will occur both informally and formally through conversations, walkthroughs, feedback, and the evaluation process. The expectation is that our teachers continuously monitor this need no matter who the student is or whether they have traditionally struggled or not.

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.

There is so much instructional strength on the OPE campus and while our grade level bands work well together, defining and designing meaningful PLCs continue to be a primary focus. PLCs and, in reality, Professional Development have become one in the same. Difficult on any campus is respecting the time teachers need to plan, fulfill tasks of compliance, collaborate, and grow in their craft and practice. As such, we have utilized several different platforms and mechanisms to work toward that growth but provide the time they need to plan and collaborate for the improvement of our kiddos. Through use of our Core Learning initiative (Eagle News Newsletter), Whole Group PLCs, our Open Lab Concept (think reverse of breakout sessions where PD is delivered; teachers attend a session and they bring the concerns/questions that allow for the individual growth based on the Open Lab Content), and grade band specific PLCs. This past year, though the information was wonderful and impactful, much of our time was spent in ESOL practice. While that will continue to be a major part of our overall efforts (especially the Language Target evolution, comprehensible input, and comprehensible output), we're looking forward to regaining some of that PLC time.

This year and as a result of the data analysis that occurred, we've shifted attention from the overall

PLC process to a more defined approach with our K-2 teachers who will vertically align. Openly, and vulnerably, designing an effective vertical PLC that is worthy of the time spent has been difficult. In 2023, we attempted to include a vertical element during flex PLCs but the direction or lack thereof resulted in the absence of deeper learning that could impact teacher and student learning. Early on, and in an effort to strengthen all PLCs, we vacated those vertically aligned efforts to ensure teacher time was respected.

With the strength that lies in our K-2 classrooms, the opportunity present in student data, and the new curriculum being introduced to Clay County, we felt like there was space to make another attempt. Through the OneClay Leadership Academy, we've been able to start the work with benchmarks, vertically aligned common assessments, and a common focus on vocabulary at the forefront of those conversations. Over the course of the next few months, time will be spent honing in on those areas and working to make sure those standards targeted truly are impactful moving into the 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.

85% of our K-2 teachers will actively participate in planned PLCs AND Literacy Leadership Team meetings with a focus on aligning content, curriculum, and creating a common measurable assessment so that the K-2 Average of ELA proficiency will increase from 78% to 82% by the end of the 2025-2026 school year as measured by the F.A.S.T. Assessment.

Monitoring

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

Monitoring will occur at multiple levels with the primary measurement being PLC agendas and student performance based on those common assessments developed. A relative hierarchy will be used with the majority of the work done collaboratively. Moreover, there will be monthly conversations with grade level leaders and with the Literacy Leadership Team (K-2 teachers) as a whole. Data Analysis has to be an element of measurement that will drive the decisions in how our PLC will run. To avoid the risk of "overloading" or overscheduling teachers given the immense responsibility they have in planning for their instruction, we will make appropriate and effective use of the prescheduled PLC times to do this work.

Person responsible for monitoring outcome

K-2 Teachers, 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:

With failure there is opportunity. Though we have certainly made headway regarding intentional use of PLC time, our earlier efforts in providing meaningful and impactful PD in a vertical setting has been less than fruitful. Overall and in use of the "Core Learning" initiative as well as the onboarding of our Open Lab PLC structure, PLCs have provided a healthier balance with respect to time and professional growth; however, based on data and the goal in creating long-term, sustainable opportunities, the necessity in learning vertically is apparent. As such, we have utilized pieces of our former plan (identification of essential standards, work in LTs/CFUs/SC, and relative efforts in creating common assessments) coupled with a vertical approach to solely focus on early literacy at the K-2 level with the hope that building student capacity in benchmarks will provide a success both now and well into the future. It should be noted that intervention and our work in extension will continue and this PLC will provide our teachers the opportunity to do the work together.

Rationale:

Performance in ELA at the K-2 level is certainly strong with 78% of our kiddos at proficiency. That said, early literacy is arguably one of the most powerful indicators of student success. With the new curriculum in Benchmark Advanced being introduced and our overarching goal of creating a vertically aligned approach to PLCs for long-term gains, it made the most sense to focus on K-2 for the time being. Additionally, the past few years, our kiddos at the 3rd through 6th grade level have performed at high levels of proficiency in ELA each year (79% - 79% - 90% - 91%). To continue that upward trajectory, we need to reinforce and strengthen the foundational skills early to ensure their success later. Utilizing the vertical PLC model and tracking our students progress through the common assessment created and rooted in the foundational benchmark identified will, we believe, help our students thrive.

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 & Literacy Leadership Team Agendas/Objectives

Person Monitoring:

Tyler Wood & Tracey Finley

By When/Frequency:

Bimonthly (Initially) and Monthly

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

A deficit determined in our original vertical PLC attempt was the planning phase. Agendas are wonderful forms of accountability; however, if the objectives within do little to facilitate valuable professional growth and are disconnected to the performance of students, the agenda essentially becomes a check in the box. Important here is creating an intentional plan and progression collaboratively so that all involved find value in the time spent. With multiple opportunities to meet in

PLCs planned, the agendas will start with a general direction (discussed and developed at OLA) and transform as we work through the process. The key here has to be the fluidity and evolution of those agendas as we work through the process.

Action Step #2

Eagle News Newsletter - "Core Learning"

Person Monitoring:

Tyler Wood & Tracey Finley

By When/Frequency:

Weekly

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

Each week for the 2025-2026 school year, we will continue our efforts as they pertain to our "core learning" initiative. District-driven objectives continue to evolve and focus on our Clay County Vision for Instruction will move back into the forefront. Again, time becomes a challenge and the utilization (so long as all understand and adhere to the expectations) of "core learning" has allowed us an informal way to be present in PD without consuming the time it takes to discuss or work in it whole group. Though our PLC concentration will be K-2, the associated work is certainly transferrable in pockets K-6.

Action Step #3

Data Analysis

Person Monitoring:

Tyler Wood & Tracey Finley

By When/Frequency:

Monthly

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

With the work associated and time spent in developing a cohesive, efficient, and productive vertical PLC comes the need to ensure the labor is impactful. With our benchmarks at the center of that work and the time spent in creating a common progress monitoring assessment, opportunities to disaggregate and analyze the data is necessary. For the purpose of monitoring and to ensure meetings are student-centered, the data taken will be used both in Literacy Leadership Team Meetings and PLCs to make the best instructional decisions possible.

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.

In 2022-2023, OPE became the last elementary school in Clay County to be trained in PBIS. Since then, we have done a wonderful job in creating school-wide expectations, facilitating character education focused on those expectations through weekly PBIS lessons in each classroom, and in highlighting student performance/participation through our [Legacy Letter Program](#). Classroom-based

discipline and the progression of consequences has been established with the classroom management plans utilized in every instructional space which keeps referrals at a minimum. Climate and Culture Survey Results (4th - 6th) for the 2025 school year, which had been a point of focus in the last two School Improvement Plans (primarily the results specific to students finding joy in "coming to school everyday" and adults acknowledging "when they do the right thing") have increased from 60.3% to 77.4% and 76.1% to 89.2% respectively.

Attendance, which was targeted last year, saw a decrease in the number of students absent 10% or more of school (36 to 25); however, when diving deeper, an issue becomes relevant to this work and statewide assessments. Of the 17 students identified in EWS as Level 1 on the ELA assessment, 13 of those come from the K-2 Grade Band. Additionally, the largest portion of those absent 10% or more school days (10/23) are also found in that band. Given our efforts regarding PLCs and in increasing the proficiency at that grade level band, targeting attendance again overall but primarily in this band is priority again.

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.

Of the 25 students absent 10% or more last year, 30% of those students will attend at a rate of 90% or higher as determined by Synergy in the 2025-2026 school year with 80% of those 12 students in the K-2 grade band attending at a rate of 90%.

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.

Monitoring and accountability will occur with the record's secretary and assistant principal. Per policy and protocol in Clay County, teachers are initially responsible for communicating the importance of attendance and will make contact when the third absence occurs. Teachers will discuss the issues at hand, determine whether a concern exists, monitor the attendance, and make a recommendation to the attendance team should there be a consistent challenge. If the latter occurs, a certified letter will be sent with a date and time to meet with our Student Success Team. There, the conversation will be focused on the importance of attendance, the barriers to punctuality, and opportunities to discuss strategies ensuring students be on time and in attendance. The Assistant Principal will continue to monitor and, if necessary, will make a request to the District Level Attendance Team. Monitoring of those on the EWS list for the 2024-2025 school year will occur at the beginning of the year and continue throughout.

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:

Attendance is and will continue to be paramount for student success. Proactively, communication regarding the importance of attendance will also be key moving forward. We will set expectations through various platforms to include the Eagle News Newsletter, classroom newsletters, the commitments found in our Parent/Student Handbook and in various grade level meetings. Data (which has never really been shared) will be a part of those communications to monitor progress and connect our stakeholders to the goals we've set. Though we hadn't seen any empirical evidence to suggest that our Legacy Letter Program has made an impact on student attendance, our hope is (now that it has been introduced) the opportunity will motivate students to earn their letter or pin dedicated to attendance at the end of the year.

Rationale:

Instructional time is and will continue to be a factor for learning. Without our students in the seats, learning is more difficult to achieve.

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 Protocol (Student Success Team)

Person Monitoring:

Tracey Finley

By When/Frequency:

Monthly

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

Described above in the monitoring section is the attendance protocol for our Student Success Team. Moving forward, Mrs. Finley will be tasked with monitoring student attendance (with a focus paid to those below the 10% threshold), sending home letters, and meeting with parents to ensure all students showing signs of attendance concerns are properly supported and are attending school regularly.

Action Step #2

Eagle News Newsletter and Other Communications (Classroom-based)

Person Monitoring:

Tyler Wood & Tracey Finley

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 and PLC Agendas

Person Monitoring:

Tracey Finley

By When/Frequency:

Monthly

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

As PLCs continue to evolve, data analysis has to continue to be at the forefront of all that we do. While many PLCs focus on the academic data taken from end of unit assessments, progress-monitoring, or other evaluations, we have not facilitated discussions on attendance or behavior data. For the purpose of this action step and to help in creating a PLC dedicated to the entirety of each individual student, we will begin including a section on our PLC agendas relevant to attendance and behavior.

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 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 2025-26 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



2025-26 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

Ivin Gunder

ivin.gunder@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, 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 the proper receipt and accounting of all school board property and for 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 the 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 a 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

Laura Mayberry

laura.mayberry@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

Caitlyn Hayes

caitlyn.hayes@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.

Leadership Team Member #6

Employee's Name

Aleatha Martin

aleatha.martin@myoneclay.net

Position Title

Title I Lead

Job Duties and Responsibilities

The Title I Teacher is responsible directly to the principal and serves in a staff relationship with other teachers. Depending on the individual needs of each Title I School, responsibilities and duties will vary. Evaluate various data sets to determine where Title I, Part A funded supports will bring about the greatest return on investment. Manage the small group instruction program and practice at Title I, Part A funded schools. This includes evaluating student needs, collaborating with classroom teachers, scheduling student groups, assessing progress and providing instruction to students. Develop professional learning experiences for individual teachers, grade level groups, and the whole faculty. Manage positive behavior programs. Provide side-by-side coaching, mentoring, modeling of best-practices, and planning for teachers.

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 meets with our School Advisory Committee. As a team, with stakeholder input, our school improvement plan was presented, discussed and approved. Our committee consists of instructional and support employees, parents, students, and 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)).

Our school improvement plan will be monitored by administration. Weekly meetings are held by our team to discuss student progress and teacher support and development. We will continually analyze State assessment data quarterly to monitor student progress and address ways in which we will revise the plan if needed.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	93.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: B 2023-24: B 2022-23: B 2021-22: B 2020-21:

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 (2025-26)

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	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 (2025-26)

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 (2024-25) 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 (2024-25) 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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	65	66	59	59	64	55	48	57	50
Grade 3 ELA Achievement									
ELA Learning Gains	62	60	58	58	62	57			
ELA Lowest 25th Percentile	67	59	56	57	62	55			
Math Achievement*	52	59	49	53	61	45	36	50	38
Math Learning Gains	48	48	47	53	60	47			
Math Lowest 25th Percentile	41	42	49	53	61	49			
Science Achievement	77	82	72	75	80	68	66	74	64
Social Studies Achievement*	78	84	75	79	83	71	75	80	66
Graduation Rate	92	95	92	91	94	90	90	95	89
Middle School Acceleration									
College and Career Acceleration	48	63	69	51	60	67	49	63	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	64	69	52	45	51	49	36	52	45

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	694
Total Components for the FPPI	11
Percent Tested	97%
Graduation Rate	92%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
63%	61%	56%	54%	51%		53%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	48%	No		
English Language Learners	63%	No		
Asian Students	85%	No		
Black/African American Students	55%	No		
Hispanic Students	66%	No		
Multiracial Students	60%	No		
White Students	66%	No		
Economically Disadvantaged Students	60%	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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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%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	48%				36%			66%	75%		90%	49%	36%
Students With Disabilities	23%				17%			43%	52%		90%	4%	
English Language Learners	34%				28%			37%	40%		65%	15%	30%
Asian Students	78%							82%	100%		94%	60%	
Black/African American Students	32%				27%			54%	65%		88%	31%	36%
Hispanic Students	46%				37%			67%	80%		90%	46%	24%
Multiracial Students	51%				33%			56%	70%		88%	57%	
White Students	56%				41%			73%	78%		91%	59%	
Economically Disadvantaged Students	44%				34%			61%	72%		86%	38%	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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	62%	65%	-3%	58%	4%
ELA	9	63%	64%	-1%	56%	7%
Biology		74%	78%	-4%	71%	3%
Algebra		41%	63%	-22%	54%	-13%
Geometry		54%	62%	-8%	54%	0%
History		75%	81%	-6%	71%	4%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		32%	19%	13%	16%	16%
Civics		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		19%	18%	1%	18%	1%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* 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?

Greatest area of growth

- LQ ELA learning gains 10 point increase
- ELA achievement 5 point increase

Intentional collaborative planning with aligned benchmarks and assessments. Data chats with students. District-led meetings with the ELA department to break down item specs. Strategic scheduling of SWD and ELL based on student need through support facilitation and ELL supports.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Lowest performance area

- LQ Math Learning Gains 7 point decrease (Algebra 26.5% gains, Geometry 45.5% gains)
- Math Learning Gains 5 point decrease (Algebra 21% gains, Geometry 55.3% gains)

Factors:

- lack of rigor (tasks not aligned to the EOC)
- not implementing the curriculum pacing guide with fidelity

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

- LQ Math Learning Gains 7 point decrease (Algebra 26.5% gains, Geometry 45.5% gains)
- Math Learning Gains 5 point decrease (Algebra 21% gains, Geometry 55.3% gains)

Factors:

- some of our lower quartile in Algebra were in Algebra 1 Honors due to Algebra 1A & 1B taking our

lowest performing students out of the learning gains progression; many of these students dropped from Level 5 to 4 or 4 to 3

-for 25-26 we are looking at putting High Level 2s in Algebra 1 not 1A so that they do not lose momentum

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.

Positive gap - 9th grade ELA

Negative gap -Algebra 1

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. Increase ELA proficiency
2. Increase Algebra 1 proficiency
3. Increase overall ELL proficiency
4. Increase student attendance

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Increase ELA proficiency
2. Increase Algebra 1 proficiency
3. Increase overall ELL proficiency
4. Increase 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 Differentiation, ELA, 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: 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 24-25 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.

ELA 9th-10th 2024-2025 Outcomes:

Proficiency: 64% (was 59% 2023-2024)

Learning Gain: 62% (was 58% in 2023-2024)

Lower Quartile Learning Gains 67% (was 57% in 2023-2024)

Walkthrough data will demonstrate a 50% increase in differentiated small group instruction utilizing ESE/ELL supports. End of year FAST data will reflect a minimum of 65% students proficient and at least 1% increase in our overall learning gains and lower quartile gains moving to 63% learning gains and 68% for our lower quartile 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.

Progress towards the desired outcome will be measured through:

- Weekly Walkthrough Data (observing small groups utilizing differentiated instruction)
- ELL Walkthrough data for use of small groups and ELL supports
- Assessment monitoring, and data analysis of PM 1 and PM 2.
- Intentional collaborative planning with aligned benchmarks and assessments.
- Data chats with students. District-led meetings with the ELA department to break down item specs.
- Strategic scheduling of SWD based on student need through support facilitation.
- Strategic scheduling of ELL students based on WIDA scores

This data will be used by PLC learning teams each month to inform ongoing instructional adjustments and

targeted support throughout the school year to maximize student achievement.

Person responsible for monitoring outcome

Bryan Boyer

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 Additional academic programs offered outside of school hours

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

Direct support through professional development: Small group instruction, explicit instruction, planning.

Person Monitoring:

Bryan Boyer/Title I Lead

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/Title I Lead

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/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:

Instructional coach will focus on improving instructional planning, delivery, data analysis, and student outcomes through targeted teacher supports.

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 instruction focusing on rigorous benchmark-aligned math content, focusing on foundational skills while addressing learning gaps from 24-25 school year

Impact on Student Learning: To improve overall Algebra 1 proficiency, learning gains and lower quartile gains.

Rationale: Our Algebra 1 proficiency scores dropped 3% from 2023-2024 to 2024-2025. Our Algebra 1 learning gains dropped from 26% in 2023-2024 to 21% in 2024-2025. 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.

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 1 2024-2025 Outcomes:

Proficiency: 39% (was 42% 2023-2024)

Learning Gains 21% (was 26% in 2023-2024)

Lower Quartile Learning Gains 27% (was 26% in 2023-2024)

Walkthrough data will indicate a 70% increase in Algebra 1 classrooms demonstrating evidence of rigorous benchmark-aligned content. FAST data will reflect a minimum of 45% students proficient on the Algebra 1 EOC with overall learning gains and lower quartile learning gains at or above 30% for the 25-26 school year.

2025-2026 Measurable Outcomes:

Proficiency: 45%

Learning Gains 30%

Lower Quartile Learning Gains 30%

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 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

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:

Provide focused, intensive small-group interventions for English learners determined to be at risk for reading problems that effects their Math skills and subject area vocabulary. Provide Additional Programs Outside of the Regular School Day.

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

Direct support through professional development in small group instruction, explicit instruction, and planning.

Person Monitoring:

Laura Mayberry/Title I Lead

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:

Laura Mayberry/Title I Lead

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

Target Data Planning

Person Monitoring:

Laura Mayberry/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:

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

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 reduce the number of unexcused absences from 6.64% to 5.5% by the end of the school year. Based on our historical trends, the students with higher unexcused absences have lower GPA's. 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.

2023-2024 Data: Present: 90.55% Excused: 2.27% Unexcused: 7.18%

2024-2025 Data: Present: 91.27% Excused: 2.09% Unexcused: 6.64%

GPA's for students who miss less than 5 days of school compared to those who miss 5+ days. Less than 10 compared to 10+ Less than 15 compared to 15+ Less than 20 compared to 20+

Monthly attendance reports will be reviewed for tracking.

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 school Social worker, administrator, and counselor.

-Parent communication and documentation will be updated and monitored through the attendance

team.

Person responsible for monitoring outcome

Caitlyn Hayes

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

Two Way Communication

Person Monitoring:

Caitlyn Hayes/Title I Lead

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Establish two way communication via Synergy, Weekly Robo Calls, and Weekly Newsletters from the Principal. Quarterly SAC Committee newsletter to share campus wide updates and school events.

Action Step #2

Success Team Meetings

Person Monitoring:

Caitlyn Hayes/Behavior Management Teacher

By When/Frequency:

Monthly

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:

Rebecca James/Behavior Management Teacher

By When/Frequency:

Weekly/Monthly

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 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 2025-26 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



2025-26 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 actively in the 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

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. 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

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #6

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 #7

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

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: C 2023-24: C 2022-23: C 2021-22: C 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment								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

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								129	128	257

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days								128	120	248
One or more suspensions								137	124	261
Course failure in English Language Arts (ELA)								23	18	41
Course failure in Math								66	29	95
Level 1 on statewide ELA assessment								115	87	202
Level 1 on statewide Math assessment								92	73	165
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 (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								126	105	231

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								2		2
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	54	63	58	52	61	53	44	54	49
Grade 3 ELA Achievement	27			21					
ELA Learning Gains	54	58	59	54	57	56			
ELA Lowest 25th Percentile	52	51	52	42	47	50			
Math Achievement*	61	74	63	55	72	60	54	69	56
Math Learning Gains	52	60	62	54	60	62			
Math Lowest 25th Percentile	54	58	57	56	57	60			
Science Achievement	43	62	54	33	64	51	47	62	49
Social Studies Achievement*	71	85	73	71	83	70	66	81	68
Graduation Rate									
Middle School Acceleration	47	64	77	46	61	74	54	63	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	63	65	53	66	56	49	46	44	40

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
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	551
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
55%	53%	53%	46%	43%		55%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	39%	Yes	6	
English Language Learners	47%	No		
Asian Students	78%	No		
Black/African American Students	48%	No		
Hispanic Students	54%	No		
Multiracial Students	52%	No		
White Students	60%	No		
Economically Disadvantaged Students	51%	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.

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%
12/2025													

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%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	44%				54%			47%	66%	54%			46%
Students With Disabilities	23%				33%			30%	45%	60%			
English Language Learners	18%				33%			53%	71%				53%
Asian Students	81%				71%								
Black/African American Students	34%				46%			34%	61%	53%			
Hispanic Students	43%				51%			46%	61%	42%			40%
Multiracial Students	38%				53%			52%	65%	57%			
White Students	50%				62%			55%	68%	58%			
Economically Disadvantaged Students	38%				49%			38%	59%	47%			64%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	7	46%	60%	-14%	57%	-11%
ELA	8	53%	61%	-8%	55%	-2%
Math	7	33%	49%	-16%	50%	-17%
Math	8	60%	71%	-11%	57%	3%
Science	8	42%	60%	-18%	49%	-7%
Civics		71%	84%	-13%	71%	0%
Algebra		87%	63%	24%	54%	33%
Geometry		92%	62%	30%	54%	38%

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 10% increase in 8th grade math scores. Scores increased from 53% proficiency to 63% proficiency compared to 2024-2025 school year. As a school, we were intentional in our scheduling. Students were required to have a score of 4 or 5 in order to be placed in 7th grade accelerated math or Math 3 CLS. Additionally, we used support facilitation to provide targeted support in the 8th grade pre-algebra classes. Teachers attended a math collaborative session with district math coaches each semester. During these collaboratives, teachers and coaches worked to develop benchmark-aligned tasks and assessments. Finally, teachers also received support from OPJ's Title 1 math coach and instructional assistant for planning and implementing small group instruction.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

As a school, we were at 40% proficiency in 7th grade math. Students enrolled in 7th grade math this year, scored 1, 2, or 3 on their 6th grade math FAST assessment last year. 218 students were tested for 7th grade math. Of those, 74 students (33.9%) are classified as ELL students. The language barrier between the students and teachers is a significant contributing factor as to why our 7th grade math proficiency FAST achievement was low. Out of the 82 Level 1 scores, 32 of these students are at an ELP Level A.

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 7th grade ELA. There was a decrease in student proficiency from 51% to 47%.

District coaches facilitated school-wide collaboratives to ensure benchmark aligned instruction and lesson planning. Our Title 1 coach and the district ELA coach piloted a ROAR success program to highlight students engaging in positive behavior and academic attributes in the ELA classrooms. Developed benchmark-aligned cumulative reviews and assessments which were used to expose students to FAST-style questions similar to what they encountered on the FAST assessments. Teachers used this information to learn from each other, during their collaboratives, to implement best instructional practices from different classrooms. We also experienced turnover with both of our ELL assistant positions and were without any ELL assistants in the school for several months.

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.

7th grade ELA students demonstrated the largest gap between OPJ and the state average.

30.6% of 7th grade students were chronically absent. 25.5% of 7th grade students received one or more suspension days.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student absenteeism - 29.6% of students were absent for 10% or more of total school days. Those students have received letters from the student success team in an attempt to identify what barriers and potential supports our students/families need in order to increase their attendance.

Suspensions - 25.2% of all students were suspended for one or more school days

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 by 10% for the 25-26 school year. (currently at 30%- 238 out of 804 students chronically absent). Determine what supports students/families need in order to decrease chronic student absenteeism. Develop a system to recognize students who attend school regularly.

2. Increase learning gains in ELA from 54% to 58% school-wide
3. Increase learning gains in math from 51% to 55% 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.

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.

Targeted small group instruction in Math and ELA, focusing on the students that overlap in both the Math and ELA lowest quartile. We are also moving toward all support facilitation, with no dual-certified rooms. ELLs will be cohorted by ELP level, this will allow us to be more intentional with the ESOL assistants, Title 1 Coaches and Instructional Assistant support schedules. 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 for Small Group instruction will increase from 4.7% to at least 75% of Math and ELA classrooms. Our objective is to improve English Language Arts (ELA) learning gains from 54% to 58% and to increase Mathematics learning gains from 52% to 55% 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 monthly through classroom walkthroughs, data chats with students, during PLCs, and during our 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:

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 Plan

Person Monitoring:

AdminTeam

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 and ESOL strategies. Admin will monitor through classroom walkthroughs and feedback from PLC survey data.

Action Step #3

Data Meetings

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:

Data Meetings will be held monthly to reflect on how small group strategies are impacting student achievement. Small group tracking sheet that will be reviewed within PLC and monthly leadership meeting.

Area of Focus #2

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.

Increase Targeted Instruction across all content areas to improve proficiency levels with our English Language Learners. Our ELLs will be cohorted by English Language Proficiency Levels, this will allow us to be more intentional with the ESOL assistants, Title 1 Coaches and Instructional Assistants' support schedules. 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 for Comprehensible Instruction for English Language Learners (ELLs) will increase from 3.5% to at least 50% across all content areas. In 24-25 our ELL students achieved 24% proficiency on the FAST ELA PM 3; Our objective for 25-26 is to increase to 30% proficiency.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring will occur monthly through classroom walkthroughs, data chats with students, PLCs, and 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 overall proficiency levels with our English Language 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 to target the English Language 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 WIDA benchmarks. OPJ will also focus on continuous professional development with teachers to ensure that the delivery of instruction aligns language acquisition skills as well as WIDA 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:

1. 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

Small Groups and Progress 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:

Continue with Small Group instruction targeting strategies and skills related to Comprehensible Input and Language Acquisition.

Action Step #3

Quarterly Data Reviews

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:

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 with the target language.

Action Step #4

Professional Learning

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 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 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.

30.6% of 7th grade students, in 2024-2025, were chronically absent. 25.5% of 7th grade students, in 2024-2025, received one or more suspension days. Our goal would be to decrease the aforementioned percentages to 15% for the 25-26 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

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:

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:

Amin

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.

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 25-26 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 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 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 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, ELL support 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 increased to 52% (↑10%), but continued support is needed.

- Learning gains in both ELA and Math remain a targeted area for growth.
- 59 students identified in the 8th grade who are in the lower quartile for both ELA and Math.

Resources & Timeline:

- Classroom Instructional Assistants funded through Title I will be strategically placed in ELA and Math classrooms beginning in August 2025.
- 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 English Language Learner (ELL) Proficiency

Data:

- ELL proficiency was at 24% for the 2024–2025 school year.
- 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 2025 to provide differentiated support in content areas.
- Support facilitators will push into ESOL classes weekly beginning in September 2025.

3. Need:

Improve Student Behavior and Attendance (PBIS Focus)

Data:

- Discipline referrals decreased from 2,110 → 1,190; however, 30.6% of 7th graders were chronically absent, and 25.5% had at least one suspension.

Resources & Timeline:

- Positive Behavior Reward System will be implemented starting in August 2025, with monthly student recognition.
- District-led “OneClay Culture” training on regulation/response strategies during pre-planning week (July 2025).
- Ongoing school-wide PD on classroom management and de-escalation strategies throughout

the year.

4. Need:

Strengthen Tier 1 Instruction Across Content Areas

Data:

- 7th grade ELA proficiency dropped from 50% to 47%.
- Science proficiency, while improved, remains below 50%.

Resources & Timeline:

- Monthly Professional Development for teachers begins in August 2025, 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 2025 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 2025–2026 school year.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

Clay County Schools

OAKLEAF VILLAGE ELEMENTARY SCHOOL



2025-26 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

Kimberly Lundy

kimberly.lundy@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

Jessica Kittrell

jessica.kittrell@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

Carri Guin

carrie.guin@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

Pam Lively

pamela.lively@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

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	58.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: A 2023-24: A 2022-23: B 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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	0	0	0	0	0	0			0
Course failure in Math	0	0	0	0	0	0	0			0
Level 1 on statewide ELA assessment	0	0	0	25	24	26	16			91
Level 1 on statewide Math assessment	0	0	0	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)	0	0	0	6	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 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	14	10	8	36	38	38	23			167

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	11	0	0	0			11
Students retained two or more times	0	0	0	0	0	0	0			0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	27	27	22	27	39	19	23			184
One or more suspensions	10	5	13	6	10	13	16			73
Course failure in English Language Arts (ELA)		1		6						7
Course failure in Math		1								1
Level 1 on statewide ELA assessment	26	35	26	16	29	32	19			183
Level 1 on statewide Math assessment				17	36	38	10			101
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 (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	65	63	59	62	62	57	60	59	53
Grade 3 ELA Achievement	67	66	59	77	65	58	60	61	53
ELA Learning Gains	64	62	60	59	62	60			
ELA Lowest 25th Percentile	61	60	56	54	60	57			
Math Achievement*	65	67	64	62	67	62	64	64	59
Math Learning Gains	65	65	63	65	68	62			
Math Lowest 25th Percentile	54	57	51	58	59	52			
Science Achievement	63	62	58	56	61	57	60	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	76	72	63	64	55	61	46	55	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	580
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
64%	62%	56%	61%	55%		61%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	52%	No		
English Language Learners	60%	No		
Asian Students	77%	No		
Black/African American Students	61%	No		
Hispanic Students	59%	No		
Multiracial Students	78%	No		
White Students	68%	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.

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.
All Students	62%	77%	59%	54%	62%	65%	58%	56%		
Students With Disabilities	37%	62%	54%	50%	39%	52%	48%	40%		
English Language Learners	56%	53%	47%	33%	51%	71%	71%			
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%		
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%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
All Students	60%	60%			64%			60%		
Students With Disabilities	31%	26%			41%			33%		
English Language Learners	45%	64%			38%			44%		37%
Asian Students	67%				75%					
Black/African American Students	53%	55%			56%			51%		
Hispanic Students	58%	65%			62%			53%		42%
Multiracial Students	62%				59%					
White Students	66%	58%			72%			80%		
Economically Disadvantaged Students	54%	53%			56%			53%		

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	64%	65%	-1%	57%	7%
ELA	4	67%	59%	8%	56%	11%
ELA	5	59%	56%	3%	56%	3%
ELA	6	64%	67%	-3%	60%	4%
Math	3	65%	66%	-1%	63%	2%
Math	4	65%	63%	2%	62%	3%
Math	5	45%	55%	-10%	57%	-12%
Math	6	75%	77%	-2%	60%	15%
Science	5	61%	61%	0%	55%	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?

Fourth-grade ELA showed the most improvement. ELA proficiency increased from 48% to 57%. We were very intentional in our scheduling of our ESE population at this grade level. In addition, this grade level focused on common assessment and response to student learning through their collaborative teams. We utilized our Acadience screener to identify student strengths and opportunities for growth and designed small group lessons around the areas of identified need.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Overall, students in 5th Grade math showed a decrease in proficiency, falling to 45% proficient from 51% in the year prior. This was a 5% decrease in proficiency in this individual grade level, while a school increased in proficiency by 1% overall. Thus, this 5th-grade cohort decrease stands out even further. One of the contributing factors is teacher attendance and fidelity of the tier one instruction. Additional walkthroughs and feedback are needed in these classrooms to inform instructional practices. Additionally, we need to identify a teacher attendance incentive program.

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 fell from 77% to 67%. A variety of factors contribute to this, such as the cohorts' 2nd grade PM3 data upon entering their respective 3rd grade instructional years were slightly lower from 78 to 75 percent proficient on entering the grade level. Additionally, there was a teacher change for the third-grade team, who then needed to work together to incorporate a new teacher into the 3rd grade ELA world. We could have used greater teacher training to ensure the newest member was provided the guidance to identify all possible avenues to 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.

Compared to the state, the largest gap is in 5th-grade math. The gap is 12% between our school and the state. We had a four-way switch in fifth grade, which resulted in less instructional time with students in math.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Students with two or more early warning indicators increased from 78 to 167, specifically with an increase in the number of students scoring a level one.

There has been an increase in the number of level ones on the ELA and Math state assessments. In the past year, there has been an increase in ELA from 55 to 91 and in math from 68 to 99 within the 3-6 grade bands.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. 5th grade math achievement
2. 3rd grade ELA achievement
3. Lowest Quartile Math 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.

Description: Benchmark-aligned instruction in math and ELA with a focus on appropriate levels of rigor as identified in prior years' walkthrough 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's walkthrough data shows a decline in math learning gains for our lowest 25%, with consistent negative gaps across grades 4-6 compared to district and state data.

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 benchmark instruction that has the appropriate level of rigor. FAST data will reflect a minimum of 60% learning gains in our lowest quartile.

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 for appropriate levels of rigor through benchmark-aligned instruction
- Semester Data Chats
- The use of common formative assessments across grade levels.

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

Teacher Actions

Person Monitoring:

Grade-Level Teams with support from administration and district instructional coaches.

By When/Frequency:

Lesson planning and alignment checks will occur 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:

Grade-level teams will analyze benchmark standards to ensure alignment of instructional materials, tasks, and assessments to the appropriate level of rigor. Teachers will collaboratively plan lessons that incorporate higher-order questioning, complex text, and tasks aligned to grade-level expectations. The focus will be on ensuring instruction targets the cognitive complexity outlined in the standards. Administrators will conduct regular walkthroughs using an observation tool to capture trends in instructional practices, which asks specifically about academic rigor. 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.

Action Step #2

Professional Learning

Person Monitoring:

Team Leads and Administration

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:

Professional learning will be provided quarterly in the format of whole group PLC, grade level PLCs, and peer feedback cycles by administration and teacher leaders and will focus on analysis of sample student tasks, modeling of rigorous instruction, and strategies for scaffolding to meet the needs of all learners, including those in the lowest quartile. The school leadership team will monitor impact by tracking walkthrough trends related to instructional rigor, reviewing teacher implementation of strategies in lesson plans, and analyzing formative assessment data for signs of increased student engagement and performance. Teacher feedback will also be collected to adjust future professional learning sessions as needed.

Action Step #3

Data Chats

Person Monitoring:

School-Based Leadership Team and Grade-Level Teachers

By When/Frequency:

Once per semester (mid-year and end-of-year)

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 participating in structured data meetings each semester to analyze student performance data from common formative assessments and FAST results. During these meetings, teachers will identify trends, determine instructional adjustments needed to better align instruction to benchmark rigor, and develop targeted support plans for students. 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 3-6 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

Teacher Actions

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:

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. School leadership will conduct weekly walkthroughs focused on the presence, frequency, and quality of small group instruction. PLCs will review formative data and student work to determine effectiveness and regroup students as needed.

Action Step #2

Professional Learning

Person Monitoring:

Team and math Leads on grade levels.

By When/Frequency:

End of each academic quarter

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 participating in ongoing professional learning community sessions focused on strategies for effective 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. PLCs will reflect on student work samples and assessment data to determine if student performance improves in areas directly targeted during professional development.

Action Step #3

Data Chats

Person Monitoring:

School-Based Leadership Team and Grade-Level Teachers

By When/Frequency:

Mid-year and end-of-year data chats

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 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. 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

Teacher 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. The culture will be focused on teacher attendance. This includes clear expectations, consistent monitoring, and a clear understanding by teachers of their impact on student achievement.

Impact on Student Learning: Increased teacher attendance aims to reduce instructional disruption

and inconsistency; increase student engagement, and improve safety that maximizes instructional time and learning

Rationale: Decreasing teacher absenteeism is a proven method for increasing student achievement. There is no substitute for the teacher; a substitute does the best they can, while the teacher provides clear, certified instruction. We have had an increase in teacher absenteeism over the last several years. While student absenteeism has decreased, teacher attendance has not.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In the absence of finalized prior-year teacher attendance data, the school will establish a baseline from the 2023–2024 attendance records during the first quarter of 2024–2025. Based on this baseline, the school aims to reduce the average number of teacher absences by **at least 10%** by the end of the school year. This measurable outcome supports the school-wide goal of strengthening culture and improving instructional consistency for 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.

Quarterly absentee reports will be pulled and reviewed by the administration and payroll secretary. We will review the report with a comparison of the targeted reduction in absenteeism by our instructional personnel. This ongoing monitoring will ensure effective support and implementation for our positive reinforcement strategies as well as proactive conversations. Data may provide information leading to the need for conversations with teachers who continue to have chronic absenteeism.

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

Teacher Actions

Person Monitoring:

School-Based Leadership Team and Grade-Level Team Leads

By When/Frequency:

Initial expectations established by end of Quarter 1; revisited monthly in PLCs

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 engaging in ongoing conversations and collaborative development of shared expectations around attendance during faculty meetings and PLCs. Teachers will reflect on how their attendance impacts student learning, classroom culture, and overall school performance. This shared understanding will promote accountability and ownership. The leadership team will collect and review feedback from PLC discussions and monitor attendance data trends across grade levels.

Action Step #2

Professional Conversations & Learning

Person Monitoring:

School Leadership Team and PBIS

By When/Frequency:

September 1st and then ongoing.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided during the first month of school in the format of whole group professional learning by administration and will focus on building a positive learning environment and contributing to a collaborative school culture, including the role of professional presence and reliability. Sessions will also explore strategies for maintaining instructional momentum during planned absences. Teacher attendance trends will be reviewed after each quarter.

Action Step #3

Data Chats

Person Monitoring:

School Leadership Team and Payroll Secretary

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:

Data meetings will be held in each semester to reflect on how individual and grade-level teacher attendance data is impacting student achievement by reviewing student work and accountability measures in teacher's room with more consistent attendance versus those with more frequent absences. Attendance reports will be shared during the data review sessions and documented through meeting notes. Follow-up conversations and coaching will occur with staff as needed. Progress toward the 10% reduction goal will be monitored and used to guide future reinforcement or support efforts.

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 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 2025-26 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



2025-26 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

Katelyn Stocks

katelyn.stocks@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 #2

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 #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. 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 #5

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.

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 work with many stakeholders beyond staff, students, and board members. As a non-profit, we rely on volunteers and building community partnerships. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment is critical. Stakeholder

groups more proximal to the school include teachers, students, families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business 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 SIP will be monitored through our quarterly progress monitoring (i.e., IXL and FAST). The Academic Manager monitors this data and RTI data to affirm achievement for students performing below grade level. RTI is revised quarterly for maximum growth. The committee will also complete a mid-year review. Through this monitoring and review, the plan may be revised, if necessary, to ensure continuous improvement.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	62.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	WHITE STUDENTS (WHT)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
DJJ ACCOUNTABILITY RATING HISTORY	2024-25: COMMENDABLE 2023-24:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment								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

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								1	4	5

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days								3	8	11
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment								4	2	6
Level 1 on statewide Math assessment								6	6	12
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 (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators									19	19

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year									1	1
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2025-26)

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	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 (2025-26)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	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 (2024-25) 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 (2024-25) 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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	28	66	59	36	64	55	44	57	50
Grade 3 ELA Achievement									
ELA Learning Gains	56	60	58	29	62	57			
ELA Lowest 25th Percentile		59	56		62	55			
Math Achievement*	10	59	49	7	61	45	21	50	38
Math Learning Gains	44	48	47	30	60	47			
Math Lowest 25th Percentile		42	49		61	49			
Science Achievement	22	82	72	18	80	68	36	74	64
Social Studies Achievement*	50	84	75		83	71		80	66
Graduation Rate		95	92	36	94	90		95	89
Middle School Acceleration									
College and Career Acceleration		63	69		60	67		63	65
Progress of ELLs in Achieving English Language Proficiency (ELP)		69	52		51	49		52	45

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	35%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	210
Total Components for the FPPI	6
Percent Tested	95%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
35%	26%	34%	10%	30%		26%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
White Students	10%	Yes	1	1
Economically Disadvantaged Students	30%	Yes	2	2

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	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%		
Economically Disadvantaged Students	25%		20%							
	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS							
	36%									

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	44%				21%			36%					
White Students	40%				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.

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 most notable academic gains this year occurred in middle school mathematics. The passing rate for FAST Math PM3 increased significantly—from 7% in the previous school year to 40% this year. This substantial growth is attributed to a strategic focus on foundational Pre-Algebra skills delivered through both whole-class instruction and targeted small group interventions. Contributing factors included the hiring of a highly qualified math teacher in the spring and the strategic use of UniSig funds to provide substitute coverage, enabling effective push-in and pull-out math intervention services.

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 academic performance was observed on the Algebra 1 End-of-Course (EOC) assessment, where none of our students achieved a passing score. This outcome aligns with previously identified gaps in foundational Pre-Algebra skills, as reflected in last year's data. In response, we will continue to prioritize the development of core Pre-Algebra competencies to strengthen students' readiness for Algebra 1 and support long-term academic success in mathematics.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our most significant decline occurred in 10th grade English Language Arts (ELA), where the passing rate dropped from 67% last year to 14% this year. While the cohort was smaller in size, the students entered the year with notable gaps in foundational literacy skills. Although all students demonstrated learning gains over the course of the year, these gains were not sufficient to meet the state's proficiency threshold. This group began the second semester working with the *Corrective Reading* program and will continue progressing through the next stage of the program to further develop their reading and comprehension skills. This structured, research-based approach is part of our continued effort to build foundational literacy and improve future 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.

Our greatest performance gap aligns with our lowest area of achievement: the Algebra 1 End-of-Course (EOC) assessment. While the state average for students scoring a Level 3 or higher was 54%, none of our students met this benchmark. This significant gap highlights the urgent need to address foundational skill deficits. As such, we will continue to prioritize the development of essential Pre-Algebra skills to strengthen students' mathematical understanding and improve Algebra 1 outcomes in the upcoming school year.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

N/A

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 ELA, 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.

In response to last year's low ELA performance, we are committed to ensuring that both instruction and intervention are comprehensive and well-rounded in the upcoming school year. Students who struggle with reading comprehension face challenges across all content areas, making literacy a critical foundation for overall academic success. Our focus will be on improving fluency, comprehension, and vocabulary, while also fostering students' confidence in their reading abilities. By addressing both skill development and self-efficacy, we aim to prepare students for stronger performance on the FAST PM3 assessment in the spring, approaching it with increased competence and confidence.

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 May 2026, the percentage of girls scoring at or above the district and state level will increase from 26% to 35% using RTI, as measured by the FAST ELA.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The IXL LevelUp diagnosis will be administered every 12 weeks.

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:

Reading Plus will be used with intervention groups 2-3 times a week by tier for 20-30 minutes a session.

Rationale:

Reading Plus is proven to improve learning outcomes as required by federal mandates under the Every Student Succeeds Act (ESSA). Reading Plus' research portfolio of studies meets the highest levels of evidence needed under ESSA to evaluate instructional programs. As a result of those studies, Reading Plus has been shown to significantly improve reading achievement for diverse populations of students in grades 3-12. It has been validated across a wide range of districts and schools, approaches to intervention, and major student subpopulations. Reading Plus is committed to continuing the development of innovative intervention that is grounded in evidence and efficacy.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Students will be assessed using the Corrective Reading Placement Test. Based on the results, students will be placed in groups according to their level and provided with Corrective Reading instruction.

Rationale:

Students at Pace have a low proficiency rate and lower reading gains than the state and district. Many struggle with reading decoding and comprehension. This program will support their needs and help support students in the reading area.

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

Reading Plus

Person Monitoring:

Katelyn Stocks

By When/Frequency:

May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Reading Plus will be used with intervention groups 2-3 times a week by tier for 20-30 minutes a session. It will be reevaluated to show growth three times a year, August, December, and May.

Action Step #2

Corrective Reading

Person Monitoring:**By When/Frequency:**

Katelyn Stocks

May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will be evaluated for Corrective Reading upon enrollment and will be placed in the class as available.

Action Step #3

Professional Learning

Person Monitoring:

Katelyn Stocks

By When/Frequency:

May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will engage in quarterly data review meetings to analyze student performance data and inform instructional practices, with the goal of improving FAST assessment outcomes.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to 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.

While we have seen substantial growth in overall math performance, a decline in Algebra 1 scores remains a concern—particularly given its role as a graduation requirement. This highlights the critical need to build foundational math skills early and consistently across grade levels. Mathematics is a cumulative subject, with each concept building upon the last. When foundational skills are weak or incomplete, it creates achievement gaps that persist and expand as students advance. For example, if our 7th graders are performing below grade level, they enter 8th grade Pre-Algebra already at a disadvantage—ultimately leading to further deficits in 9th grade Algebra 1. To close this achievement gap, we are committed to early and targeted skill development, ensuring that students build the strong mathematical foundation necessary for long-term success. Our goal is to promote deeper understanding and sustained achievement in math as students progress through their academic journey.

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 May 2026, the percentage of girls passing the Algebra 1 EOC will increase from 0% to 20% using RTI, as measured by the Algebra 1 EOC.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The IXL LevelUp Diagnostic will be administered every 12 weeks.

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:

IXL

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:

Katelyn Stocks

By When/Frequency:

May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

IXL Math will be used with intervention groups 2-3 times a week by tier for 20-30 minutes a session. It will be reevaluated to show growth every 12 weeks.

Action Step #2

Professional Learning

Person Monitoring:

Katelyn Stocks

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will engage in quarterly data review meetings to analyze student performance data and inform instructional practices, with the goal of improving FAST assessment outcomes.

Action Step #3

Monthly Data Review

Person Monitoring:

Katelyn Stocks

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The math teacher, math tutor, and academic manager will hold monthly meetings to identify and plan targeted small group interventions based on student performance data to support improved math achievement.

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.

In the 2023–2024 school year, our overall student attendance rate was 72%. During the 2024–2025 school year, we achieved a notable increase, reaching an 80% attendance rate. While this meets the minimum threshold, consistent attendance remains a critical factor in student achievement and engagement. Therefore, we will continue to prioritize attendance as a key area of focus in the upcoming school year. Our goal is not only to sustain this improvement but to build on it through continued outreach, family engagement, and support strategies that promote daily, on-time 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.

Center-wide attendance will improve from 80% to at least 82% for the school year with an attendance plan in place.

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 is taken, and attendance reports will be generated monthly in Impacts for review.

Person responsible for monitoring outcome

Sylvia Woodberry-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:

Girls with 100% Monthly Perfect Attendance will be entered into a drawing for a gift card, recognized at Growth & Change ceremonies, and receive four dress-down passes for the following month. Girls with 80% and above attendance will be recognized at Growth & Change ceremonies and receive two dress-down passes for the following month. Girls who improve attendance by at least 10% in a month will receive one dress-down pass. Girls with three months of perfect attendance will be eligible to go to the salon with the ED. Girls with six months of perfect attendance will be eligible to go to lunch and the salon with a staff member of choice.

Rationale:

This strategy improved 2022's attendance by 11%.

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:

Daily attendance is taken, and attendance reports will be generated monthly in Impacts for review.

Action Step #2

Professional Learning

Person Monitoring:

Sylvia Woodberry-Adkins

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide ongoing professional learning for staff focused on building positive student-staff relationships, recognizing early warning signs of chronic absenteeism, and implementing engagement strategies to promote regular attendance.

Action Step #3

Individualized Support Plans

Person Monitoring:

Sylvia Woodberry-Adkins

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implement the school-wide attendance monitoring system to identify students at risk of chronic absenteeism, followed by timely outreach from staff and the development of individualized support plans to address barriers to regular 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 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 with district members over school improvement monthly to review SIP efforts and 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 the district to determine what funding there is available and how we can utilize it. Members of the SIP Committee will meet with district members over school improvement monthly to review SIP efforts and expenditures. The members will also meet quarterly to look at the budget and how it is helping reach our goals.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

Clay County Schools

ROBERT M. PATERSON ELEMENTARY



2025-26 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

Daily operations, safety and functions of the school, students and staff. The role of the SIP team is to ensure the goals, areas of focus, etc., are being carried out with fidelity. These processes and the monitoring of the processes will ensure that PES will meet their goals to promote students' personal and academic growth.

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 functions and operations of the school. The role of the SIP team is to ensure the goals, areas of focus, etc., are being carried out with fidelity. These processes and the monitoring of the processes will ensure that PES will meet their goals to promote students' personal and academic growth.

Leadership Team Member #3**Employee's Name**

Caitlin Curtis

Caitlin.curtis@myoneclay.net

Position Title

Guidance Counselor

Job Duties and Responsibilities

She is responsible for the well being mentally and academically for all students. The role of the SIP team is to ensure the goals, areas of focus, etc., are being carried out with fidelity. These processes and the monitoring of the processes will ensure that PES will meet their goals to promote students' personal and academic growth.

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 monthly meetings with members of our PFA to discuss the school, community and overall progress of the school. We discuss opportunities, concerns, etc., to all aspects of our campus. Our goal is to ensure the school, students, staff, community, etc., have all the resources and opportunities to be a part of our campus through activities for students and parents, but also through expressing their voice and/or opinion.

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 and reviewed at each SAC meeting. During those meetings, the Principal will communicate the updated school information, data, etc., as it pertains to the progress of our SIP goals. During that time, options, implementations, and revisions, if necessary, will be tabled and future adjustments will be developed.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	34.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21: A

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	2	3	8	8	6	1			33

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	3	0	2	0	0	0			8
Students retained two or more times										0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	10	9	8	11	6	10	9			63
One or more suspensions	5	14	2	5	7	7	5			45
Course failure in English Language Arts (ELA)										0
Course failure in Math							1			1
Level 1 on statewide ELA assessment	1	6	7	3	4	2				23
Level 1 on statewide Math assessment	20	3	3	3	6	5				40
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

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		2		1	5	5	3			16

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	3		3			1			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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	88	63	59	85	62	57	75	59	53
Grade 3 ELA Achievement	94	66	59	87	65	58	75	61	53
ELA Learning Gains	78	62	60	76	62	60			
ELA Lowest 25th Percentile	68	60	56	70	60	57			
Math Achievement*	93	67	64	93	67	62	81	64	59
Math Learning Gains	81	65	63	89	68	62			
Math Lowest 25th Percentile	81	57	51	84	59	52			
Science Achievement	86	62	58	92	61	57	81	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	82	72	63	61	55	61	43	55	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	751
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
83%	82%	77%	71%	63%		70%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	73%	No		
English Language Learners	77%	No		
Asian Students	77%	No		
Black/African American Students	72%	No		
Hispanic Students	78%	No		
Multiracial Students	76%	No		
White Students	87%	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.

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%
12/2025													

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%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	75%	75%			81%			81%					43%
Students With Disabilities	51%	45%			64%			61%					
English Language Learners	24%	17%			42%			60%					71%
Asian Students	93%				100%								
Black/African American Students	54%	60%			56%								
Hispanic Students	54%	52%			64%			61%					
Multiracial Students	70%				78%								
White Students	82%	85%			88%			89%					
Economically Disadvantaged Students	63%	67%			67%			65%					70%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	94%	65%	29%	57%	37%
ELA	4	81%	59%	22%	56%	25%
ELA	5	83%	56%	27%	56%	27%
ELA	6	92%	67%	25%	60%	32%
Math	3	94%	66%	28%	63%	31%
Math	4	95%	63%	32%	62%	33%
Math	5	86%	55%	31%	57%	29%
Math	6	94%	77%	17%	60%	34%
Science	5	86%	61%	25%	55%	31%

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 third grade ELA data indicated a 10 point increase. It went from 84% to a 94% proficiency. The consistency of reviewing student data and having data discussions throughout the year kept the growth and progress consistent. Common assessments, PLC's, and progress monitoring was evident. This provided the teachers and students to maintain their area of focus as it parallels 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 lower quartile gains was 68% which was a 2% decrease from the previous year (70%.) The change in our inclusion teachers as well as new regular ed. inclusion teachers 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.

The 5th grade science scores showed a 5 point decrease. The state FAST science went to a new adaptive format. Our student scores were still top in our district and well above the district and state averages. But, for our expectations, it was a decrease. The new format, which was unknown, contributed to the need to increase student stamina for the test.

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.

The continuous interventions to address student absences.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Maintaining high academic expectations and performance by students.
2. Ensure teachers and staff have the proper training, understanding and resources to facilitate students' success.
3. Address student certain students' consistent absences.
4. Maintaining a positive culture and environment that fosters success in all levels of an exemplary school.

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 ELA Lower Quartile score was 68%. This was a 2% drop from the previous year. The learning gains for all our students are important and especially students that face learning challenges for various reasons. We want to ensure we are providing them with all the interventions, resources, etc., to maximize their understanding of content and learning 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.

PES ELA lower quartile gains for the 23 - 24 school year were 70%. This year 24 - 25 it dropped to 68%. We have included all ESE inclusion teachers and classroom teachers to develop their 25 - 26 schedules. We were strategic in deciding which teachers will have an inclusion setting and which inclusion teacher with their specific specialty to maximize student achievement within a specific content area such as 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 80% 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.

New ELA curriculum, 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

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.

Person Monitoring:

Lori Stokes

By When/Frequency:

May 29, 2026

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. Collect data from Lexia, FAST and Acadience.

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

By When/Frequency:

May 29, 2026

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 LQ 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

By When/Frequency:

May 29, 2026

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.

Our Math Gains were 80%. This was a 9% drop from the previous year. The learning gains for all our students are important for all our students and especially students that face learning challenges for various reasons. We want to ensure we are providing them with all the interventions, resources, etc., to maximize their understanding of content and learning 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.

PES Math Gains for the 23 - 24 school year were 89%. This year 24 - 25 it dropped to 80%. We have included all ESE inclusion teachers and classroom teachers to develop their 25 - 26 schedules. We were strategic in deciding which teachers will have an inclusion setting and which inclusion teacher with their specific specialty to maximize student achievement within a specific content area such as Math. Teacher's specific data was evaluated and teachers were moved into grade and

content levels based on their knowledge, skills and previous students' results. If all strategies are consistent in their tier 1 and tier 2 instruction (when applicable), consistent use of small group on a daily/weekly basis, and identification of each students' learning deficiencies; then PES should see data results of at least 82%% or better proficiency level. 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. Data will demonstrate of at least a 70% overall proficiency and math gains 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 teachers, grade level and vertical content discussions, formal and informational observations, peer observations of teaching same content, discussion of student work and assessment preparation within PLC's and progress monitoring data via FAST assessments. In addition, i-Ready and ALEKS data will be evaluated and monitored to evaluate the effectiveness of Tier 1 teaching strategies.

Person responsible for monitoring outcome

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 Specialists for guidance, modeling, etc.

Person Monitoring:

John O'Brian

By When/Frequency:

May 29, 2026

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.

Action Step #2

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. The utilization of District Curriculum Specialists.

Person Monitoring:

John O'Brian

By When/Frequency:

May 29, 2026

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. In addition, data analysis through formal and informal observations via FAST, common assessments, and District approved software and programs.

Action Step #3

Data meetings will be held Quarterly with each grade level. The data will reflect how the LQ 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:

John O'Brian

By When/Frequency:

May 29, 2026

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. In addition, data analysis through formal and informal observations via FAST, common assessments, and District approved software and programs.

IV. Positive Learning Environment

Area of Focus #1

Other: Positive Learning Environment

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.

They regularly receive communication from my student's school regarding community partnerships that provide services from families during challenging times. The lack of communication and knowledge of resources that are available for families can have a negative impact on the support necessary and available for families. This can impact and impede a student's mental and emotional well being. This data was collected from the 2025 Spring Climate Survey results. It indicated 55% Strongly Agree and 35% Somewhat Agree to this survey question.

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 communication and educate parents' understanding of the community partnerships and services provided for families during challenging times. The 2024 data indicated 69% STA and 23% SWA respectively. This indicates a 4.3 decrease from the previous year. After integrating our new parent communication platform, Apptegy, training and information provided by our Guidance Counselor, and School Social Worker, this area of focus should increase a total of at least 94% "Somewhat Agree."

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.

PBIS team, Attendance Team, Building Resilience Curriculum, Character Education, Guidance Lessons, Attendance Team, Discipline Data, Teacher Input, SST(Student Success Team), and PES Social Media Platforms will be used to communicate available resources and services to parents. When applicable, specific interventions and meetings will be implemented based on data collected. Effective communication and interventions will increase awareness and support(s) for all stakeholders.

Person responsible for monitoring outcome

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 information that will enhance their knowledge of services offered to their students to support their families during challenging times.

Person Monitoring:

John O'Brian and Lori Stokes

By When/Frequency:

May 29, 2026

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 of how to establish clear rituals and routines within their classroom to provide the most successful learning environment. This knowledge will be disseminated to their students through exposure, charts, training and reminders. Students will also be exposed through classroom lessons facilitated by the school guidance counselor.

Action Step #2

Professional learning will be provided monthly in the format of classroom lessons, character counts luncheons and student recognitions by their teachers.

Person Monitoring:

John O'Brian and Lori Stokes

By When/Frequency:

May 29, 2026

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 of how to establish clear rituals and routines within their classroom to provide the most successful learning environment. This knowledge will be disseminated to their students through exposure, charts, training and reminders. Students will also be exposed through classroom lessons facilitated by the school guidance counselor.

Action Step #3

Data meetings will be held monthly on how student non-academic behavior, attendance, etc., are

going to reflect on how interventions, parent communications, etc., are impacting student achievement by showing an improvement in the concerned area’s data. .

Person Monitoring:
John O'Brian and Lori Stokes

By When/Frequency:
May 29, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Through formal and non-formal observations, stake-holder meetings, student recognitions, parent surveys, and parent organizations.

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 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 2025-26 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



2025-26 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

kim.marks@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, 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

Casey Suhr

casey.suhr@myoneclay.net

Position Title

Teacher K-12

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 the academic achievement of students.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	62.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: B 2023-24: A 2022-23: A 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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	0	0	0	0				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

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	27	46	31	22	19	15	8			168

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	4	0	7	0	1	0			13
Students retained two or more times	0	0	0	0	1	0	0			1

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL										TOTAL
	K	1	2	3	4	5	6	7	8		
Absent 10% or more school days	41	25	28	17	30	15	21			177	
One or more suspensions	5	4	5	4	14	14	14			60	
Course failure in English Language Arts (ELA)	2	2		1						5	
Course failure in Math	3	2	1	1			1			8	
Level 1 on statewide ELA assessment				11	32	13	11			67	
Level 1 on statewide Math assessment				14	28	22	12			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)		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)			2							2	

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	2								5

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	6	2	6	1					16
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	64	63	59	66	62	57	63	59	53
Grade 3 ELA Achievement	69	66	59	73	65	58	65	61	53
ELA Learning Gains	62	62	60	64	62	60			
ELA Lowest 25th Percentile	60	60	56	63	60	57			
Math Achievement*	59	67	64	68	67	62	64	64	59
Math Learning Gains	55	65	63	67	68	62			
Math Lowest 25th Percentile	38	57	51	52	59	52			
Science Achievement	70	62	58	57	61	57	73	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	66	72	63	70	55	61	59	55	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	543
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
60%	64%	63%	62%	58%		54%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	42%	No		
English Language Learners	59%	No		
Asian Students	83%	No		
Black/African American Students	55%	No		
Hispanic Students	61%	No		
Multiracial Students	69%	No		
White Students	62%	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.

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%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
All Students	63%	65%			64%			73%		
Students With Disabilities	39%	40%			39%			48%		
English Language Learners	60%	65%			62%					
Asian Students	81%	82%			78%					
Black/African American Students	54%	56%			51%			56%		
Hispanic Students	59%	60%			69%			92%		47%
Multiracial Students	67%				73%			81%		
White Students	74%	68%			73%			74%		
Economically Disadvantaged Students	56%	57%			55%			62%		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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	63%	65%	-2%	57%	6%
ELA	4	62%	59%	3%	56%	6%
ELA	5	58%	56%	2%	56%	2%
ELA	6	72%	67%	5%	60%	12%
Math	3	61%	66%	-5%	63%	-2%
Math	4	56%	63%	-7%	62%	-6%
Math	5	48%	55%	-7%	57%	-9%
Math	6	67%	77%	-10%	60%	7%
Science	5	68%	61%	7%	55%	13%

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 proficiency increased overall from 57% to 68% resulting in an 11 point increase. All subgroups, except SWD, increased in Science achievement. We focused on Science by providing hands-on activities, boot camps, tutoring, and utilizing Penda with fidelity.

5th grade Science teachers identified student strengths and opportunities for growth and designed lessons around these. Our weekend Science Boot Camp had tremendous participation from both students and teachers.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Overall, students in the lowest 25% in Math showed a decrease of 52% to 37%, which was a 15 percentage difference. Math achievement overall showed a decrease of 10% in proficiency from the past school year.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Students in the SWD subgroup showed a decrease in Math scores. Teachers in our self-contained classrooms need additional professional learning on content and more rigor to increase student achievement. Our VE teacher's schedules need to allocate additional time to impact a wider group of students within the specific classrooms they are assigned. Intentional planning is needed with their content area teachers to create Specially Designed Instruction for students.

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, the largest gap for our school is in 5th grade ELA where we outperformed the state by 3%. Our School Improvement Plan last year focused on ELA which is where the positive growth occurred. Our PLC and PD were centered around reading strategies.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

There was an increase in student absences which is an area of concern for the upcoming school year. The decrease in attendance is a contributing factor in the decrease of student achievement.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Math achievement
2. Attendance
3. SWD achievement in reading and 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 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 math, focusing on foundational skills and addressing specific learning gaps identified in prior year data. Aims to improve overall proficiency, accelerate learning for the lowest 25% and close district/state achievement gaps through differentiated support. Prior year data shows a significant decline in overall math proficiency and lower 25% learning gains, with consistent negative gaps across grades 3-6 compared to district and state. Given the previous focus on reading intervention and small groups in ELA, dedicated small group math instruction is now a crucial need to address this decline.

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 25% increase in small group instruction in math classes. FAST data will reflect a minimum of 60% of students proficient and at least 40% of students in the lowest 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 exit tickets
- Mid-module and end-of-module assessments
- i-Ready growth

- PLC Data Chat
- Classroom walkthroughs (observing small groups)

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

Administration Team-Kim Marks, Shari Gouin, Montgomery Sloan

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 the Eureka Squared curriculum, and Tier 2 and 3 interventions via the MTSS process to review and remediate for students demonstrating deficiencies utilizing small group instruction.

Rationale:

Teachers will collaborate with peers during common planning to discuss issues of practice and gain solutions via the curriculum. Professional Development opportunities will be provided during PLCs. District Curriculum Specialists will be available to support POE. Professional Development opportunities for the Eureka Squared curriculum will be available to teachers with an emphasis 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

Small Group Instruction

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:

Common Planning Eureka Squared curriculum

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 Utilize District Curriculum Specialists

Action Step #3

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 grade level teams to dissect pertinent student data leading to standard mastery.

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.

Engaging students in the learning process builds student ownership, responsibility, resiliency, and critical thinking. Learning tasks that provide students with the opportunity to make connections between Math, real-world applications and student interests will increase student achievement gains in Math. Using cooperative learning structures and participation strategies during instruction is important because it enhances student engagement, supports life skills, and improves academic 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.

Walkthrough data will indicate that at least 25% of all Math classrooms demonstrate evidence of student engagement through active participation and respectful collaboration during learning activities. FAST data will reflect a minimum of 60% of students proficient and at least 40% of students in the lowest 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.

An increase in student engagement directly relates to an increase in student achievement data. This progress will be measured through Math data in regards to:

- Weekly exit tickets
- Mid-module and end-of-module assessments
- i-Ready growth
- PLC Data Chat
- Classroom walkthroughs (observing S.2.

Person responsible for monitoring outcome

Administration Team-Kim Marks, Shari Gouin, Montgomery Sloan

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:

Engaging students in the learning process builds student ownership, responsibility, resiliency, and critical thinking. Learning tasks that provide students with the opportunity to make connections between Math, real-world applications and student interests will increase student achievement gains in Math.

Rationale:

Teachers will collaborate with peers during common planning to discuss issues of practice and gain solutions via the curriculum. Professional Development opportunities will be provided during PLCs. District Curriculum Specialists will be available to support POE. Professional Development opportunities for the Eureka Squared curriculum will be available to teachers.

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

Person Monitoring:

Principal-Kim Marks

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Total Participation Techniques will be provided during Professional development and PLC times for teachers to help increase engagement strategies.

Action Step #2

Engagement

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:

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 #3

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 grade level teams to dissect pertinent student data leading to standard mastery.

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.

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.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Increasing foundational reading proficiency is essential for students' academic success and future

opportunities. 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. This, in turn, supports their academic performance and boosts their confidence.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

NA

Grades K-2: Measurable Outcome(s)

By the end of the 25-26 school year, 55% of our Kindergarten students will demonstrate proficiency in their ELA as measured by the district-wide standardized assessments and progress monitoring tools.

Grades 3-5: Measurable Outcome(s)

NA

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will monitor the progress toward our goals through classroom walkthroughs, progress monitoring, and student performance.

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:

We will use the provided curriculum by the county titled Benchmark Advanced. We will also implement the provided Tier 2 and 3 resources provided. We will especially work with retainees from K-5 who scored a level 1 to a mid level 2.

Rationale:

Students did not make a learning gain or some students even slid down a level based on the data. Research indicates that systematic and sequential instruction in phonics is more effective than nonsystematic or implicit approaches.

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

Small Group Instruction

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:

Common Planning Benchmark Advanced

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 Utilize District Curriculum Specialists

Action Step #3

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 grade level teams to dissect pertinent student data leading to standard mastery.

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

Administration-Kim Marks, Shari Gouin, Montgomery Sloan

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

Professional Learning

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:

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

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 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 2025-26 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



2025-26 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 Ridgeview High School is to develop lifelong learners who meet the global demands of 21st-century skills through a challenging educational program that embraces diversity and unity, instills integrity and character, and promotes Respect, Honor, and Scholarship.

Provide the school's vision statement

Preparing ALL Students for Success in A Global Economy.

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

Principal Becky Murphy 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. She 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, she promotes shared decision-making by supporting collaborative teacher teams engaged in continuous cycles of inquiry aligned with district learning goals. Principal Murphy also ensures that all staff members consistently comply

with districtwide school site standards.

Leadership Team Member #2

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 #3

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.

Leadership Team Member #4

Employee's Name

Kelly Williams

kelly.williams@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 #5

Employee's Name

Dannie Higginbotham

dannie.higginbotham@myoneclay.net

Position Title

Dean

Job Duties and Responsibilities

RHS dean is responsible for daily discipline, attendance and tardy tracking. Dean will also assist the Principal and Assistant Principals with duties as needed, which include, but are not limited to, participating in data collection and analysis, delivering Tier 1 interventions, and developing school-wide discipline plans.

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

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	57.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: B 2023-24: A 2022-23: A 2021-22: B 2020-21:

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 (2025-26)

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	482	448	465	469	1,864
Absent 10% or more school days	132	119	165	187	603
One or more suspensions	39	22	27	22	110
Course failure in English Language Arts (ELA)	40	23	47	4	114
Course failure in Math	23	7	8	5	43
Level 1 on statewide ELA assessment	53	59	39	15	166
Level 1 on statewide Algebra assessment	6	31	36	7	80

Current Year (2025-26)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	65	47	59	26	197

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	107	137	167	173	584
One or more suspensions	40	55	24	10	129
Course failure in English Language Arts (ELA)	44	38	39	3	124
Course failure in Math	17	6	23	8	54
Level 1 on statewide ELA assessment		50	1		51
Level 1 on statewide Algebra assessment	31				31

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	73	66	82	34	255

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	64	66	59	64	64	55	53	57	50
Grade 3 ELA Achievement									
ELA Learning Gains	56	60	58	62	62	57			
ELA Lowest 25th Percentile	49	59	56	58	62	55			
Math Achievement*	54	59	49	54	61	45	50	50	38
Math Learning Gains	51	48	47	58	60	47			
Math Lowest 25th Percentile	46	42	49	57	61	49			
Science Achievement	83	82	72	78	80	68	76	74	64
Social Studies Achievement*	79	84	75	86	83	71	83	80	66
Graduation Rate	96	95	92	94	94	90	97	95	89
Middle School Acceleration									
College and Career Acceleration	50	63	69	53	60	67	59	63	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	72	69	52	29	51	49	54	52	45

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	700
Total Components for the FPPI	11
Percent Tested	98%
Graduation Rate	96%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
64%	63%	68%	55%	55%		59%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	51%	No		
English Language Learners	50%	No		
Asian Students	83%	No		
Black/African American Students	61%	No		
Hispanic Students	62%	No		
Multiracial Students	62%	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.

	2024-25 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 2023-24	C&C ACCEL 2023-24		ELP PROGRESS
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%	
12/2025														

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%

2022-23 Accountability Components by Subgroups													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	53%				50%			76%	83%		97%	59%	54%
Students With Disabilities	36%				44%			62%	71%		97%	21%	
English Language Learners	33%				25%				71%		92%	45%	56%
Asian Students	86%				70%			77%	100%				
Black/African American Students	41%				44%			78%	79%		97%	43%	
Hispanic Students	52%				36%			73%	83%		100%	51%	61%
Multiracial Students	51%				36%			69%	82%		95%	74%	
White Students	57%				59%			77%	84%		97%	63%	
Economically Disadvantaged Students	47%				46%			71%	79%		95%	48%	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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	67%	65%	2%	58%	9%
ELA	9	60%	64%	-4%	56%	4%
Biology		79%	78%	1%	71%	8%
Algebra		43%	63%	-20%	54%	-11%
Geometry		52%	62%	-10%	54%	-2%
History		78%	81%	-3%	71%	7%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		22%	19%	3%	16%	6%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		23%	18%	5%	18%	5%
Geometry		* 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 Graduation Rate showed the most improvement, increasing by 2 percentage points. To support this growth, we implemented several strategic actions, including:

- Grad Tracker Meetings are held regularly to monitor each senior's progress toward graduation requirements.
- Individualized Support through meetings involving seniors, counselors, and parents to identify barriers and create action plans.
- CLT opportunities were offered for additional score opportunities.

Additionally, Science Achievement increased by 1 percentage point. Teachers contributed to this growth by:

- Engaging in intentional instructional planning aligned to essential standards.
- Implementing common assessments to monitor student understanding and adjust instruction accordingly.
- Participating in Professional Learning Communities (PLCs) with a focus on increasing student engagement and sharing best practices.

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 components showing the lowest performance were the ELA Lowest 25th Percentile and the Math Lowest 25th Percentile. Several key factors contributed to the low performance in these areas:

- Inconsistent rigor and academic discourse across classrooms limited students' exposure to higher-order thinking and meaningful engagement with grade-level content.
- Gaps in Tier 2 and Tier 3 academic supports, resulting in delayed or insufficient intervention for students who needed intensive, targeted instruction.
- Variability in instructional practices, particularly in the use of differentiation and scaffolding strategies to meet the diverse needs of students in the lowest quartile.
- Chronic absenteeism and low engagement among struggling learners, which reduced access to consistent instruction and academic growth opportunities.

Trend data indicates that while there have been pockets of improvement in overall achievement, the

performance of the Lowest 25% in both ELA and Math continues to lag behind. This highlights a critical need for increased instructional coherence, data-driven interventions, and professional development focused on academic rigor and student-centered discourse.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The ELA Lowest 25th Percentile showed the greatest decline from the prior year.

Several factors contributed to this decline:

- Inconsistent delivery of rigorous, grade-level instruction, which limited opportunities for students in the lowest quartile to engage with challenging content that builds literacy skills.
- Lack of consistent, in-the-moment Tier 1 interventions, meaning that students were not regularly receiving the immediate support needed during core instruction to address misunderstandings or skill gaps.
- Insufficient differentiation and scaffolding, resulting in lessons that did not fully meet the diverse learning needs of struggling readers.

This decline highlights the importance of strengthening Tier 1 instructional practices, enhancing teacher capacity for delivering just-in-time supports, and ensuring that academic rigor is maintained across all classrooms.

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 the state average, our Science data showed the greatest positive gap, with the school scoring 83%, which is 12 percentage points higher than the state average of 71%. The factors that contributed to this positive gap include:

- Intentional Planning - Teachers were strategic in identifying essential standards and prioritizing them in their lesson planning.
- The use of Common Assessments - Regular common assessments helped monitor student understanding and allowed for timely reteaching and intervention.
- Focused PLCs - Teachers participated in ongoing Professional Learning Communities (PLCs) with a focus on increasing student engagement and sharing effective instructional strategies.
- Collaborative Culture - The consistent use of data and collaboration contributed to more targeted, student-centered instruction, resulting in increased proficiency rates.

Over the past three years, we have consistently outperformed the state. This positive trend highlights the sustained growth in Science achievement, driven by strong instructional practices and a focus on teacher collaboration.

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. Rigorous, scaffolded Tier 1 instruction across all content areas for ALL students.
2. Targeted intervention and progress monitoring for students in the bottom quartile
3. Increase attendance for ALL 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 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.

Rigorous, Scaffolded Tier 1 Instruction for All Students

Description: Increase the frequency and quality of rigorous, standards-aligned tasks with embedded scaffolds to ensure all students can access grade-level content.

Impact on Student Learning: Students will engage in cognitively demanding tasks that promote critical thinking and deeper comprehension, thereby increasing proficiency and achievement across various content areas.

Rationale: Only 29.6% of walkthroughs showed evidence of rigor. State assessment data show that Florida's L25 subgroup growth is a consistent statewide concern. 2023–2024 FAST results report L25 ELA gains at 53% and Math at 51%, showing that nearly half of these students did not meet expected growth. Improving Tier 1 instruction is essential to accelerating gains for these 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.

Increase the percentage of observed rigorous, scaffolded tasks during instructional walkthroughs from 29.6% to at least 60%. Raise overall ELA proficiency from 63% to 65% and Math proficiency from 51% to 54%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Instructional walkthroughs with calibration checks will be conducted twice monthly. PLCs will use task analysis protocols on a weekly basis to review the alignment and rigor of instructional materials.

Additional monitoring practices include the weekly review of exit tickets and formative checks in PLCs, quarterly student data chats to analyze proficiency and growth trends, and the collection of exemplary student work samples during common planning for calibration and reteaching design.

Impact will be monitored through twice-monthly walkthroughs, calibration sessions, and task reviews in PLCs. Weekly checks of student work, exit tickets, and lesson plans will ensure fidelity and rigor.

Person responsible for monitoring outcome

Becky Murphy, 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

Instructional Priority

Person Monitoring:

Department Chairs, Instructional Coaches,
Content-Area Administrator

By When/Frequency:

Fully implemented by end of Quarter 1; ongoing
refinement through Quarter 4

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 using weekly PLC-developed rigorous, standards-aligned tasks with embedded scaffolds, including exemplars, rubrics, and student modeling to ensure accessibility and high cognitive demand.

Action Step #2

Professional Learning

Person Monitoring:

Content-Area Administrators, Instructional Leaders Monthly from August through May

By When/Frequency:**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 professional learning sessions, instructional coaching cycles, and peer observations facilitated by Instructional Coaches

and the Administrative Team. The focus will be on: Designing rigorous tasks aligned to the full depth of Florida B.E.S.T. and NGSSS standards; Embedding scaffolds such as sentence stems, chunked texts, and anchor charts; Modeling and think-aloud strategies to make learning visible; Increasing student academic discourse through accountable talk strategies and structured discussion protocols; Creating and using success criteria and exemplars to guide student learning; Using formative assessments (exit tickets, checks for understanding) to inform instruction. Attendance, engagement tracking, and reflection forms will be collected after each session. Instructional practice shifts will be verified via walkthroughs and lesson plan audits.

Action Step #3

Data Meetings

Person Monitoring:

Administration Team, Instructional Leaders

By When/Frequency:

Every two weeks throughout the year, beginning in August

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data meetings will be held biweekly to reflect on how rigorous and scaffolded Tier 1 instruction is impacting student achievement by analyzing student proficiency data, student work, and formative assessments. Meeting notes and data trackers will be maintained for each session. Trends will be documented in a centralized PLC tracker and reviewed quarterly for school-wide 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.

Area of Focus 2: Learning Gains for Lowest Quartile Students Through Targeted Intervention and Monitoring

Description: Implement structured progress monitoring and responsive intervention cycles to meet the needs of L25 students.

Impact on Student Learning: Students in the lowest quartile will receive timely and tailored supports based on ongoing data, leading to increased growth and reduced achievement gaps.

Rationale: L25 students in both ELA and Math scored 47% in learning gains locally. Statewide FAST data reports only 53% of L25 students made gains in ELA and 51% in Math, demonstrating that this is a systemic issue. Our local trends mirror this and require intensified focus on small-group instruction, data-driven decisions, and timely interventions.

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 L25 learning gains in ELA from 47% to 51% and in Math from 47% to 50%, surpassing state averages. Monthly walkthrough data will reflect that at least 60% of the ELA and Math classrooms are consistently implementing targeted small-group instruction and differentiation strategies for the L25 students. Trends from walkthroughs will be analyzed during instructional leadership team meetings to provide coaching and adjust support as needed.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

L25 subgroup performance will be reviewed monthly during data chats. FAST PM1, PM2, and PM3 scores will be disaggregated. MTSS documentation and progress monitoring plans will be reviewed every six weeks. 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

Becky Murphy, 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

Targeted Small Group Instruction

Person Monitoring:

Administration, Classroom Teachers

By When/Frequency:

Fully in place by the end of September; ongoing

monitoring through May

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 from August through May

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 L25 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.

Action Step #3

Data Meetings

Person Monitoring:

Administration, PLC Teams

By When/Frequency:

Monthly from September to May

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 L25-focused interventions are impacting student achievement by reviewing PM data, formative assessments, and intervention fidelity logs. Meeting documentation will be collected in shared data folders. Impact will be assessed by comparing group progress data and refining Tier 2 and Tier 3 support structures based on trends.

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 3: Reduce Chronic Absenteeism and Improve Student Engagement

Description: 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.

Rationale: 607 students were absent 10% or more of the year, and 111 had one or more suspensions. Many of these students are also L25 or at risk of not graduating. Statewide data confirms that L25 students already experience the slowest growth (53% in ELA, 51% in Math); missing instruction further limits their access to intervention and high-quality Tier 1 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.

Reduce the number of students with chronic absenteeism (10%+ absences) from 607 to fewer than 450. Increase daily average attendance to 93% 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

Becky Murphy, 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

Proactive Attendance Monitoring

Person Monitoring:

Dean, Teachers, Attendance Clerk, Grade-Level AP, Counselors, Social Worker

By When/Frequency:

Begin in August; reviewed 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:

September, November, January, and March

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.

Action Step #3

Attendance patterns and Discipline Data Review

Person Monitoring:

Dean, Guidance Counselors, APs, and teachers

By When/Frequency:

Monthly from August to May

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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. Monthly meeting minutes will document trends and follow-up actions. Data dashboards will display progress toward attendance goals. Adjustments will be made based on patterns and student voice.

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 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 2025-26 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



2025-26 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

Trisha 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

Ann Freeze

Ann.Freeze@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

Denise Erwin

Denise.Erwin@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

Erin Brown

Erin.Brown@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**

Jennifer Olmstead

Jennifer.Olmstead@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 #8**Employee's Name**

Anna Pasternak

Anna.Pasternak@myoneclay.net

Position Title

5th 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

Rick Kemmer

Richard.Kemmer@myoneclay.net

Position Title

5th 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 #10

Employee's Name

Tara Barnett

Tara.Barnett@myoneclay.net

Position Title

2nd Grade Teacher/ PBIS

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

Kim Reneau

Kimberly.Reneau@myoneclay.net

Position Title

ELL Instructor/ Intervention Team Facilitator

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. An the intervention team facilitator she will guide teachers in problem solving protocols to support the academic and behavior needs of students.

Leadership Team Member #13

Employee's Name

Carla Charbonneau

Carla.Charbonneau@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 #14**Employee's Name**

Kasey Walker

Kasey.Walker@myoneclay.net

Position Title

ESE Inclusion 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**

Ava Como

Ava.Como@myoneclay.net

Position Title

ESE inclusion 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.

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 (SLT) 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 SLT 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

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	49.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: B 2023-24: B 2022-23: A 2021-22: A 2020-21: A

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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	0	0	4	9	9	9			34
Course failure in English Language Arts (ELA)	7	10	1	1	0	0	0			19
Course failure in Math	3	7	0	1	0	6	6			23
Level 1 on statewide ELA assessment	0	0	0	10	23	20	14			67
Level 1 on statewide Math assessment	0	0	0	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)	0	0	0	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	0	0	0	0					0

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	14	20	2	11	24	22	14			107

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	9	5	3	1					23
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	24	11	26	19	16	10	15			121
One or more suspensions	2	1	1	5	6	6	6			27
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment				13	22	25	7			67
Level 1 on statewide Math assessment				17	16	29	4			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)	6	10	11	13						40
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3		3	17	16					39

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	1	3	3	2	2	2			15

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	5	3	3						14
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	59	63	59	61	62	57	56	59	53
Grade 3 ELA Achievement	67	66	59	69	65	58	76	61	53
ELA Learning Gains	58	62	60	58	62	60			
ELA Lowest 25th Percentile	55	60	56	57	60	57			
Math Achievement*	64	67	64	62	67	62	64	64	59
Math Learning Gains	67	65	63	59	68	62			
Math Lowest 25th Percentile	49	57	51	39	59	52			
Science Achievement	55	62	58	49	61	57	65	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	67	72	63	58	55	61		55	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	541
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
60%	57%	65%	62%	69%		66%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	49%	No		
English Language Learners	53%	No		
Black/African American Students	45%	No		
Hispanic Students	59%	No		
Multiracial Students	54%	No		
White Students	63%	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.

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%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	56%	76%			64%			65%					
Students With Disabilities	50%	67%			42%			44%					
Black/African American Students	29%				14%								
Hispanic Students	63%				66%								
Multiracial Students	54%				68%								
White Students	58%	80%			66%			78%					
Economically Disadvantaged Students	50%	68%			54%			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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	68%	65%	3%	57%	11%
ELA	4	53%	59%	-6%	56%	-3%
ELA	5	54%	56%	-2%	56%	-2%
ELA	6	61%	67%	-6%	60%	1%
Math	3	54%	66%	-12%	63%	-9%
Math	4	57%	63%	-6%	62%	-5%
Math	5	56%	55%	1%	57%	-1%
Math	6	80%	77%	3%	60%	20%
Science	5	54%	61%	-7%	55%	-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?

RideOut Elementary demonstrated steady academic growth across multiple content areas based on recent assessment data.

- 3rd Grade ELA proficiency increased from 66% to 68%, reflecting continued progress in foundational literacy skills.
- Overall Math proficiency for the school improved from 62% to 63%, showing positive movement.
- 5th Grade Science proficiency rose significantly from 49% to 55%, highlighting gains in content knowledge and comprehension.
- Math Learning Gains increased from 59% to 67%, indicating that more students are making measurable academic progress in math.
- In particular, our Bottom Quartile Math Learning Gains improved from 39% to 51%, suggesting that targeted supports and interventions are effectively reaching our most at-risk learners.

These results reflect the ongoing efforts of our staff to use data-driven instruction and intentional supports to improve student outcomes schoolwide.

Our school saw significant academic growth among Students with Disabilities (SWD) across multiple areas, including ELA and Math.

- ELA proficiency among SWD increased from 35% to 47%, and ELA Learning Gains improved from 44% to 57%.
- In Math, SWD proficiency rose from 41% to 58%, with Learning Gains increasing from 50% to 65%.

To support this progress, the school implemented dedicated intervention blocks in grades 4, 5, and 6. Grade-level teams collaborated to develop targeted intervention groups based on PM1 assessment data. Student and grade-level needs were identified through ongoing data discussions, allowing for more strategic and responsive instruction.

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 our school has made gains in some areas, our overall ELA performance indicates a need for

targeted improvement.

- Overall ELA proficiency declined slightly from 61% to 59%.
- ELA Learning Gains remained steady at 58%, showing no year-over-year growth.

These results highlight the need for more intentional small group instruction and intervention groupings that are based on students' individual academic levels. Additionally, there is a need to increase the rigor of instruction and enhance student engagement during ELA lessons to better support learning outcomes.

Moving forward, we must identify Bottom Quartile students early in the school year and consistently monitor their academic progress. It is also critical to discuss any Early Warning Signs (EWS) that may be affecting their achievement, so that supports can be provided proactively.

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 cohort performance data revealed notable declines that are being proactively addressed through targeted instructional and leadership strategies.

- The 3rd grade ELA 2024 cohort dropped from 65% proficiency to 53% in 2025.
- The 4th grade Math 2024 cohort decreased from 60% to 56% proficiency in 2025.

These declines point to the need for a stronger belief in all students' potential and a renewed focus on adhering to the curriculum map. In the classrooms of concern, instruction was primarily delivered through whole-group teaching, with limited opportunities for collaborative learning or small group instruction—both of which are essential for differentiation and student engagement.

In response, teaching assignments have been adjusted to better align instructional strengths with student needs. Efforts are being made to increase instructional rigor and student engagement. These classrooms and educators will continue to receive support and monitoring through regular walkthroughs, as well as intentional planning during PLCs to ensure instructional practices are both strategic and student-centered.

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.

Science proficiency at our school is currently at 54%, placing us 1% below the state standard of 55% and 7% below the county average of 61%.

A contributing factor to this gap has been scheduling and teacher placement, particularly related to allocated instructional minutes for Science. To address this, our school is implementing a more intentional and strategic approach to Science instruction across grades K–5.

Our focus will be on consistently teaching grade-level Science standards each year to ensure students build a strong foundation of scientific knowledge over time. This vertical alignment will better prepare our 5th grade students for the state assessment by allowing their teacher to concentrate on

current grade-level standards while efficiently reviewing key standards from previous years that are included on the test.

By strengthening Science instruction schoolwide, we aim to close the performance gap and raise student outcomes to meet or exceed both district and state expectations.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Through our analysis of Early Warning System (EWS) indicators, a clear correlation emerged between chronic absenteeism and low academic performance in ELA.

Students with more than 10% absences were disproportionately represented among those scoring at Level 1 in ELA. This data highlights the urgent need to address the connection between attendance and academic achievement.

Moving forward, we will identify specific students who meet these EWS criteria and develop targeted plans that address both attendance concerns and academic support needs. Our goal is to implement coordinated interventions that promote consistent attendance while also fostering academic growth, particularly in literacy.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Improvement of Small group and Intervention Supports

Overall BQ ELA/Math

Math/ ELA Overall Proficiency

Science

Attendance (reduce indicator "Absent 10% or more school days")

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.

Description: Targeted small group instruction in Math and ELA focuses on providing intentional, skill-based teaching that addresses foundational gaps. This approach is particularly effective in supporting all learners, with a strong emphasis on accelerating growth for Bottom Quartile (BQ) students.

Impact on Student Learning: Through collaborative small group settings, students receive personalized instruction that builds their academic skills and confidence. This structure enables teachers to differentiate and scaffold instruction, provide immediate feedback, and respond directly to individual student needs. As a result, students gain access to more meaningful learning opportunities, helping close academic gaps more efficiently.

Rationale: Small group instruction is a research-based strategy that ensures students engage in rigorous, standard-aligned tasks while receiving support at their instructional level. It promotes active learning, allows for continuous formative assessment, and helps ensure that every student is "doing the thinking"—a key factor in improving achievement, especially among our most vulnerable populations.

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.

Expected Outcomes and Measures of Success

- **Walkthrough Data:**

Instructional walkthroughs will show that small group instruction is occurring in at least 50% of observed classrooms, reflecting intentional implementation of differentiated teaching strategies in both ELA and Math.

- **FAST Assessment Data:**

By the end of the year, a minimum of 65% of students will demonstrate proficiency in both Math and ELA on the FAST assessments.

- **Bottom Quartile Gains:**

At least 60% of students in the Bottom Quartile will show measurable gains in Math and ELA, indicating effective support and progress in closing achievement gaps.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation & Monitoring Plan

1. Weekly Classroom Walkthroughs

- Conducted by the leadership team.
- Use a school-specific indicator of success, collaboratively developed by the leadership team, to provide consistent feedback on instructional practices (e.g., small group instruction, student engagement, alignment to standards).
- Data collected will inform coaching, PD needs, and instructional adjustments.

2. Quarterly Student Data Chats – Bottom Quartile Focus

- Teachers and administrators will hold quarterly data chats with students in the Bottom Quartile (BQ) to review progress, set goals, and discuss strategies for growth.
- These conversations will empower students to take ownership of their learning while allowing staff to monitor academic trends and provide targeted interventions.

3. Weekly Exit Tickets

- Teachers will administer weekly exit tickets aligned to current standards and instructional goals.
- Samples will be brought to PLCs for collaborative analysis to identify student misconceptions, inform planning, and adjust instruction in real time.

4. Assessment Plan

- Mid-module/unit and end-of-module/unit assessments will be administered to measure student mastery of content and skills.
- Data from these assessments will be used to guide reteaching, group formation, and intervention planning.

Person responsible for monitoring outcome

Trish Stewart and Bree Hellwig

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 provided to discuss the importance of explicit and systematic small group instruction. Providing teachers with examples and strategies of proper implementation while properly

collecting data for effectiveness.

Rationale:

Small group instruction is a research-based strategy that ensures students engage in rigorous, standard-aligned tasks while receiving support at their instructional level. It promotes active learning, allows for continuous formative assessment, and helps ensure that every student is "doing the thinking"—a key factor in improving achievement, especially among our most vulnerable populations.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

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

Description of Intervention #3:

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

Professional Development provided around explicit and systematic small group instruction.

Person Monitoring:

Administration

By When/Frequency:

Monthly as needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

As needed for school, grade levels or small groups of teachers PD will be provided to support each teacher on their understanding of the effectiveness and need for small group instruction.

Action Step #2

Walkthrough feedback using our school specific indicator identifying the small group instruction observed.

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:

As we complete walkthroughs we will identify the small group instructional opportunities observed and we will analyze this data to share progress with teachers.

Action Step #3

Monthly data check ins on Small group instruction, for the school, grade levels to determine next steps and how to continue to improve the practices.

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:

During whole group PLC's, , team leadership meetings as well as Literacy leadership monthly meetings we will discuss progress of implementation of small group instruction. We will also add ideas and strategies to our weekly staff newsletters. During the check-ins at PLC and team leadership meetings we will discuss what is working and what supports are needed. We will give tips, stats and strategies to use in small group instruction in our staff newsletters.

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.

Targeted Science Instruction (Grades K–5)

Description:

Implement targeted Science instruction across grades K–5, with a focus on grade-level standards, explicit science vocabulary development, and instructional strategies that build deeper content knowledge over time. The goal is to ensure vertical alignment and cumulative understanding that prepares students for success on the 5th grade Science assessment.

Impact on Student Learning:

By strengthening Science instruction in earlier grades, students will build a strong foundation that supports increased proficiency by 5th grade. The emphasis on vocabulary, hands-on learning, and standards-based instruction will improve student comprehension and engagement, leading to improved achievement across all grade levels, with a particular impact on 5th grade performance.

Rationale:

Based on our most recent data, 5th grade Science proficiency was 54%, which falls 7 percentage points below the county average of 61%. This gap highlights the need for a schoolwide focus on early and consistent exposure to science standards to ensure students are adequately prepared by the time they reach the tested 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.

Measurable Outcomes:

- FSSA Science proficiency will increase from 54% to 62% by the end of the 2025–2026 school year.
- In grades K–4, at least 70% of students will perform at proficient levels on school-developed science assessments, indicating strong foundational knowledge and readiness for 5th grade expectations.
- This will be monitored through meaningful data discussions and walkthrough data during Science instruction.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring Plan: Science Instruction

The area of focus on Science instruction will be closely monitored through multiple ongoing strategies to ensure effective implementation and improved student outcomes.

1. Classroom Walkthroughs:

- Weekly walkthroughs will be conducted during scheduled science instructional time.
- Teachers will receive timely feedback focused on the alignment to content standards, student engagement, and the rigor of the learning experience.
- Trends identified through walkthrough data will guide coaching and support efforts.

2. Work Sample Analysis During PLCs:

- During intentional PLC time, teachers will collaboratively review student work samples to evaluate understanding of science concepts, identify misconceptions, and adjust instruction as needed.
- This process will promote shared ownership of student learning and consistency in expectations across grade levels.

3. Assessment Development & Review:

- Support in creating and refining Science assessments (both formative and summative) will be embedded into professional development sessions and PLCs.
- As assessment data is collected and shared, teams will analyze results to determine what instructional strategies are effective and identify areas requiring additional support or reteaching.

4. Data-Driven Next Steps:

- Ongoing review of assessment and walkthrough data will inform next steps in instruction, intervention planning, and professional learning to ensure continuous improvement in Science proficiency across grades K–5.

Person responsible for monitoring outcome

Trish Stewart and Bree Hellwig

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:

Incorporation of Literacy within our Science instruction, using text samples that meet the science standards and align with instructional practices in the classroom.

Rationale:

Based on our most recent data, 5th grade Science proficiency was 54%, which falls 7 percentage points below the county average of 61%. This gap highlights the need for a schoolwide focus on early and consistent exposure to science standards to ensure students are adequately prepared by the time they reach the tested grade. We also had a decrease in ELA proficiency from 61% to 59%, focusing on Science instruction through literacy will support each content area.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Benchmark aligned instruction, use of vertical planning to support and discuss the needs for each grade level standard being taught in K-4 prior to students enter 5th grade and are responsible for taking the FSSA at the end of the school year.

Rationale:

5th grade Science proficiency was 54%, which falls 7 percentage points below the county average of 61%. Our 5th grade teachers have indicated that there is a lack of background knowledge of standards taught in previous years.

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

Providing close reading of scientific text, student participate in experiments where they have to summarize and explain their thinking and learning.

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:

During walkthroughs while science is being instructed we will identify the strategies present. Infusing literacy in science instruction will be practiced and examples and suggestions will be addressed during professional development sessions.

Action Step #2

Science Assessments to determine growth of concepts taught. Third and Fourth grade will take Baseline, Mid Year and End of the Year assessments.

Person Monitoring:

Administration

By When/Frequency:

Per Unit taught

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Each grade level will take Beginning, Mid and end of the year assessments to determine growth of standards and content taught. Third and Fourth will also take Baseline, Mid Year and End of the Year assessments.

Action Step #3

Monthly data discussions per team and school, we will discuss science instruction and progress towards meeting instructional minutes/ standards each day. Talk about strategies that will allow teachers to use science within other content areas.

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:

Progress data checks, discuss implementation of science instruction within the daily schedule in grades K-4 and during the science block in 5th grade. Encourage 5th Grade science teachers to work in vertical PLCs's to share the importance of Science standards being taught in K-4

Action Step #4**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 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: Targeted ELA and Math interventions will be implemented for students in grades 1–4 based on individual needs, with 5th grade interventions embedded within the classroom. The focus will be on students in the Bottom Quartile (BQ), those identified with substantial reading or math deficiencies, and students performing below proficiency.

Impact on Student Learning: Accurate identification of students in the BQ and those with significant academic gaps is critical to closing achievement gaps. These interventions will provide instructionally focused, skill-based support, addressing foundational and grade-level deficits in both ELA and Math. While Math BQ Learning Gains improved by 12%, targeted skill-based interventions are still necessary to ensure continued growth and build long-term mastery.

In ELA, BQ learning gains remain an area in need of improvement. The first step toward addressing this is properly identifying the students who need structured intervention and matching them with research-based, differentiated instructional supports.

Rationale:

Intervention is most effective when it's timely, targeted, and data-driven. By implementing consistent intervention structures and progress monitoring across grades 1–5, we ensure that all students—especially those in the BQ—receive the instruction needed to accelerate growth and close persistent achievement 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.

Prior data indicates a decline in ELA Learning Gains for our Bottom Quartile (BQ) students, dropping from 57% to 53% in the 2024–2025 school year. Math BQ Learning Gains increased significantly, rising from 39% to 51%, reflecting the positive impact of targeted interventions. To continue this progress and address areas of decline, we will focus on increasing BQ Learning Gains to 60% in both Math and ELA during the 2025–2026 school year. This will be monitored by walkthrough data and intervention discussions during literacy leadership meetings once a month. As we discuss our BQ students during intervention data chats and monthly literacy leadership meetings, we will seek improvements in learning gains for each student in our BQ. We will be looking for an increase of learning gains from PM1 to PM2 with 50% of our BQ students and an increase from PM2 to PM3 in 75% of our BQ students.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring Intervention Supports

1. Walkthroughs During Intentional Intervention Blocks

- Leadership team will conduct walkthroughs specifically during designated intervention blocks to monitor instructional practices.
- Focus will be on fidelity of implementation, student engagement, and the alignment of instruction to identified student needs.

2. Use of District-Adopted ELA Curriculum

- Teachers will utilize the intervention components of the county-adopted ELA curriculum to

provide consistent, evidence-based literacy support.

- Materials will be selected based on student data and tailored to address specific skill deficits.

3. Benchmark-Aligned Math Interventions

- Math interventions will be aligned to grade-level benchmarks, targeting foundational and priority standards to ensure students build the skills needed for success in core instruction.
- Intervention groups will be flexible and data-driven.

4. Data Analysis and Collaborative Review

- Intervention data will be reviewed regularly during team meetings and school leadership meetings.
- Teams will discuss student progress, identify strategies that are effective, and make adjustments to grouping, instructional materials, or pacing based on students' demonstrated levels of achievement.

5. Continuous Improvement Process

- Intervention strategies will be refined through an ongoing cycle of planning, implementation, monitoring, and adjustment, ensuring that supports remain responsive to student needs.

Person responsible for monitoring outcome

Trish Stewart and Bree Hellwig

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 who either have substantial reading or math deficiency or students in need of foundational instructional practices to increase learning capacity.

Rationale:

Intervention is most effective when it's timely, targeted, and data-driven. By implementing consistent intervention structures and progress monitoring across grades 1–5, we ensure that all students—especially those in the BQ—receive the instruction needed to accelerate growth and close persistent achievement gaps.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Identify our Bottom Quartile Students in each classroom.

Person Monitoring:
Administration

By When/Frequency:
PM1

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

At the beginning of the year teacher is 4th and 5th grade will be provided a list of their Bottom Quartile students. Each teacher will then identify outliers from this list that are performing below grade level and need intervention supports. These students will be identified in order to develop an intentional instructional plan to support their specific needs. These students will be discussed during each School based literacy team meeting and reevaluated monthly for progress.

Action Step #2

Intervention Data points provided, based on intervention data collected. Data points if necessary for MTSS or students with Progress Monitoring Plans.

Person Monitoring:

Administration, grade level teams, school based
Literacy Leadership Team

By When/Frequency:

Beginning of each month

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

If a student is in an intervention group, there will be a collection of data to formulate a plan and to determine progress. These students will be monitored on progress monitoring plans of MTSS Tier 2-Tier 3 plans.

Action Step #3

Supports for teachers with intervention instruction

Person Monitoring:

Administration

By When/Frequency:

As needed, at least monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional Development and meetings to discuss intervention options and the biggest effect size for the needs of students or students. Training and support will be provided ongoing throughout the year for MTSS practices.

Action Step #4

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

IV. Positive 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: Implement a schoolwide focus on improving daily student attendance, with the goal of keeping the percentage of students who miss 10% or more school days below state-defined thresholds. This includes proactive tracking, family outreach, and support systems to address barriers to attendance.

Impact on Student Learning: Consistent attendance is critical to academic success. Students must be present daily to receive high-quality instruction, participate in learning activities, and benefit from interventions. When students miss 10% or more of the school year, especially in combination with other Early Warning Signs (EWS) such as low achievement, their academic performance is significantly impacted.

Rationale: Improving attendance directly supports teachers' ability to deliver consistent instruction and target academic supports effectively. In the previous school year, 121 students were identified as chronically absent (missing 10% or more days). Reducing this number will improve student access to learning opportunities and support overall school 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.

Current Data: In the previous school year, 121 students missed more than 10% of school days. Chronic absenteeism at this level negatively impacts student achievement and instructional consistency.

Goal: With targeted interventions and incentives, the school aims to cut this number nearly in half, reducing the total to no more than 60 students with chronic absences in 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.

Monitoring

- **Biweekly Attendance Monitoring:** Student attendance will be reviewed every two weeks to track trends and identify students approaching the 10% threshold early.
- **Home Communication:** Attendance postcards will be mailed to families of students with concerning patterns to increase awareness and promote early intervention.
- **Parent Partnerships:** Encourage open communication with families to address attendance barriers and connect them with resources or support staff as needed.

Incentives & Recognition:

- **Daily & Random Rewards:** Students with strong or improved attendance may receive random daily incentives by announcing our Roadrunners who are ROE, Ready, On time and Engaged

to encourage ongoing attendance and engagement.

- **Classroom Competitions:** Weekly, monthly, and quarterly attendance incentives will be offered at the classroom level, promoting a culture of collective responsibility and motivation.
- **Student Recognition:** Students will be celebrated for improved or perfect attendance quarterly, reinforcing the value of consistent attendance.

Reducing chronic absenteeism is critical to ensuring students are present to receive high-quality instruction and participate in interventions. Early and ongoing support will help foster a culture of accountability, consistency, and success.

Person responsible for monitoring outcome

Trish Stewart and Bree Hellwig

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 attendance evidence based intervention will incorporate clear, consistent messaging to students and families that attendance matters. We will create a strategic plan to communicate attendance celebrations like improvements and perfect attendance. We are going to focus on ways to support parents and students removing school attendance barriers.

Rationale:

Improving attendance directly supports teachers' ability to deliver consistent instruction and target academic supports effectively. In the previous school year, 121 students were identified as chronically absent (missing 10% or more days). Reducing this number will improve student access to learning opportunities and support overall school 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

Announce students on the daily announcements who are ROE (Ready On time and Engaged).

Person Monitoring:

Administration

By When/Frequency:

2-3 times a week

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

2-3 times a week we will announce students at random for ROE (Ready On time and Engaged) to come to the sunshine wall to be celebrated. We will take a group picture for SM and each child who is

Ready, On time and Engaged and will get a treat and then they will quickly be returned to class.

Action Step #2

Monthly Postcards Mailed

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:

We will send postcards home to celebrate attendance success (perfect attendance, attendance improvements) as well as attendance updates.

Action Step #3

Classroom and School Goal Attendance Monthly- Posted in the office and hallways

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:

Each classroom will share their attendance goal for the month. The school will create a monthly attendance goal based on the classes goals and then we will plan a celebration if we meet our class and school goals. Classroom goal meeting could be extra recess, popsicle party. School goal celebration ideas can be 5 minute dance party, etc.

Action Step #4

9 weeks perfect attendance party

Person Monitoring:

Admins and record secretary

By When/Frequency:

9 Weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will celebrate our students perfect attendance with a party. Lunch, treats, etc.

Action Step #5

Teacher and staff professional learning surrounding the importance of students attendance and the need to communicate with parents, students and the school attendance team for support.

Person Monitoring:

Administration/Attendance Team

By When/Frequency:

Monthly as needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During Preplanning, the attendance plan will be shared with our staff. We will review to importance of communication with all stakeholders to increase attendance. We will discuss motivators that will be put in place to improve our overall school attendance as well as students who are having difficulty with daily 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 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 2025-26 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



2025-26 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

The Principal's duties include:

- 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

Kristen Makar

kristen.makar@myoneclay.net

Position Title

ITF/ MTSS

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.

data analysis, collaboration, and a commitment to continuous improvement.

Leadership Team Member #4

Employee's Name

Lacey Worsdell

lacey.worsdell@myoneclay.net

Position Title

Title 1 Lead

Job Duties and Responsibilities

Ensure Title I programs are effectively designed, implemented, and evaluated to support the academic success of students. program coordination, student support, staff collaboration, family engagement, data management, and continuous improvement efforts.

Leadership Team Member #5

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 #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

Emily Williams

emily.williams@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

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

Leadership Team Member #12

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 #13

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 #14

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.

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 use 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

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: A 2023-24: B 2022-23: B 2021-22: A 2020-21: A

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	7	7	8	17	35	21	11			106

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	1	3	6	1	-	1			13
Students retained two or more times	-	-	-	-	-	-	-			0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	15	18	13	15	14	14	18			107
One or more suspensions	2	5	11	7	5	5	15			50
Course failure in English Language Arts (ELA)	1	1			2	1	4			9
Course failure in Math		1	2		3		2			8
Level 1 on statewide ELA assessment				20	22	21	23			86
Level 1 on statewide Math assessment				20	29	8	11			68
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	7	25	12						47
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	5	2	7	14	20					48

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		2	3	2	3	2	4			16

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		3	2	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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	55	63	59	55	62	57	52	59	53
Grade 3 ELA Achievement	57	66	59	59	65	58	54	61	53
ELA Learning Gains	61	62	60	54	62	60			
ELA Lowest 25th Percentile	66	60	56	53	60	57			
Math Achievement*	63	67	64	62	67	62	65	64	59
Math Learning Gains	69	65	63	64	68	62			
Math Lowest 25th Percentile	60	57	51	67	59	52			
Science Achievement	78	62	58	71	61	57	61	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	95	72	63		55	61	70	55	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	604
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
67%	61%	58%	65%	64%		65%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	46%	No		
English Language Learners	86%	No		
Black/African American Students	48%	No		
Hispanic Students	75%	No		
Multiracial Students	64%	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.

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%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	52%	54%			65%			61%					70%
Students With Disabilities	40%	38%			53%			61%					
English Language Learners	50%				90%								
Black/African American Students	51%				60%								
Hispanic Students	55%	56%			72%			69%					
Multiracial Students	48%				63%								
White Students	53%	54%			66%			64%					
Economically Disadvantaged Students	45%	46%			58%			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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	57%	65%	-8%	57%	0%
ELA	4	46%	59%	-13%	56%	-10%
ELA	5	56%	56%	0%	56%	0%
ELA	6	58%	67%	-9%	60%	-2%
Math	3	60%	66%	-6%	63%	-3%
Math	4	47%	63%	-16%	62%	-15%
Math	5	60%	55%	5%	57%	3%
Math	6	84%	77%	7%	60%	24%
Science	5	77%	61%	16%	55%	22%

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 (54% to 63%) and ELA Bottom Quartile Learning Gains (53% to 65%)

Monthly MTSS Problem Solving Meeting where a teacher from each grade level met with our ITF, Admin and other grade levels to analyze data and align resources to support these students. Such as grade level intervention blocks where students received targeted instruction in identified areas of weaknesses. These students' data continued to be monitored in these monthly meetings and supports realigned when needed.

Another common practice is data transparency. Our Monthly MTSS meetings are open to any teacher and the agenda along with data is shared K-6 school wide with all teachers. Along with a student subgroup data tracking spreadsheet. This spreadsheet was rolled out through a PLC session where teachers were educated on how the school grades is calculated and went through practicing how to calculate learning gains for their students.

We also offered year round tutoring where we invited those students performing below benchmark as shown in the data. Meetings were held with staff members before tutoring began and we reviewed student data along with approved, aligned resources that would be used during these sessions.

Family Engagement Night was held where we partnered with New Worlds Reading initiative to provide education and resources to our students performing below benchmark. Individual invites were sent out to these families. We provided dinner. We have over 200 people in attendance at literacy night.

Aligned and realigned staff support throughout the year to help facilitate student intervention groups.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last

year's low performance and discuss any trends.

Overall ELA Achievement was at 55% and is our lowest performance indicator, specifically our students in fourth grade where only 47% were considered proficient on the PM 3 FAST assessment. This cohort is nine percentage points below the next lowest performing group, fifth grade where 56% of students are considered proficient.

While we saw an increase in overall ELA learning gains, gains in our bottom quartile, and multiple student subgroups including SWD, our overall ELA achievement has room for improvement.

We had a new teacher on each grade level that was either new to the profession or new to ELA on that grade level. At RVE we have smaller teacher teams so that impacts the collaboration of common grade level planning and professional learning communities. We also experienced extended absences with multiple third-sixth grade ELA teachers due to extended leave. Data shows we have needed to build consistency in establishing strong Tier 1 instruction K-6 and we are working towards that each year.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math Bottom Quartile Learning Gains declined from 67% to 57%

Our school performed slightly above the district average. However, in analyzing our data, 5th grade had 82% BQ LG and 6th grade had 85% BQ LG. Unfortunately, 4th grade had 6% BQ LG. On the 4th grade team we had one new teacher and one teacher who was out for maternity leave throughout the year. Although we aligned supports throughout the year such as school based and district based coaches, specific PL, data meetings, etc we did not see the growth from this student subgroup that we had intended to see.

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 proficiency was 14 points below the state average.

On the 4th grade team we had one new teacher and one teacher who was out for maternity leave

throughout the year. Although we aligned supports throughout the year such as school based and district based coaches, specific PL, data meetings, etc we did not see the growth from this student subgroup that we had intended to see.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Fourth grade students who scored a Level 1 on statewide Math assessment were 46 students. That is almost double any other grade level. Fourth grade also has the highest number of students with two or more indicators at 35 students which again is double any other grade level. These EWS concerns are aligned to our achievement data concerns.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Overall ELA achievement
2. Math bottom quartile learning gains
3. Fourth grade ELA proficiency (R.A.I.S.E.)

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, 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.

Overall ELA achievement is a continued area of focus. From 2021- 2023 (3 school years) the school overall ELA achievement declined 12 points. Since then, the 2024 school year ELA had an improvement of 3 points moving ELA to 55% proficiency. And most recently the 2025 school year had a slight drop to 54% proficiency in overall ELA achievement. With increased rigor and complexity as students progress through pre and post secondary education then on to college and careers, it is crucial that students leave the elementary setting with the skills and knowledge in English language arts necessary for future success.

2025 ELA grade level proficiencies:

Kinder- 57%

First- 61%

Second- 60%

Third- 57%

Fourth- 47%

Fifth- 56%

Sixth- 58%

In 2025 we saw increases in ELA learning gains and bottom quartile gains through data tracking transparency, monthly team data meetings, professional learning and family engagement. We will focus on foundational reading skills in K-2 and benchmark aligned instruction tasks and assessments in grades 3-6. This work will focus on content limits within the benchmark and item specs with teachers in vertical PLCs.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Grades K-2 will implement vertical PLCs as well as strengthen Tier 1 and Tier 2 instruction by implementing high leverage practices such as explicit instruction to increase student engagement and ownership.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Grades 3-5 will implement vertical PLCs as well as strengthen Tier 1 and Tier 2 instruction by implementing high leverage practices such as explicit instruction to increase student engagement and ownership.

Grades K-2: Measurable Outcome(s)

Overall ELA achievement is a continued area of focus. From 2021- 2023 (3 school years) the school overall ELA achievement declined 12 points. Since then, the 2024 school year ELA had an improvement of 3 points moving ELA to 55% proficiency. And most recently the 2025 school year had a slight drop to 54% proficiency in overall ELA achievement.

Monthly walkthrough data will show a 50% increase in academic ownership in ELA classes from 17.9% at the end of 2025 to 67.9% by the end of the 2026 school year. FAST data will reflect a minimum of 62% students proficient in overall ELA achievement, an increase of eight percentage points.

2025 ELA grade level proficiencies and goal for 2026 school year:

Incoming Kinder- unknown% - 62%

Incoming First- 57% - 62%

Incoming Second- 61% - 65%

Grades 3-5: Measurable Outcome(s)

Overall ELA achievement is a continued area of focus. From 2021- 2023 (3 school years) the school overall ELA achievement declined 12 points. Since then, the 2024 school year ELA had an improvement of 3 points moving ELA to 55% proficiency. And most recently the 2025 school year overall stayed stagnant 55% proficiency in overall ELA achievement.

Monthly walkthrough data will show a 50% increase in academic ownership in ELA classes from 17.9% at the end of 2025 to 67.9% by the end of the 2026 school year. FAST data will reflect a minimum of 62% students proficient in overall ELA achievement, an increase of eight percentage

points.

2025 ELA grade level proficiencies and goal for 2026 school year:

Incoming Third- 60% - 65%

Incoming Fourth- 57%- 63%

Incoming Fifth- 47% - 58%

Incoming Sixth- 56% - 63%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Continue Monthly Problem Solving Meetings with teachers to discuss data trends for students and how to respond.

Continue Data Tracking Spreadsheet for stakeholders to have access to data for their students.

Implement intentional and frequent vertical PLCs focused on how to align benchmarks to instruction, tasks and assessment.

Monitor through Walkthrough Data Dashboard- walkthrough data will show an increase in teachers and implementing academic ownership.

Acadience data - using Progress Monitoring materials- teachers will analyze the screener for potential areas of need to support students in decoding, fluency, comprehension, and language.

F.A.S.T. (PM1, PM2)- Data chats with teachers as well as teacher:student data chats to increase student ownership and set goals for intended outcomes. Teachers will use the data to determine benchmarks to be remediated or instructed and group students accordingly.

Person responsible for monitoring outcome

Courtney Schumacher, Principal; Lina Myers, 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:

Lexia Core 5 is a blended approach of digital and instructor led intervention. Students work on individual pathways that meet them where they are in the areas of word study, comprehension, and grammar. Student progress is monitored by the teacher regularly and small group or individual intervention is provided when identified.

Rationale:

Lexia Core 5 identifies learning gaps aligned with the five components of reading to strengthen and improve reading outcomes. Because of its adaptive programming, students progress or remediate skills at his/her rate of learning. If the student continues to struggle with an identified skill/concept, the teacher is made aware and provides a targeted lesson to the student.

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

Academic Ownership

Person Monitoring:

Courtney Schumacher / Lina Myers

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 leverage practices by increasing academic ownership. This will be done by increasing rigor and using total participation techniques. This action step will be monitored by administrators during walkthroughs and that data will be shared with staff on a monthly basis.

Action Step #2

Tier 1 Core Instruction professional learning

Person Monitoring:

Courtney Schumacher / Lina Myers

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 vertical content based PLCs to strengthen their understanding of the benchmarks and ensure common vocabulary and consistency in instructional practices is occurring. Whole group professional learning will center on total participation techniques to increase student participation and improve learning outcomes across content areas.

Action Step #3

Monthly Data Review

Person Monitoring:

Courtney Schumacher/ Lina Myers

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 data meetings hosted by admin to discuss strengths and weaknesses and problem solve areas of critical need in order to ensure students are meeting grade level expectations.

Action Step #4

Strengthen Instructional Practice

Person Monitoring:

Courtney Schumacher/ Lina Myers

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Literacy Leadership: Prioritizing literacy proficiency through increased support for rising fourth and fifth grade students. Admin will participate in content area professional learning communities. Literacy Coaching: Admin will provide coaching support in explicit instructional strategies, total participation techniques, and monthly data discussions. Assessment: Students will be monitored through various progress monitoring elements- FAST, Acadience fluency and retell, Lexia progress and classroom based assessments to track and improve student learning outcomes. Professional Development: Teachers will participate in whole group learning using total participation techniques, content area learning communities focused on grade level benchmarks with explicit instruction, and Lexia professional learning provided by Lexia.

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.

Math Bottom Quartile Learning Gains declined from 67% to 57%

Our school performed slightly above the district average. However, in analyzing our data, 5th grade had 82% BQ LG and 6th grade had 85% BQ LG. Unfortunately, 4th grade had 6% BQ LG.

As a school we need our students to receive strong Tier 1 core instruction along with Tier 2 and Tier 3 supports when necessary to support continued further growth and 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.

RVE's Math BQ LG were 57% which was 9 points below the District average and a 10 percentage point decline from the previous school year. Our goal is to raise BQ LG from 57% to 67% to recover the loss from the previous school year.

Fourth grade math bottom quartile students had 6% learning gains for the 24-25 school year. We will support teachers in fifth grade to raise the cohort learning gains and support fourth grade core instruction to prevent further decline to improve our overall BQ LG.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress monitoring towards the desired outcome will be measured through data tracking sheets, student data chats and goal setting to increase student ownership, walkthroughs, monthly problem solving meetings with teachers, and aligning interventions to students based on relevant data.

Person responsible for monitoring outcome

Courtney Schumacher, Principal; Lina Myers, 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:

In an effort to improve learning gains for students identified in the bottom quartile, teachers will use targeted small group instruction in math, focusing on foundational skills and addressing specific learning gaps identified in prior year data particularly for grades four and five.

Rationale:

Prior year data reflects a significant decline in learning gains for our students identified in the bottom quartile, a loss of 10 percentage points from the 23-24 to 24-25 school year. Students in the fourth grade cohort demonstrated only 6% learning gains for student identified in the bottom quartile indicating a crucial need to address this decline with explicit instruction in a small group setting.

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

Strengthening Tier 1 Core Instruction

Person Monitoring:

Courtney Schumacher / Lina Myers

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will strengthen tier 1 instruction through implementing vertical PLCs, as well as total participation techniques in the classroom. This will increase the level of academic ownership from students. This will be monitored by administrators during walkthroughs and shared with teachers on a monthly basis.

Action Step #2

Small Group Instruction / Intervention

Person Monitoring:

Courtney Schumacher / Lina Myers

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers and admin will analyze data to identify students below benchmark in the bottom quartile. We will ensure plans of support for these students including small group instruction and appropriate interventions. By working in smaller, more focused groups, students can receive more targeted support, participate more actively, and develop stronger collaboration and communication skills among peers and adults.

Action Step #3

Professional learning centered around total participation techniques for teachers to increase student engagement and improve academic ownership.

Person Monitoring:

Courtney Schumacher/ Lina Myers

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Whole group professional learning centered on Total Participation Techniques will be delivered by instructional leaders and administration monthly. Teachers will practice the instructional technique and reflect on its effectiveness on student learning in the follow up learning sessions. Administration will conduct walkthroughs using the school indicator for Total Participation Techniques. In monthly data meetings, we will reflect on and discuss the impact of instruction on student learning.

Action Step #4

We will conduct monthly data review meetings with teachers to discuss the progress of student achievement. We will discuss learning gains overall and hone in on learning gains for students identified in the bottom quartile and problem solve next steps to continue academic improvement.

Person Monitoring:

Courtney Schumacher/ Lina Myers

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Admin will pull student achievement data and learning gains data for students, specifically those identified in the bottom quartile, to discuss with teachers. We will share successes and problem solve areas of weakness to improve the overall learning gains in mathematics throughout the school year. Regular walkthroughs will be conducted to ensure strong tier one instruction is taking place and differentiation if utilized to meet individual student needs in class.

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.

According to the 24-25 climate survey of students, two indicators on the climate survey (1) Students treat each other with kindness and respect at my school increased by 4.7% however, it is still a high priority; less than 50% of students agree that peers interact kindly and respectfully. (2) Behaviors in my classes are appropriate and allow my teachers to teach has also increased by 5.5% but is also an area of focus; less than 50% of students agree that teachers are able to teach. We would like to improve these areas of the learning environment to at least 50% in 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.

Student survey data will show an increase of five percentage points of students agreeing that students treat each other with kindness and respect at my school and agreeing that behaviors in their classes are appropriate and all teachers to teach. Kindness and respect will increase from 49.3 to 54.3. Appropriate behaviors will increase from 45.3 to 50.3.

Climate Survey Question 9. Students treat each other with kindness and respect at my school.

25-26 School Year **4-6 Strongly Agree % 8.5 | 4-6 Somewhat Agree % 40.8 | Total % 49.3**

24-25 School Year **4-6 Strongly Agree % 8.1 | 4-6 Somewhat Agree % 36.5 | Total % 44.6**

Spring 25 vs. Spring 24 Difference **4.7%**

Spring 26 Goal **54.3%**

Climate Survey Question 11. The behaviors in my classes are appropriate and allow teachers to teach.

25-26 School Year **4-6 Strongly Agree % 8.0 | 4-6 Somewhat Agree % 37.3 | Total % 45.3**
 24-25 School Year **4-6 Strongly Agree % 5.0 | 4-6 Somewhat Agree % 34.8 | Total % 39.8**
 Spring 25 vs. Spring 24 Difference **5.5%**
 Spring 26 Goal **50.3%**

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.

Progress monitoring towards the desired outcome will be measured through student surveys at the beginning, middle, and end of the year related to peer interactions and classroom behaviors that affect instruction to monitor progress in improving the learning environment. We will compare 24-25 and 25-26 Spring Climate Survey results to reflect on the instructional impact on positive behavior and monitor referrals monthly for student to student dispute and classroom disruption data. Data will be discussed and problem solved in PBIS team meetings.

Person responsible for monitoring outcome

Courtney Schumacher, Principal; Lina Myers, 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:

Strengthen school-wide culture through implementation of Tier 1 OneClay Culture characteristics with clear expectations, explicit teaching, consistent reinforcement, and clear consequences. Teachers will utilize PBIS lessons and incentives to promote high expectations for behavior and conduct. Social skills lessons will be used to target behaviors between peers to address the climate survey question regarding treating each other with kindness and respect. Impact on student learning: A positive learning environment aims to reduce disruptions, increase engagement, and improve safety, ultimately maximizing instructional time and learning.

Rationale:

Strengthening positive behaviors and supports through the OneClay Culture and Social Skills explicit instruction, in both whole and small groups, will provide a consistent framework for teaching and reinforcing positive behavior to improve the areas of peer relations and appropriate classroom behavior.

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

Provide social skills instruction for students identified with multiple discipline infractions.

Person Monitoring:

Administration, Interventionist, guidance counselor

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The interventionist and guidance counselor will pull small groups of students for social skills intervention related to interpersonal skills and self control/discipline.

Action Step #2

Tier 1 PBIS lessons will be designed to meet the criteria for conflict resolution and interpersonal skills as well as minimizing classroom disruptions with lessons geared towards respect of people and time.

Person Monitoring:

Administration, teachers

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

A school wide lesson will be planned and delivered where teachers will share a read aloud and discuss the learning target. Each lesson will include an activity and check for understanding for teachers to monitor success or need for remediation.

Action Step #3

Professional learning will be provided around the OneClay Culture expectations to build tier one supports.

Person Monitoring:

Courtney Schumacher/ Lina Myers

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 center on the OneClay Culture integrated system of support for students, de-escalation techniques, functions of behavior, and tier one behavior strategies. These sessions will empower teachers to use preventative measures to reduce discipline referrals and negative behaviors which disrupt learning.

Action Step #4

Discipline data will be reviewed monthly at Positive Behavior Intervention and Supports (PBIS) team meetings. The team will discuss the discipline matrix and flowchart for effectiveness and impact on desired outcomes and make adjustments as needed.

Person Monitoring:

Courtney Schumacher/ Lina Myers

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Admin will share discipline data with the PBIS team to determine the impact of action steps on

reducing the number of discipline referrals. The team will evaluate the discipline flowchart and matrix to determine if changes are necessary to increase positive behaviors on campus and in classrooms and if additional targeted instruction for students is necessary based on the types of frequent behaviors identified in the data.

Area of Focus #2

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Student attendance is below the 90% threshold with early warning indicators for all grade levels, kindergarten through sixth. The attendance rate for kindergartners measures the lowest with 83% average attendance followed by first grade with 85% attendance rate. Grades second through sixth average at least 88% attendance resulting in an overall average attendance rate of 87%. Student attendance is crucial for academic success in all grades. It is important that we instill the importance of attending school today to achieve his or her hopes and dreams tomorrow.

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 will increase overall student average daily attendance to meet the 90% present threshold.

Kindergarten- 90%

Rising first graders from 83% to 90%, an increase of 7 percentage points.

Rising second graders from 85% to 90%, an increase of 5 percentage points.

Rising third graders from 88% to 90%, an increase of 2 percentage points.

Rising fourth graders from 88% to 90%, an increase of 2 percentage points.

Rising fifth graders from 88% to 90%, an increase of 2 percentage points.

Rising sixth graders from 88% to 90, an increase of 2 percentage points.

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.

Teachers and administration will monitor student attendance specifically for students identified in the 24-25 school year as absent 25 days or more as well as rising first and second grade students, with the exception of our medically compromised/vulnerable population. We will use Synergy attendance reports for students absent 3-5 days within a 30 day period to monitor absences according to Clay County School District policy and utilize the attendance decision tree to intervene when necessary. By improving students' attendance to at least 90%, we expect to see a positive impact on students'

learning and academic performance on state and local assessments.

Person responsible for monitoring outcome

Courtney Schumacher, Principal; Lina Myers, Assist. 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:

Prior year's attendance data shows 28 students having missed 25 days or more in a school year. Not only were these students missing instrumental core instruction but their presence was missed as well. Admin and school counselors will create a welcoming environment by personalizing interactions with the student body and by building strong relationships with students identified as absent 25 days or more.

Rationale:

Teachers and admin will create a welcoming environment where students are acknowledged and valued each day. Admin and school counselors will continue to build relationships with all students through a check in system to ensure students know their attendance is noticed and they are missed when not in school. These relationships will foster a feeling of connectedness and a sense of belonging which will lead to improved attendance.

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, school counselors, and administrators will specifically target frequently absent students through phone calls and student success team meetings.

Person Monitoring:

Administration, school social worker, guidance counselor, records secretary, and front office secretary

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will use Synergy attendance reports for students absent 3-5 days within 30 days to monitor absences. We will discuss attendance in students success team meetings to devise solutions and or supports for families and students.

Action Step #2

We will work with business partners to provide incentives to improve student attendance school wide

and relate attendance to our positive behavior intervention and supports plan.

Person Monitoring:

Administration, teachers, guidance counselors,
and front office secretary

By When/Frequency:

Weekly/ Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will record attendance by 9:00 am each day. The guidance counselor will run a report for classes with 100% attendance. At the end of the week, the front office secretary will announce the classes school wide as a celebration. We will continue our rewards for individuals each month who exhibit perfect attendance and add in a class reward for the class with the highest percent present.

Action Step #3

Student Success Teams, including teachers, school counselors, and administrators will collect and discuss student attendance in monthly meetings.

Person Monitoring:

Administrators, teachers, and counselors

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrators will conduct walkthroughs using the school designed indicator for total participation techniques and student engagement. Synergy reports for student attendance will be analyzed and discussed at monthly Student Success Meetings where teams will problem solve together additional strategies to improve student attendance. Teachers will communicate with families when students are absent over three consecutive days and refer frequently absent students to the success team for additional support. Administrative check ins will be documented in Synergy.

Action Step #4

Professional learning will be provided for total participation techniques which improves student engagement in class. When students are engaged, they want to be in attendance and succeed academically.

Person Monitoring:

Courtney Schumacher/ Lina Myers

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Student attendance in all grade levels is below the 90% threshold and suggest a need to make improvements to the learning environment. Total participation techniques are strategies used to improve student engagement in the classroom. We expect that by improving the learning environment, we will increase attendance across all grade levels to meet the 90% threshold and have a positive impact on academic success overall.

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/page/family-resources>

Scroll down to School Related Links to access the School Improvement Plan

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 take-aways, 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 strengthening 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 provide classes

in coding and technology, and we proudly support a highly successful Robotics Club.

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)).

For the past seven years, 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 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 2025-26 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



2025-26 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

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: A 2023-24: A 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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	0	3	5	1	4	8			22
Course failure in English Language Arts (ELA)	1	0	0	0	0	0	2			3
Course failure in Math	0	0	0	0	0	0	0			0
Level 1 on statewide ELA assessment	0	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	0	0	0	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)	0	0	0	0	0	1	0			1

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	15	24	21	18	13	14	12			117

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	4	3	4	1	2	1			15
Students retained two or more times	0	0	0	0	0	0	0			0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	28	18	23	14	13	18	17			131
One or more suspensions		5	5	1	6	7	6			30
Course failure in English Language Arts (ELA)		3		6		1	6			16
Course failure in Math		3		7		6				16
Level 1 on statewide ELA assessment	7	23	34	10	13	18	17			122
Level 1 on statewide Math assessment	3	18	32	15	15	12	10			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)	7	23	34	6						70
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	18	32	15	15					83

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		5		8		5	5			23

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	3	6	4			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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025		2024		2023**				
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†			
ELA Achievement*	59	63	59	58	62	57	52	59	53
Grade 3 ELA Achievement	56	66	59	68	65	58	57	61	53
ELA Learning Gains	61	62	60	65	62	60			
ELA Lowest 25th Percentile	63	60	56	80	60	57			
Math Achievement*	65	67	64	62	67	62	55	64	59
Math Learning Gains	74	65	63	78	68	62			
Math Lowest 25th Percentile	64	57	51	72	59	52			
Science Achievement	73	62	58	70	61	57	62	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	77	72	63	54	55	61	47	55	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	592
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
66%	67%	57%	59%	46%		57%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	45%	No		
English Language Learners	57%	No		
Black/African American Students	58%	No		
Hispanic Students	73%	No		
Multiracial Students	70%	No		
White Students	63%	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.

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%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	52%	57%			55%			62%					47%
Students With Disabilities	42%	50%			46%			70%					
English Language Learners	31%				62%								
Black/African American Students	41%	47%			51%			60%					
Hispanic Students	53%	65%			57%			40%					
Multiracial Students	41%				48%								
White Students	64%	58%			58%			74%					
Economically Disadvantaged Students	47%	53%			49%			49%					

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	56%	65%	-9%	57%	-1%
ELA	4	56%	59%	-3%	56%	0%
ELA	5	54%	56%	-2%	56%	-2%
ELA	6	56%	67%	-11%	60%	-4%
Math	3	54%	66%	-12%	63%	-9%
Math	4	60%	63%	-3%	62%	-2%
Math	5	54%	55%	-1%	57%	-3%
Math	6	70%	77%	-7%	60%	10%
Science	5	62%	61%	1%	55%	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?

Our PBIS data component showed a dramatic decline, which is a huge improvement! In the 2023-2024 school, we had 138 discipline referrals, and our goal for this year was to have 80 or less. We are ending the 2024-2025 school year with only 58 referrals! This is all because of our strong PBIS committee who helped ensure consistent Tier 1 behavior expectations were communicated and implemented across campus. New actions that helped with this improvement were teachers utilizing a shared behavior tracker, as well as teachers learning more engagement and de-escalation techniques. Academically, ELA and Math data in grades 3-6 showed tremendous improvement from the PM1 to PM3. New actions that facilitated these improvements were a strong PLC structure for various teachers and supports to dig into data and collaborate intentionally, strategic and consistent small group instruction in both content areas, and the addition of our ELD teachers.

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 component was Mathematics for both kindergarten and 1st grade, as well as ELA for 1st grade. Kindergarten and 1st grade Mathematics, as well as 1st grade ELA, all grew just 36% this year. The biggest contributing factor to these low performances was an influx of ELL and ESE students. While these students receive tremendous support in ELA, there are not always the same supports in place for Mathematics. Another data component that showed low performance was 5th grade Math; there was only a 38% increase from PM1 to PM3. Factors such as a high ELL population and students missing foundational skills contributed to this low performance. Additional supports in planning, instruction, and data analysis will be in place for next school year.

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 shows the greatest decline from the prior year is third grade ELA. Factors contributing to this include the current class missing foundational skills (academic and behavior) in the previous year. We have supports in place for next year's third grade student cohort, including looping with their teachers.

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.

First grade ELA (41% to 58%) and Math (39% to 61%) had the greatest gaps when compared to the state averages. The factors contributing to this gap include 3 of the 4 teachers being new, inconsistency with our most experienced teacher being out on FMLA, and high ELL populations.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

An EWS area of concern continues to be attendance. Our school has a core group of students that are either frequently absent or tardy (30 minutes or more) every day. These are typically the students who are struggling with classwork and/or are not meeting growth or proficiency expectations.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1) K-2 ELA; specifically, preparing 2nd graders for rigorous 3rd grade ELA standards/testing; 2) K-1 Math; 3) 3rd grade ELA; 4) 5th grade Math; 5) Student attendance/truancy

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: Prior year data shows a decline in previous year proficiency. For the 2025-2026 school year, the curriculum will be new district wide.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Targeted small group instruction based on data to determine and address student learning needs. District literacy support, professional learning provided by Lexia for K-2, learning walks with debrief, and Title 1 ELA coach to support with teacher needs.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Targeted small group instruction based on data to determine and address student learning needs. District literacy support, professional learning provided by Lexia for 3-5, learning walks with debrief, and Title 1 ELA coach to support with teacher needs.

Grades K-2: Measurable Outcome(s)

For 2024-2025 in PM3, K-2 ELA data was as follows: 49%, 41%, and 51%. By closely monitoring and responding to FAST and Acadience data, by PM3, 53% of students in grades K-2 will reach proficiency in ELA.

Grades 3-5: Measurable Outcome(s)

For 2024-2025 in PM3, 3-6 ELA data was as follows: 56%, 56%, 54%, and 56%. By closely monitoring and responding to FAST and Acadience data, by PM3, 60% of students in grades 3-6 will reach proficiency in ELA.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

- Monthly monitoring of PMPs / tiered interventions in grade 3, especially retainees
- Acadience screeners completed 3x/year. Work with Ms Gleneski to respond to data and monitor progress.
- 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): Implementation Fidelity and student progress monitoring assessed through Acaadience

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 a variety of total participation techniques including summarization, metacognition, note taking, and jigsaw.

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 and Lexia support).

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

Action Step #3

Data meetings will be held [frequency] to reflect on how [the instructional priority] is impacting student achievement by..... 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. This will impact student achievement by intentionally planning for student 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:

Notes from PLC and data meetings

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 K-2.

Rationale: Our 24-25 data was lower than both the state and district averages. Small group

instruction and data analysis will be critical for student 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.

STAR data will reflect a minimum of 50% proficiency by PM3, compared to 38%, 39%, and 57% this year. 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

Debbie Chapman

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:

Debbie Chapman

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

Whole group and small group content specific professional learning, including how to analyze and respond to data, will be provided through PLCs

Person Monitoring:

Debbie Chapman

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Walkthrough

Action Step #3

After PM2, we will have ½ day grade level data meetings / learning walks to include intentional planning and analyzing data. This will impact student achievement by intentionally planning for student needs.

Person Monitoring:

Debbie Chapman

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 and data meetings

Area of Focus #3

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:

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 we have students with chronic absenteeism who also fall into the lower quartile of our students.

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: Learning gains and lowest quartile continue to be static with students whose attendance is low. 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.

Identify 10 students K-2 and 10 students 3-6 with the most habitual attendance issues. Monitor their attendance and their academic data 3x/ year. Decrease percentage of students with attendance below 90% from 19% to 12%.

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.

Monitor attendance of the 20 identified students monthly. Contact families with celebrations and / or support to help overcome attendance barriers.

Person responsible for monitoring outcome

Jocelyn Farber and Debbie Chapman

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 Strategies: Teaching students how to think about their own thinking and learning processes

Rationale:

With a Hattie effect size of 0.60, teaching students to think about their own learning processes and how attendance is critical for that will help build intrinsic motivation to be at 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

Identify target students and have an adult who will intentionally build positive relationships with them and incentivize them to come to school.

Person Monitoring:

Jocelyn Farber and Debbie Chapman

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

List students and their adults. Set attendance goals with students.

Action Step #2

Through whole group and flexible choice PLC professional learning: total participation techniques PD from district personnel to help ensure students are engaged in learning and want to attend and an optional book study on Flooded to help ensure we are responding to student emotional needs at school to reduce stress.

Person Monitoring:

Jocelyn Farber and Debbie Chapman

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Attendance will be tracked at professional learning and follow up learning provided as needed.

Action Step #3

Provide incentives when students meet their attendance goals.

Person Monitoring:

Jocelyn Farber and Debbie Chapman

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide incentives that are meaningful to 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 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 2025-26 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



2025-26 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

Angie Casteel

angie.casteel@stjca.org

Position Title

Dean of Academics for Upper 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 Upper School grades 6-12.

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 Upper School grades K-6.

Leadership Team Member #4**Employee's Name**

Matt Bowers

matt.bowers@stjca.org

Position Title

Dean of Student Culture

Job Duties and Responsibilities

Discipline, Attendance, Student Affairs.

Leadership Team Member #5**Employee's Name**

Hannah Patterson

hannah.patterson@stjca.org

Position Title

Dean of Student Culture

Job Duties and Responsibilities

Discipline, attendance, student affairs

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 very important to the success of St. Johns Classical Academy. In its ninth

year of operations, involvement from all stakeholders continues to increase. The school leadership team, comprised of school administrators, grammar school team leads, and upper school department chairs meets regularly to discuss near-term and long-term school improvement issues. On a regular basis, teachers, school staff, and parents participate in surveys with the purpose of school improvement. Lions Council, the school's parent-teacher association, helps determine parent satisfaction using data from the survey. School administrators meet with Student Government to discuss student issues. Lions Council oversees the community partners program and helps gather input.

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

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	11.6%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: A 2023-24: B 2022-23: A 2021-22: A 2020-21: A

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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	0	0	5	2	2	0	4	17
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	1	0	2
Course failure in Math	0	0	0	0	0	0	0	8	5	13
Level 1 on statewide ELA assessment	0	9	6	7	10	16	3	7	6	64
Level 1 on statewide Math assessment	8	6	7	0	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)	0	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	0	0	0	0					0

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	12	8	0	8	8	5	9	7	58

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	1	0	0	0	0	0	1	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	12	10	3	11	6	7	7	10	4	70
One or more suspensions								6	4	10
Course failure in English Language Arts (ELA)								6	1	7
Course failure in Math								2	1	3
Level 1 on statewide ELA assessment				8	17	8	7	12	13	65
Level 1 on statewide Math assessment				7	10	11	6	8	2	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				8						8
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				7	10					17

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators				4	6	4	2	4	2	22

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	1								3
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2025-26)

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	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 (2025-26)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	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 (2024-25) 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 (2024-25) 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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	69	57	61	61	54	58	62	52	53
Grade 3 ELA Achievement	72	66	62	62	58	59	66	64	56
ELA Learning Gains	63	56	61	53	51	59			
ELA Lowest 25th Percentile	62	50	55	54	49	54			
Math Achievement*	67	58	62	65	57	59	73	56	55
Math Learning Gains	55	54	60	55	57	61			
Math Lowest 25th Percentile	51	49	53	46	51	56			
Science Achievement	66	55	57	54	53	54	69	61	52
Social Studies Achievement*	93	75	74	93	74	72	87	74	68
Graduation Rate	100	82	72	100	77	71	91	70	74
Middle School Acceleration	76	67	75	77	68	71	80	69	70
College and Career Acceleration	30	40	56	35	43	54	52	38	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	66	61		59	59		39	55	

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	804
Total Components for the FPPI	12
Percent Tested	100%
Graduation Rate	100%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
67%	63%	73%	66%	63%		64%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	48%	No		
English Language Learners	70%	No		
Asian Students	96%	No		
Black/African American Students	51%	No		
Hispanic Students	63%	No		
Multiracial Students	76%	No		
White Students	67%	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.

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%	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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2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	62%	66%			73%			69%	87%	80%	91%	52%	
Students With Disabilities	35%	50%			53%			47%	67%				
Asian Students	62%				83%								
Black/African American Students	67%				64%								
Hispanic Students	68%				64%			71%	85%	90%			
Multiracial Students	63%				87%			80%					
White Students	60%	68%			74%			67%	89%	79%	94%	53%	
Economically Disadvantaged Students	36%				60%								

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	75%	65%	10%	58%	17%
ELA	3	72%	65%	7%	57%	15%
ELA	4	57%	59%	-2%	56%	1%
ELA	5	57%	56%	1%	56%	1%
ELA	6	78%	67%	11%	60%	18%
ELA	7	64%	60%	4%	57%	7%
ELA	8	71%	61%	10%	55%	16%
ELA	9	82%	64%	18%	56%	26%
Math	3	78%	66%	12%	63%	15%
Math	4	77%	63%	14%	62%	15%
Math	5	48%	55%	-7%	57%	-9%
Math	6	71%	77%	-6%	60%	11%
Math	7	48%	49%	-1%	50%	-2%
Math	8	38%	71%	-33%	57%	-19%
Science	5	59%	61%	-2%	55%	4%
Science	8	55%	60%	-5%	49%	6%
Civics		90%	84%	6%	71%	19%
Biology		82%	78%	4%	71%	11%
Algebra		77%	63%	14%	54%	23%
Geometry		80%	62%	18%	54%	26%
History		97%	81%	16%	71%	26%

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 Students with Disabilities subgroup showed the most improvement. We focused on anchoring our one-to-one and small-group interventions in evidence-based literacy (Literacy Essentials) and numeracy (Singapore Math, IXL) programs. These research-based programs are proven effective in improving outcomes for students with disabilities. We increased and improved training for instructors in pull-outs and intensive classes in the prior year, which lead to overall gains in ELA, math, and science achievement. We also restructured our ELA and math intensive classes in grades 6-10 to decrease the number of students per class and group students more appropriately. In addition, we increased the number of teachers attending a more rigorous Literacy Essential summer training before the school year began.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Career and college acceleration is our lowest performing category. Our school uses Hillsdale's K-12 curriculum, which contains few elective classes and all honors classes in Upper School (7-12). Scholars are all required to take the same classes and to continue through the course progression until they graduate. For example, all scholars continue in math through pre-calculus; the only math class that is "elective" is calculus. Because the curriculum is rigorous and scholars have only 5-6 elective courses total in grades 9-12, we do not focus on AP and DE offerings, though we offer some. In addition, our curriculum does not include any CTE coursework. We plan to increase our AP and DE offerings in the future.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Both Hispanic and Multiracial student math achievement decreased by 5 percentage points. We had an influx of ESOL students this year and struggled with resources to effectively support them. We worked to increase training and personnel throughout the year, which should lead to improved scores in the coming 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.

The data component with the greatest gap comparing the school average to the state average was Math Learning Gains. The factors that contributed to this trend was new teachers in both 7th and 8th grade math and the influx of new 7th and 8th graders that were lower levels at the start of the school year. For the upcoming school year, experienced teachers have been placed in these grade levels and low level students will also have an intensive math class in addition to their grade level appropriate math course.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Absent 10% or more school days is at 13.4% of our population.

Middle school course failure in math as well as level 1 on statewide math assessment, where numbers increased significantly in grades 5, 7, and 8.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Improving math instruction and learning.
2. Decreasing 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 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 have based this area of focus on state testing data in grades K-8, teacher input, and classroom walkthroughs/observations.

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 measurable outcome is a decrease to 15% or less in the number of level one scores of individual teachers in grades K-8 flagged with scores higher than 15% on the previous year's PM3, and a decrease to 20% in the number of level two scores of individual teachers in grades K-8 flagged with scores higher than 20% on the previous year's PM3

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

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 homework practice of standards-based content.

Rationale:

Both the 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

Daily, targeted practice using IXL

Person Monitoring:

Angie Casteel

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 daily, 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.

Action Step #3

Monitor state testing data through PM1 and PM2

Person Monitoring:

Kelsey Campbell

By When/Frequency:

within a week of data release

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data is presented to administration and admin meets with each grade level to analyze and create an action plan for struggling 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.

In grades 2, 3, 5, and 6 more than 10% of scholars had attendance below 90%, and in grades 7 & 8 more than 20% of scholars had attendance below 90%. Absence 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 2024-25, we did not have a strong attendance committee and did not effectively communicate excessive absences nor hold parents accountable.

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%:

Gr 2 14.7%

Gr 3 14.9%

Gr 5 12.5%

Gr 6 11.3%

Gr 7 21.5%

Gr 8 20%

Our goal is to reduce these percentages to no more than 8% of scholars at any grade level with attendance below 90%.

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 the whole-class teaching and learning model.

Person responsible for monitoring outcome

Matt Bowers, Dean of Student Culture

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 improve attendance monitoring and parent communication by utilizing an attendance committee to track absences and communicate through weekly phone calls, email, and physical letters. Administration will analyze data and provide further 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

Description of Intervention #2:

We will identify K-6 scholars with poor attendance and place them in the "Reading Buddies" program involving Upper School scholars, with the goal of improving attendance through a greater sense of community.

Rationale:

Scholars with poor attendance can feel greater incentive to attend school when experience a strong personal relationship within the community.

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

Improved parent communication

Person Monitoring:

Matt Bowers

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.

Action Step #2

Reading Buddies program

Person Monitoring:

Angie Casteel

By When/Frequency:

Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Select Upper School scholars will form the Reading Buddies program to read with "attendance at-risk" K-6 scholars either before school in the morning or during studium times throughout the day. The Upper scholars will receive training in how to encourage the younger scholars to improve 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 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 2025-26 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



2025-26 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

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

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	22.4%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: C 2023-24: C 2022-23: 2021-22: 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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	0			13
Course failure in English Language Arts (ELA)	0	1	0	0	0	0	0			1
Course failure in Math	0	0	0	0	0	0	0			0
Level 1 on statewide ELA assessment	0	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)	0	1	1	2	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	0	0	0	0	0			0

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	13	8	10	6	10	7	3			57

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	3	0	0	0			3
Students retained two or more times										0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	12	8	8	1	2	3				34
One or more suspensions	4	4	2	3	2	1				16
Course failure in English Language Arts (ELA)	1			1	1	1				4
Course failure in Math		1			1	1				3
Level 1 on statewide ELA assessment				18	13	23				54
Level 1 on statewide Math assessment				15	35	30				80
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	12	7	8						36
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	23	6		2	4					35

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators				15	23	25				63

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2			1						3
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2025-26)

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	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 (2025-26)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	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 (2024-25) 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 (2024-25) 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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	57	57	61	51	54	58		52	53
Grade 3 ELA Achievement	61	66	62	51	58	59		64	56
ELA Learning Gains	53	56	61	53	51	59			
ELA Lowest 25th Percentile	48	50	55	64	49	54			
Math Achievement*	50	58	62	45	57	59		56	55
Math Learning Gains	51	54	60	35	57	61			
Math Lowest 25th Percentile	25	49	53	27	51	56			
Science Achievement	38	55	57	46	53	54		61	52
Social Studies Achievement*		75	74		74	72		74	68
Graduation Rate		82	72		77	71		70	74
Middle School Acceleration		67	75		68	71		69	70
College and Career Acceleration		40	56		43	54		38	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	66		61		59	59		39	55

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	48%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	383
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
48%	47%					

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	39%	Yes	2	
Black/African American Students	31%	Yes	1	1
Hispanic Students	46%	No		
Multiracial Students	54%	No		
White Students	56%	No		
Economically Disadvantaged Students	40%	Yes	2	

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	61%	65%	-4%	57%	4%
ELA	4	51%	59%	-8%	56%	-5%
ELA	5	54%	56%	-2%	56%	-2%
ELA	6	61%	67%	-6%	60%	1%
Math	3	52%	66%	-14%	63%	-11%
Math	4	42%	63%	-21%	62%	-20%
Math	5	46%	55%	-9%	57%	-11%
Math	6	68%	77%	-9%	60%	8%
Science	5	37%	61%	-24%	55%	-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?

The data component that showed the most improvement was the ELA achievement specifically for students with disabilities. We improved from 21% to 39%, resulting in an 18% increase. This increase was a result of monitoring the ELA area of focus quarterly. This was done by a combination of formative assessments in the Literacy coursework, as well as PM1 and PM2. Scholars identified as struggling with the Literacy content were provided additional remedial instruction and were prioritized for tutoring assistance.

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 science achievement for our economically disadvantaged students. In the 24-25 school year we had 89 students that are economically disadvantaged which was an increase from 78 students in the 23-24 school year. As an Open Enrollment school we are continually expanding out enrollment throughout the school year. We are predicting the number of economically disadvantaged scholars will increase as our enrollment increases. We will provide additional instruction on integrating the state standards into our curriculum to better prepare scholars for the assessment. Additionally, we will purpose to provide greater hands-on experiences in the area of Science to help better instill the concepts being taught.

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 the ELA achievement of black/African American students. In the 24-25 school year, we had 24% black/African American student achievement, which was a decrease from 50% achievement in students in the 23-24 school year. We will provide additional targeted instruction in reading comprehension strategies for our scholars. Additionally, we will prioritize students with the greatest need for after-school tutoring programs.

There was also a decline in math achievement for our students with disabilities. In the 24-25 school year, we had 33% achievement in our students with disabilities, which was a decline from the 23-24 school year from 43% of achievement. We will provide additional targeted instruction in Singapore math strategies with the use of bar modeling for our scholars. Additionally, we will prioritize students with the greatest need for after-school tutoring programs.

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 that had the greatest gap when compared to the state average is 5th grade science resulting in a 22% gap. One out of our two 5th grade classrooms has several different teachers over the course of the school year resulting in an inconsistency within instruction. We also will provide additional instruction on integrating the state standards into our curriculum to better prepare scholars for the assessment, as well as improving hands on instruction in Science standards..

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The particular area of concern based on the data is the student performance in the areas of ELA and Math achievement overall but also specifically with our students with disabilities and the lower quartile. Another area of concern is the performance of our lower quartile students in math and the teacher's use of bar modeling concepts to bridge the academic gaps.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Science achievement
2. Math achievement of the lower quartile
3. ELA achievement of Black/African American students
4. Math achievement of Black/African American students and 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 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 instruction will be an area of focus for this academic year. Improving science instruction with each classroom will result in the academic achievement of students on the science F.A.S.T. assessment. The need to work in this area became apparent via the F.A.S.T. Science achievement results of 37% overall as well. Specific focus will also be placed on our hispanic and economically disadvantaged students which also had low achievement rates.

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.

Science achievement results: 37% overall

Science achievement of Hispanic students: 30%

Science achievement of economically disadvantaged students: 17%

Heightened instructional focus on this academic area with additional strategies should show an improvement as follows:

Overall Science achievement increases to 41%

Science achievement for hispanic Students to 41%

Science achievement for economically disadvantaged students to 30%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The science area of focus will be monitored quarterly by a combination of formative assessments in the science coursework as well as standard focused assessments during the PM1 and PM2 windows. Students identified as struggling with science instruction will 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:

For science, we will actively conduct progress monitoring, use individual and small group instruction time, while encouraging classroom engagement. Teachers will also recommend scholars that are struggling in science instruction for after school tutoring. Additionally, teachers will monitor students IXL science progression.

Rationale:

Teachers will utilize the formative and progress monitoring standard focused assessments and responding to classroom instruction. Based on the data being monitored, teachers will determine rumination needs and gain knowledge on how to prioritize for tutoring resources.

Tier of Evidence-based Intervention:

Tier 3 – Promising 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

All scholars will be tracked using the classroom/grade level data trackers.

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:

Collect and analyze data from the school based and progress monitoring standard based assessments at a minimum of five times annually to inform instructions practices.

Action Step #2

All scholars will be tracked using IXL science 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 the 5th grade progression weekly and monitor student mastery of their performance on the standard strands.

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.

Math instruction, more specifically to our lower quartile students, students with disabilities, economically disadvantaged, and black/African American students will be an area of focus for this academic year. Improving math instruction with each classroom and small group instruction will result in the academic achievement of our lower quartile students on the science F.A.S.T. assessment. The need to work in this area became apparent via the F.A.S.T. math achievement of our lower quartile students results of 25% overall, math achievement of students with disabilities of 33%, math achievement of Black/African American students of 24%, and math achievement of economically disadvantaged students of 40%.

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: 25%

Math achievement of students with disabilities: 33%

Math achievement of Black/African American students: 24%

Math achievement of economically disadvantaged students: 40%

Heightened instructional focus on this academic area with additional strategies should show an improvement as follows:

Science achievement increases to 41%

Math achievement of students with disabilities: 41%

Math achievement of Black/African American students: 35%

Math achievement of economically disadvantaged students: 41%

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.

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

All scholars will be tracked using classroom/ grade level data trackers.

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:

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 the 5th grade progression weekly and monitor student mastery of their performance on the standard strands.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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 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.

24-25 Black/African American ELA data: 26%

Heightened instructional focus on these subgroups with additional strategies should show an improvement as follows:

Black/African American increase to 41%

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:

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.

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). 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 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.

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 McCall 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 2024/25 school year 36 students were absent 10% or more of the school days, which represented 10% of our student population. 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.

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:

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:

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

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 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 focus for the 25-25 academic year will be focusing on the needs of Black/African American students and students with disabilities in the areas of math, science, and ELA. In order to meet the needs of these students, we will be using a combination of formative assessments, F.A.S.T. progress monitoring data, after-school tutoring, small group instruction, and IXL. We will also provide teacher support through professional development on classroom instruction of ELA, math, and science to ensure they have the knowledge necessary to successfully teach all 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).

In order to meet the needs of our Black/African American students and students with disabilities in the areas of math, science, and ELA we will be using the following timeline to ensure the needs of our students are met:

August/September:

- Each teacher will be provided with a list of their lower quartile students within their classrooms to pay close attention to as the school year starts off
- PM1 assessments will be given
- PM1 assessment data will be reviewed by the classroom teacher and administration
- Recommendations for tutoring will be distributed

December/January

- PM2 assessments will be given
- PM2 assessment data will be reviewed by the classroom teacher and administration
- New recommendations for tutoring will be distributed if needed based on new data

February

- Teachers and administration will start preparing for state test tutoring programs by compiling a list of scholars to recommend for tutoring after school twice a week for the duration of the school year until testing has been completed. Students can be recommended for ELA, math,

or 5th grade science tutoring.

- Tutoring will begin and targeted interventions will be taken place for all struggling students including the lower quartile, Black/African American, and economically disadvantaged students

Weekly/ As needed

- IXL strands in ELA, Math and science (5th grade only) will be assigned to students and the data will be reviewed by the classroom teacher to check for mastery or struggle
- Small group will be provided during stadium to struggling students as needed based on the data gained from formative assessments, Ixl, and PM1/PM2 data
- Professional development will be provided to teachers each Wednesday to provide training to better best practices in the classroom
- Any student that teachers identify as struggling can be recommended for tutoring at any time

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

Clay County Schools

SHADOWLAWN ELEMENTARY SCHOOL



2025-26 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

Shadowlawn Elementary 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

Shadowlawn Elementary's 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

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

Angel Decordova

angel.decordova@myoneclay.net

Position Title

Teacher-K

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 #4

Employee's Name

Lauren Studer

Lauren.studer@myoneclay.net

Position Title

Teacher- 1st and SAC Chair

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

Ashley Parker

Ashley.parker@myoneclay.net

Position Title

Teacher- 1st

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

Kim Adair

kimberly.adair@myoneclay.net

Position Title

Teacher- 2nd

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

Jessica Moreland

Jessica.moreland1@myoneclay.net

Position Title

Teacher- 3rd

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

Elizabeth Cyrus

Elizabeth.cyrus@myoneclay.net

Position Title

Teacher- 4th

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

Angela Sullivan

angela.sullivan@myoneclay.net

Position Title

Teacher- 5th

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

Mabel Perez

mabel.perez@myoneclay.net

Position Title

ESE Teacher

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

Kimberly Harrison

kimberley.harrison@myoneclay.net

Position Title

ESE Teacher

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 #12

Employee's Name

Shannon Hillis

Shannon.hillis@myoneclay.net

Position Title

Teacher

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.

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

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	58.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: A 2023-24: A 2022-23: A 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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	0	1	1	2	5	3	4			16
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0			0
Course failure in Math	0	0	0	0	0	0	0			0
Level 1 on statewide ELA assessment	0	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)	0	0	4	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	1	0	0	0	0	0			1

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	9	5	10	25	20	9			82

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	2	2	1	0	1	0			6
Students retained two or more times	0	0	0	0	0	0	0			0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	32	22	19	29	19	16	28			165
One or more suspensions	1	1	1	2	11	1	3			20
Course failure in English Language Arts (ELA)	4	1					1			6
Course failure in Math	1	1					1			3
Level 1 on statewide ELA assessment	1	16	16	1	15	15	4			68
Level 1 on statewide Math assessment	24	8	15	4	8	5	2			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)	5	3	1	5						14
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)			2	2						4

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	17	11	12	6	11	6	8			71

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	1		3	1		1			9
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	69	63	59	68	62	57	65	59	53
Grade 3 ELA Achievement	90	66	59	88	65	58	83	61	53
ELA Learning Gains	57	62	60	54	62	60			
ELA Lowest 25th Percentile	58	60	56	58	60	57			
Math Achievement*	78	67	64	84	67	62	82	64	59
Math Learning Gains	62	65	63	74	68	62			
Math Lowest 25th Percentile	52	57	51	70	59	52			
Science Achievement	70	62	58	78	61	57	75	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	80	72	63		55	61		55	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	616
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
68%	72%	76%	61%	53%		67%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	61%	No		
English Language Learners	80%	No		
Black/African American Students	70%	No		
Hispanic Students	71%	No		
Multiracial Students	64%	No		
White Students	67%	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.

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%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	65%	83%			82%			75%					
Students With Disabilities	48%	67%			70%			44%					
Black/African American Students	52%				67%								
Hispanic Students	42%				76%			50%					
Multiracial Students	63%				84%								
White Students	69%	84%			84%			81%					
Economically Disadvantaged Students	56%	80%			78%			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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	89%	65%	24%	57%	32%
ELA	4	64%	59%	5%	56%	8%
ELA	5	55%	56%	-1%	56%	-1%
ELA	6	67%	67%	0%	60%	7%
Math	3	89%	66%	23%	63%	26%
Math	4	63%	63%	0%	62%	1%
Math	5	69%	55%	14%	57%	12%
Math	6	90%	77%	13%	60%	30%
Science	5	70%	61%	9%	55%	15%

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 in ELA Learning Gains in 3rd-6th. Shadowlawn improved from 54% to 57% in ELA Learning Gains. We focused on standards-based instruction throughout our ELA lessons and utilized small groups to facilitate intentional, standards-based teaching. Focusing on our struggling learners in small groups (MTSS, ESE, 504, bubble) through strategic grouping also proved successful.

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 Lowest 25th Percentile (56%). Lower quartile math took a 14-point decrease impacting learning gains overall. After analyzing anecdotal factors, we found that a lack of consistency of established instructional personnel caused an inequity in systems and expectations among students. An additional factor of low performance was nonstrategic use of intervention time for struggling learners.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math Lowest 25% quartile. Lower quartile math took a 14-point decrease impacting learning gains overall. After analyzing anecdotal factors, we found that a lack of consistency of instructional personnel caused an inequity in systems and expectations among students. Nonstrategic use of intervention time for struggling 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.

The greatest gap between SLE and the state is 5th-grade Science. Our score has consistently been

higher than the state's.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Students that have been absent more than 10% or more school days. K 27, 1st 33, 2nd 23, 3rd 33, 4th 26.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Learning Gains
3. Lower Quartile (Math, ELA, SWD)
2. 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 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: Targeted small group intervention instruction in math and ELA focusing on foundational skills and addressing specific learning gaps identified by prior year data.

Impact of Student Learning: The goal is improve overall learning gains, proficiency, and accelerate learning of the lowest 25%, and close district/state achievement gaps through intentional planning.

Rationale: Intervention groups will be determined by prior year data in ELA and math. Dedicated small group intervention planning and data analysis will occur weekly by designated teachers and staff. This will address the need for improved learning gains in the lowest quartile 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 ELA and Math classrooms demonstrate evidence of differentiated instruction and targeted interventions specifically designed for SWD students (based on indicator S.2). The proficiency of SWD students in both ELA and Math will increase by at least 5 percentage points.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring will be completed through District Benchmarks, FAST Assessments, and walkthrough data.

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:

Students intervention groups will focus on evidence-based interventions. These interventions will include: Corrective Reading, Corrective Reading Comprehension, Spelling through Morphology, and Ufli.

Rationale:

Students need to have a strong reading foundation so they are able to be proficient readers in order to be college and/or career ready. By providing these evidence-based interventions students will improve in their reading abilities.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

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

Professional Learning: Teachers will complete professional learning centered around Benchmark aligned instruction. This will be implemented during intervention time. The focus will be on foundational skills in both ELA and math.

Person Monitoring:

Classroom teachers and Whitney Johnson

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School will monitor the impact by weekly walkthroughs ensuring targeted small group. Progress checks and PM data will monitor the impact of student gains.

Action Step #2

Instructional Practice: Professional learning will be provided weekly] in the format of vertical, whole group PL sessions, coaching cycles, peer observations by Johnson, Moore, District Specialist, and Teacher Leader and will focus on data analysis, standards based teaching, benchmark clarifications, and TBD best practices.

Person Monitoring:

Whitney Johnson

By When/Frequency:

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 UFLI progression, PM scores, IReady data, Lexia data. Walkthrough observations will determine the implementation of data-driven intervention in small groups with an emphasis on growth of the lowest quartile and overall learning gains. During designated small group PLC days, teacher collected data will be presented and evaluated for effectiveness and if changes need to be made. Insight into student learning and progress will be evaluated and necessary adjustments to instruction will be made.

Action Step #3

Data Chats: Data chats for instructional practice involve teachers using student data to inform and adjust their teaching strategies, fostering a collaborative and data-informed approach to instruction.

Person Monitoring:

William Moore

By When/Frequency:

bi-monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data chats will facilitate conversations with teachers on strategic instructional practices using PM data, Acadience data, and classroom-based assessments to monitor student progress and next steps to ensure 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. Our SWD are requiring more individualized instruction through techniques that focus on differentiation in order to meet their needs and close instructional 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.

Our lower quartile students, including our Students with disabilities (SWD), will increase by 3 points in proficiency from 59% to 62%. 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 completed using Lexia diagnostic and progress along with FAST progress monitoring assessments.

Person responsible for monitoring outcome

Whitney Johnson and William Moore

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:

Due to need within our lower quartile and SWD students, students will require individualized instruction to meet their foundational skills and reading needs.

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

By When/Frequency:

Action steps will be monitored and tracked weekly and monthly.

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.

Action Step #2

Professional Learning

Person Monitoring:

William Moore

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 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.

Action Step #3

Instructional Practice

Person Monitoring:

Whitney Johnson

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Instructional practices will be monitored through walkthrough data, professional learning outcomes, and data. Utilizing PM data, Acadience data, and classroom-based assessments, we will monitor student progress and next steps to ensure grade-level growth and proficiency. 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.

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 school will create and uphold an Attendance Team, which will include the principal, school support social worker, counselor, Records secretary, and additional staff designated by the principal. This initiative aims to foster positive partnerships and relationships to combat chronic absenteeism.

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 will increase its current attendance rate from 92.91% to 95% increasing by 2% in our overall yearly attendance average.

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.

Synergy 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 convene on a monthly basis to: Analyze attendance data Identify students for the Attendance Tree intervention Evaluate current active strategies Coordinate any additional necessary support Incentives for attendance will be offered weekly, organized by grade level.

Rationale:

If our attendance team focuses on monitoring and creating incentives to alleviate absenteeism, then our overall attendance percentage rate will increase.

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

Data Chats: During the attendance team, the principal will monitor the implementation of the planned interventions.

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:

Attendance data will be reviewed monthly, and adjustments will be made to our intervention incentives and attendance tree follow-through using the data generated.

Action Step #2

Professional Learning

Person Monitoring:

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 receive professional learning on attendance expectations and procedures. Upon reviewing monthly data from the attendance team's meetings, teachers will follow the communicative steps under the attendance tree.

Action Step #3

Instructional Practice: Student Attendance Incentives

Person Monitoring:

Stacy Murphree

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Attendance data will be reviewed monthly, and student incentives will be awarded based on monthly data.

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 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 2025-26 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



2025-26 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 SPC 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 runs smoothly and efficiently. Responsibilities consist of developing and fostering good public relations, partnerships with all stakeholders, & 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 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, establish routines, and model 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 school-wide 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 teacher leader 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 adjust instruction to meet diverse learning needs. In the leadership role, she helps coordinate grade-level planning, facilitate professional learning communities (PLCs), 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

Leanne Richard

leanne.richard@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

Our second grade teacher leader 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 adjust instruction to meet diverse learning needs. In the leadership role, she helps coordinate grade-level planning, facilitate professional learning communities (PLCs), 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

Regina Bragg

regina.bragg@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

Our third grade teacher leader is responsible for delivering high-quality instruction to young learners while also serving as a mentor and collaborator among third 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 adjust instruction to meet diverse learning needs. In the leadership role, she helps coordinate grade-level planning, facilitate professional learning communities (PLCs), 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

Amy McCord

amy.mccord@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

Our third grade teacher leader is responsible for delivering high-quality instruction to young learners while also serving as a mentor and collaborator among third 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 adjust instruction to meet diverse learning needs. In the leadership role, she helps coordinate grade-level planning, facilitate professional learning communities (PLCs), 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 #8

Employee's Name

Kimberly Davis

kimberly.davis@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

Our fifth grade teacher leader is responsible for delivering high-quality instruction to young 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 adjust instruction to meet diverse learning needs. In the leadership role, she helps coordinate grade-level planning, facilitate professional learning communities (PLCs), 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 teacher leader is responsible for delivering high-quality instruction to young learners while also serving as a mentor and collaborator among sixth grade 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 adjust instruction to meet diverse learning needs. In the leadership role, he helps coordinate grade-level planning, facilitate professional learning communities (PLCs), and support 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 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

Ariel Villegas

ariel.villegas@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

Our Montessori teacher leader is responsible for creating a prepared, student-centered learning environment that follows the Montessori philosophy and encourages independence, exploration, and self-directed learning. She designs and facilitates lessons using Montessori materials and individualized learning plans that support the intellectual, social, and emotional development of each child while also adhering to the B.E.S.T. standards. In addition to teaching, the teacher leader plays a key leadership role by mentoring other Montessori teachers, guiding instructional practices, and promoting fidelity to Montessori methods. She helps coordinate curriculum planning, leads her professional learning community, and assists with onboarding new staff. Our Montessori teacher

leader also collaborate with school administration to align classroom practices with the school's mission and goals, analyze student progress, and contribute to school-wide decision-making. She models reflective practice, nurtures a respectful and inclusive classroom culture, and engages families in their children's learning journey. Her leadership ensures consistency and high standards across the Montessori learning community.

Leadership Team Member #11

Employee's Name

Katlyn Mills

katlyn.mills@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 (IEPs). She collaborates with general education teachers to support inclusive practices, provides accommodations, and helps differentiate instruction. As a leader, she mentors other ESE 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. She also serves as our ESE Intervention Committee Facilitator.

Leadership Team Member #12

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 (IEPs). She collaborates with general

education teachers to support inclusive practices, provides accommodations, and helps differentiate instruction. As a leader, she mentors other ESE 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.

Leadership Team Member #13

Employee's Name

Michelle Bravo

michelle.bravo@myoneclay.net

Position Title

Teacher, Resource

Job Duties and Responsibilities

Our PE teacher leader is responsible for planning and delivering engaging, developmentally appropriate physical education lessons that promote physical fitness, motor skills, teamwork, and healthy lifestyles. She ensures that all students, regardless of ability level, participate in inclusive and safe physical activities aligned with state and national PE standards. In addition to her teaching responsibilities, the PE teacher leader supports the professional growth of other staff by modeling effective instructional strategies, sharing best practices, and mentoring new or less experienced teachers. She may lead department planning meetings, coordinate school-wide fitness programs or events, and assist in developing and aligning curriculum across grade levels. She also promotes school wellness initiatives, collaborates with administrators on safety and facility use, and helps analyze student performance data to improve outcomes. By combining strong instructional skills with leadership and collaboration, she helps ensure a high-quality, comprehensive physical education program that benefits the entire school community.

Leadership Team Member #14

Employee's Name

Katherine Dryden

Katherine.dryden@myoneclay.net

Position Title

Media Specialist

Job Duties and Responsibilities

Our media specialist is responsible for managing the school library media center, curating print and digital resources, and fostering a culture of reading, research, and responsible technology use. She

collaborates with teachers to support curriculum goals by integrating information literacy, research skills, and digital tools into classroom instruction. As a leader, the media specialist mentors staff in using educational technology effectively, provides training on digital citizenship, and helps implement innovative teaching practices using multimedia and online platforms. She also oversees library operations, including budgeting, collection development, and maintaining a welcoming and inclusive space for all students. Additionally, our media specialist supports school-wide literacy initiatives, coordinates reading programs or book fairs, and may guide technology integration efforts aligned with district goals. 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

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	59.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: B 2023-24: B 2022-23: B 2021-22: A 2020-21: A

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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)	0	0	0	0	0	0	1			1
Course failure in Math	0	0	0	0	0	0	0			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

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		1	2	5	3	2	1			14

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	4		3	6						13
Students retained two or more times										0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	17	16	4	14	15	9	17			92
One or more suspensions	7		1	7	4	4	9			32
Course failure in English Language Arts (ELA)			1	2	4	1				8
Course failure in Math			1	5	4					10
Level 1 on statewide ELA assessment				10	12	18	7			47
Level 1 on statewide Math assessment				12	12	20	6			50
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 (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1		1	5	10	3	11			31

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				8						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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	55	63	59	56	62	57	52	59	53
Grade 3 ELA Achievement	51	66	59	62	65	58	57	61	53
ELA Learning Gains	57	62	60	65	62	60			
ELA Lowest 25th Percentile	58	60	56	68	60	57			
Math Achievement*	54	67	64	53	67	62	54	64	59
Math Learning Gains	66	65	63	60	68	62			
Math Lowest 25th Percentile	58	57	51	61	59	52			
Science Achievement	54	62	58	48	61	57	50	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	72	63		55	61		55		59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	453
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
57%	59%	53%	62%	69%		63%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	48%	No		
Black/African American Students	49%	No		
Hispanic Students	61%	No		
Multiracial Students	57%	No		
White Students	57%	No		
Economically Disadvantaged Students	50%	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.

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%		

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	52%	57%			54%			50%					
Students With Disabilities	28%	40%			28%			16%					
Black/African American Students	37%				37%								
Hispanic Students	41%				50%								
Multiracial Students	40%				60%								
White Students	57%	56%			57%			66%					
Economically Disadvantaged Students	44%	52%			49%			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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	52%	65%	-13%	57%	-5%
ELA	4	53%	59%	-6%	56%	-3%
ELA	5	50%	56%	-6%	56%	-6%
ELA	6	59%	67%	-8%	60%	-1%
Math	3	41%	66%	-25%	63%	-22%
Math	4	57%	63%	-6%	62%	-5%
Math	5	37%	55%	-18%	57%	-20%
Math	6	73%	77%	-4%	60%	13%
Science	5	50%	61%	-11%	55%	-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 Science Achievement increased 7 percentage points, from 48% to 55%. We focused on differentiated small group instruction and utilized district created progress monitoring assessments to analyze fair game benchmarks and intentionally target instruction.

Our Math Learning Gains increased 6 percentage points, from 60% to 66%. Our 6th grade Math Learning Gains were 98%. This is attributed to strong collaboration between general education teacher and ESE Support Facilitator along with supported inclusion of SWDs. We also implemented a focus on Math Fact Fluency the 2nd Semester.

Our ELA Achievement among our SWD subgroup increased substantially from 39% to 54%. Our Math Achievement among our SWD subgroup increased substantially from 33% to 52%. We focused on targeted intentional instruction in ELA Success Block daily, in addition to Specially Designed Instruction and Tier 1 supports provided by our Support Facilitators.

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 Achievement is our lowest accountability component at 51%. This component also represented the most significant drop from 23-24 from 62%.

Our overall Math Achievement remained stagnant at 53%, 4th Grade Math Achievement dropped 7 points and 3rd grade dropped 11 points.

The African American Subgroup showed 0 growth as well as a decrease in proficiency over the past few years.

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 Achievement is our lowest accountability component at 51%. This component also represented the most significant drop from 23-24 from 62%. 2 new teachers served on the 3rd grade team. A lack of engagement as evidenced by student behavior and attendance as well as teacher attendance also contributed to the decline in proficiency.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

5th Grade Math has an approximately 20% gap between school and state achievement. This was the first year with a new Math curriculum and we had a first year math teacher. Of the 54 5th graders, 9 were absent 10% or more of the year. More than 10% of our 5th grade students were also served in the self-contained Positive Behavior Support setting.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our 3rd Grade students with two or more EWS indicators is an area of concern.

3rd Grade students had more suspension days and discipline referrals compared to all other grades.

Attendance continues to be a concern for our lower achieving students.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Overall Math Achievement

ELA Achievement with an emphasis on 3rd and 5th grade

Bottom Quartile learning gains

Free Reduced Lunch Subgroup

Student Engagement to improve behavior and 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.

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.

Description: Tier 1 instruction and targeted interventions across both ELA and Math specifically designed to address the needs of students who are Economically Disadvantaged.

Impact on Student Learning: By focusing on instruction that is explicit, systematic, and differentiated across ELA and Math, we ensure students are learning what they need to be proficient on grade level assessments as well as encouraging students to develop critical thinking skills and to think deeply and apply their knowledge.

We aim to increase proficiency, reducing the significant achievement gap for students who are Economically Disadvantaged.

This focused support will foster greater academic and behavioral success and equity for this subgroup.

Rationale: Prior year data shows a decline in overall ELA and Math Achievement for our Economically Disadvantaged 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 core classrooms demonstrate evidence of students being supported and held accountable through academic and behavioral scaffolds (T.2. on CCCDS Walkthrough Feedback).

The percentage of 2025-26 overall ELA proficiency of Economically Disadvantaged students will increase from 45% to 49% by the end of 2025-26 school year based on the FAST ELA PM3

Assessment..

The percentage of 2025-26 overall Math proficiency of Economically Disadvantaged students will increase from 43% to 47% by the end of 2025-26 school year based on the FAST ELA PM3 Assessment..

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
- quarterly student data chats
- teacher data chats
- lexia/iready/Aleks progress monitoring

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

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:

In order to improve proficiency for all students, our team will tailor small group instruction to meet the needs of students using multiple data sources. The groups will be carefully selected to address specific learning needs. These differentiated groups will be fluid as we progress monitor monthly to ensure we are focused on the root cause to close skill gaps.

Rationale:

By tailoring lessons, activities and feedback to the unique needs of each group, teachers can create a more equitable and effective learning 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

Targeted small group instruction for 3-6 grade ELA students

Person Monitoring:

Cheryl Larson

By When/Frequency:

Success Block begins the second week of school through May, 2026. Monthly data meetns are planned on the meeting matrix to progress monitor students identified as having a substantial reading deficit.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Using formative and diagnostic assessments, 3-6 grade students will receive targeted instruction in small groups based on students' needs. All ESE, general education teachers and trained paraprofessionals will be assigned a group and will use district approved material that addresses the area of need. The Success Block is scheduled in the master calendar daily and is sacred time to close gaps and enrich learners.

Action Step #2

Collaborative Planning

Person Monitoring:

Katlyn Mills

By When/Frequency:

Teachers meet weekly throughout the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

ESE support facilitators and general education teachers have common planning times and will meet weekly to plan for Specially Designed Instruction for our students identified as having substantial deficits in reading and math. The master schedule provides time for teachers to design and implement lessons and curriculum, aiming to leverage diverse expertise and improve student outcomes.

Action Step #3

MTSS Meetings

Person Monitoring:

School Based Problem Solving Team, Katlyn Mills

By When/Frequency:

Monthly throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will conduct regular MTSS meetings with the School-Based Problem Solving Team (SBPST) to identify students in need of academic, behavioral, or social-emotional support and develop targeted intervention plans. These meetings will include administrators, general and special education teachers, school counselor, and other relevant staff. The team will review student performance data, attendance, behavioral records, and teacher concerns to determine appropriate tiered interventions. Individual student plans will be created, implemented, and monitored, with clear goals, progress measures, and timelines. The team will ensure that interventions are evidence-based and delivered with fidelity.

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.

Description: Benchmark-aligned content with tasks that meet the rigor of the standard for the grade level.

Impact on Student Learning: By using benchmark-aligned content and rigorous tasks, we ensure students are learning what they need to succeed at their grade level and beyond as well as develop critical thinking and problem solving skills.

Rationale: Actively engaging students in rigorous tasks that meet the rigor of the standard creates an environment conducive to 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.

Walkthrough data will demonstrate evidence of benchmark-aligned instruction and tasks from 40.4% to 75% (C.1, C.2, C.3 on CCCDS Walkthrough Feedback) based on the 2025-26 SPC Walkthrough Feedback form.

The percentage of 2025-26 overall ELA proficiency will increase from 54% to 59% by the end of 2025-26 school year based on the FAST ELA PM3 Assessment..

The percentage of 2025-26 overall Math proficiency will increase from 53% to 57% by the end of 2025-26 school year based on the FAST ELA PM3 Assessment..

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
- quarterly student data chats
- teacher data chats
- lexia/iready/Aleks progress monitoring

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

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:

Teachers will use techniques to help students activate and connect existing knowledge to new learning. PLC work will focus on various strategies to integrate prior knowledge to strengthen instructional practice.

Rationale:

To effectively integrate prior knowledge will help students bridge the gap between what they already know and new information, making learning more meaningful and enhancing comprehension and engagement.

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:

Cheryl Larson

By When/Frequency:

Weekly PLC meetings throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will deepen understanding of standards based academic instruction to increase proficiency in all subject areas. We will focus on intentional planning using benchmark aligned tasks in order to meet the rigor of the standard. PLC work will equip teachers with tools and strategies for rigorous tasks that promote deeper learning, encourage critical thinking, and develop problem-solving skills.

Action Step #2

Collaborative Planning

Person Monitoring:

Katlyn Mills

By When/Frequency:

Weekly planning throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Our ELA teachers will work collaboratively with the ESE support facilitators to develop small groups based on data from Acadience Screener, FAST and Lexia. Third - sixth grade students will participate in the Success Block to receive targeted instruction whether to close skill gaps as enrichment. These groups are fluid and will be adjusted based on monthly progress monitoring. General education and ESE support facilitators work collaboratively and leverage their strengths to benefit all students across grade levels.

Action Step #3

Data Meetings

Person Monitoring:

Cheryl Larson

By When/Frequency:

Monthly throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will implement monthly grade-level data meetings involving classroom teachers and administration to analyze student performance data, identify instructional needs, and plan targeted interventions. During these meetings, teachers will bring current assessment data (e.g., formative assessments, benchmark tests, progress monitoring results) to collaboratively review trends, discuss student progress, and share strategies for instruction. Administration will facilitate the meetings, provide guidance on data interpretation, and help ensure alignment with school-wide goals. The focus will be on using data to make informed decisions, adjust instruction, and support all learners, especially those who are struggling or exceeding expectations.

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: Chronic absenteeism and suspensions contribute to below-grade-level ELA and Math scores and are areas for concern. We will continue to strengthen the implementation of our tier 1 behavior supports by scheduling a training during preplanning and monthly behavior PLCs facilitated by teacher leaders. All students with 2 or more Early Warning Indicators attended below 90% of the year. Students who feel safe in their learning environments will have a desire to come to school each day.

Impact on Student Learning:

Students who are chronically absent have reduced exposure to foundational literacy instruction and mathematical fluency, which is critical for proficiency. Disruptive behaviors reduce instructional time

and affected classroom climate, leading to disengagement in core content areas

Rationale: Students with attendance concerns, suspensions, and low academic achievement suggest a need to target students who have Multiple Early Warning Signs. If we increase student engagement and investment in learning through the use of a schoolwide positive behavior support program with a trauma informed approach, our overall attendance and discipline will improve. Having a common language across the campus will positively impact school culture, which is critical in supporting sustainable schoolwide improvement initiatives.

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 2025 Climate Survey, some of the greatest areas of need are setting clear behavior expectations (45%) and students demonstrating appropriate behavior (42.4%), which demonstrates a need for a consistent, systematic plan, so we expect at least a 10% increase in the 2026 Climate Survey. A decrease of at least 15% in the total number of suspensions will be evident by the end of the school year. The percentage of students with Chronic Absenteeism will be reduced 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 Otter Value Team will monitor discipline data monthly to address areas of concern and plan for behavior PLC.

The School Based Problem Solving Team will meet monthly to monitor students at risk using discipline, attendance and academic data and identify strategies to engage these students.

Person responsible for monitoring outcome

Laura Smith, 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:

Our team will use evidence-based strategies from the [attendanceworks.org](https://www.attendanceworks.org) platform in order to intervene with chronic absentee students.

Rationale:

Students who have regular school attendance perform stronger in overall proficiency and learning gains.

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

Otter Values Team Meetings

Person Monitoring:

Laura Smith

By When/Frequency:

Monthly team meetings and monthly PLC with all teachers

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teacher leaders meet monthly to analyze discipline data and plan for behavior PLCs in order to support the classroom learning environment. Teachers will implement strategies for addressing behavioral disruptions in the moment as well as implement proactive strategies to anticipate behavioral disruptions. Teachers will implement a daily check-in system with students identified in previous years as being chronically absent. As a school we will use the OneClay Culture model as a resource to strengthen our tier 1 behavior supports.

Action Step #2

MTSS Meetings

Person Monitoring:

Cheryl Larson, Principal

By When/Frequency:

monthly meetings throughout the 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 monthly to reflect on how students are responding to tier 1 supports academically and behaviorally. The team will triangulate data and discuss strategies and interventions to support each individual learner. The team will monitor how students are responding to the interventions in place and determine instructional moves that will leverage learning.

Action Step #3

Behavior PLC

Person Monitoring:

Otter Value Team, Laura Smith

By When/Frequency:

3rd Thursday of each month

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will establish Behavior PLCs where teachers will regularly meet in collaborative groups to focus on building their capacity to manage and prevent student behavioral disruptions. These PLCs will be facilitated by behavior specialists, administrators, or trained staff and will include professional development on evidence-based behavior management strategies. Topics will include in-the-moment responses to disruptions (e.g., de-escalation techniques, positive redirection) and proactive classroom practices (e.g., routines, relationship-building, reinforcement systems). Teachers will

engage in collaborative problem-solving, reflect on real classroom scenarios, review student behavior data, and share best practices. Each session will include time for action planning, implementation, and follow-up.

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.

n/a

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)).

n/a

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)).

n/a

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)).

n/a

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)).

n/a

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)).

n/a

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 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 2025-26 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



2025-26 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 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

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

The assistant principal is responsible for instructional leadership, providing professional development to teachers based on data and needs and working collaboratively with all stakeholders to ensure high levels of instruction. Furthermore, the assistant principal is 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

School Advisory Council Chairperson

Job Duties and Responsibilities

It is the responsibility of the School Advisory Council (SAC) Chairperson to gather all stakeholders monthly to disseminate information about the school's current programs, upcoming events and needs. Furthermore, the SAC chairperson connects business partners with educators to meet aforementioned needs.

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 encouraged to come alongside Spring Park Elementary through social media and monthly newsletters. Once agreeable to being involved with the mission and vision of Spring

Park Elementary, stakeholders are invited to School Advisory Council monthly meetings where information is shared and new ideas are discussed.

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 will be revised as needed through our School Based Leadership Team meetings as well as our School Advisory Council Meetings. We will revisit our goals after each assessment period.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	50.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: A 2023-24: A 2022-23: 2021-22: 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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)	0	13	2	13	0	1	1			30
Course failure in Math	4	3	4	0	0	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

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	15	26	16	34	19	22	20			152

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	9	0	13	0	0	2			26
Students retained two or more times	0	0	0	0	0	0	0			0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	24	16	16	8	18	17	15			114
One or more suspensions	3	7	5	9	5	20	12			61
Course failure in English Language Arts (ELA)	6	7	2				1			16
Course failure in Math	27	12	17	7	8	19	5			95
Level 1 on statewide ELA assessment				11	11	26	10			58
Level 1 on statewide Math assessment				7	8	19	5			39
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)	1	3		2						6

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	15	18	10	9	25	10			88

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	4	8		2						14
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**	
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†
ELA Achievement*	70	63	59	63	62	57	59	53
Grade 3 ELA Achievement	70	66	59	63	65	58	61	53
ELA Learning Gains	66	62	60	62	62	60		
ELA Lowest 25th Percentile	61	60	56	60	60	57		
Math Achievement*	69	67	64	73	67	62	64	59
Math Learning Gains	60	65	63	74	68	62		
Math Lowest 25th Percentile	63	57	51	64	59	52		
Science Achievement	70	62	58	43	61	57	65	54
Social Studies Achievement*			92					
Graduation Rate								
Middle School Acceleration								
College and Career Acceleration								
Progress of ELLs in Achieving English Language Proficiency (ELP)	70	72	63	34	55	61	55	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	599
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
67%	60%					

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	51%	No		
English Language Learners	58%	No		
Black/African American Students	62%	No		
Hispanic Students	59%	No		
Multiracial Students	67%	No		
White Students	72%	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.

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	67%	65%	2%	57%	10%
ELA	4	70%	59%	11%	56%	14%
ELA	5	66%	56%	10%	56%	10%
ELA	6	67%	67%	0%	60%	7%
Math	3	71%	66%	5%	63%	8%
Math	4	73%	63%	10%	62%	11%
Math	5	63%	55%	8%	57%	6%
Math	6	66%	77%	-11%	60%	6%
Science	5	72%	61%	11%	55%	17%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Our school saw the most notable improvement in Science, with proficiency increasing from 43% to 73%. This significant gain is largely attributed to a strategic teacher change that positively impacted instruction and student outcomes.

In ELA, overall achievement increased from 62% to 69%, learning gains rose from 58% to 63%. These gains reflect the impact of our ongoing vertical PLC work, which strengthened instructional alignment and collaboration across grade levels.

Math learning gains for the lowest quartile also improved, increasing from 53% to 62%. This progress is connected to the additional support services we implemented to better meet the needs of our struggling learners.

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 was ELA learning gains for the lowest quartile, which declined from 51% to 43%. A contributing factor to this decrease was that many students in this subgroup were performing at the high end of Level 2 or mid-Level 3. As a result, they did not demonstrate enough measurable growth to count toward learning gains, despite maintaining or slightly improving their performance. This trend suggests a need to better differentiate and target instruction for students on the cusp of proficiency to ensure continued academic progress is captured.

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 was overall Math learning gains, which dropped from 71% to 58%, reflecting a 13-point decrease. This decline was largely influenced by a high concentration of English Language Learners (ELLs) in 5th and 6th grade. While substantial support was provided in these grade levels, language barriers likely impacted students' ability to demonstrate

measurable growth on the assessment. This highlights a need for more targeted, language-integrated math instruction to better support ELL students' academic progress.

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 greatest gap when compared to the state average is **Math Learning Gains**. While the state average is 63%, our school's percentage is 60%, reflecting a 3-point gap. This gap is further supported by trends in our Early Warning System data, which show a high number of students performing at Level 1 in math.

Several factors likely contribute to this gap, including unfinished learning in foundational math skills, inconsistent progress monitoring, and limited opportunities for targeted small-group instruction. The alignment between this state comparison and internal performance data indicates a need for intensified supports in math instruction, particularly for students demonstrating the most significant struggles. We will use this information to guide intervention planning and professional learning in evidence-based math strategies.

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 identified in our Early Warning System (EWS) data are **student attendance** and the **high number of students performing at Level 1 in math**. Chronic absenteeism impacts student engagement and learning continuity, especially in foundational subjects like math. The number of students at Level 1 in math aligns with schoolwide performance data and suggests a need for targeted interventions and instructional support. Addressing these concerns will be a key focus of our school improvement efforts.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. **5th Grade Math Learning Gains**

Math learning gains in 5th grade were notably low at 44%, making this a top priority for targeted instructional support and intervention.

2. **ELA Lowest Quartile Learning Gains**

Improving ELA outcomes for students in the lowest quartile is critical. Scores were especially low in:

- 4th Grade: 33%
- 5th Grade: 53%
- 6th Grade: 44%
- Overall Average: 43%

3. **Tier 1 Behavior – Classroom Management and Engagement**

Several grade levels (1st, 3rd, and 5th) had one or more suspensions, indicating a need to strengthen Tier 1 behavior systems to improve classroom climate, engagement, and reduce disruptive behaviors.

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 primary area of focus is improving ELA learning gains for students in the lowest quartile across grades 4, 5, and 6. In the 2023–2024 school year, data revealed that these students did not demonstrate adequate growth when compared to their peers. Specifically, ELA learning gains for the lowest quartile averaged only 43% overall, with particularly low performance in 4th grade (33%) and 6th grade (44%).

This area of focus was identified through a comprehensive review of school-wide data, which highlighted a consistent gap in growth for our most struggling readers. These students are at risk of falling further behind without targeted support, which directly impacts their long-term academic success and readiness for future grade-level expectations.

Addressing this need will require a multi-tiered approach, including differentiated instruction, progress monitoring, and professional development for teachers on effective interventions for literacy growth. Improving outcomes for our lowest quartile learners is critical to ensuring equity and raising 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.

Increase the percentage of students in the lowest quartile on the previous year's reading assessment who demonstrate a minimum of one year's growth (or more) on the current year's standardized reading assessment from 43% to 50% by the end of the academic year.

Progress Monitoring Plan:

Progress toward this goal will be monitored monthly through multiple measures, including:

- **Classroom walkthrough data** with a focus on evidence-based reading instruction and

targeted small-group interventions.

- **Formative assessment data**, such as running records, progress monitoring tools, and student work samples.
- **Data chats** and **PLCs** to review trends, adjust instructional strategies, and ensure alignment to student needs.

Walkthrough trends will be analyzed for instructional alignment to the standards, student engagement, and scaffolding for students in the lowest quartile. This ongoing monitoring will inform coaching cycles and instructional supports throughout the year.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will use PM1 and PM2 data, Lexia, and teacher-based assessments to monitor the progress of our LQ scholars.

Progress toward this goal will be monitored monthly through multiple measures, including:

- Classroom walkthrough data with a focus on evidence-based reading instruction and targeted small-group interventions.

Walkthrough data will show a 50% increase in small group instruction in ELA classes

Person responsible for monitoring outcome

Tiffany Outman & 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:

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 which include Benchmark and Lexia Core 5.

Rationale:

With increased rigor and the implementation of grade-level appropriate materials our scholars will show improvement in the area of ELA. 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 Benchmark Advanced and Lexia Core 5.

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 participate in professional development in the area of our new curriculum, Benchmark, in order to teach state standards with the grade-level expectation of rigor. (PLC, peer observations)

Person Monitoring:

Team Leaders, Administrators

By When/Frequency:

September/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional development for teachers in the area of using Benchmark curriculum and peer observations to grow intentional academic and social practices with grade level expectations and using learning targets, success criteria along with measurable criteria.

Action Step #2

Review data at quarterly Data Meetings to adjust instruction and supports based on student growth

Person Monitoring:

Grade level teams, Administrators

By When/Frequency:

End of each quarter

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

PLC meeting notes, updated action plans

Action Step #3

Implement the new Benchmark Curriculum with fidelity.

Person Monitoring:

Tiffany Outman & Michelle Caricato

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school will monitor the impact of implementing the Benchmark Curriculum with fidelity through a multi-tiered approach: Monthly classroom walkthroughs focused on alignment to the Benchmark Curriculum, instructional delivery, and student engagement with grade-level texts. Student work samples and writing tasks will be reviewed regularly for evidence of standards-based instruction and growth in reading comprehension and written expression. Coaching cycles and professional development will be informed by trends from walkthroughs and data reviews to support continuous improvement in curriculum implementation. This ongoing monitoring will help ensure that the Benchmark Curriculum is being used effectively and that all students—especially those in the lowest quartile—are making meaningful progress in ELA.

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.

Recent performance data shows that a significant number of students are not meeting proficiency benchmarks in math. Analysis of classroom practices and assessment results highlights a need for more consistent alignment between instruction and standards. Strengthening standards-based instruction will ensure that all students receive equitable access to rigorous content, improve instructional coherence across classrooms, and increase the percentage of students achieving grade-level proficiency on end-of-year 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.

Increase the percentage of students meeting or exceeding grade-level proficiency on the state math assessment from **52% to 62%** by the end of the 2025 academic year through the implementation of consistent, standards-based math instruction.

We will use PM1 and PM2 data and teacher-based assessments to monitor the progress of our scholars.

Progress toward this goal will be monitored monthly through multiple measures, including:

- Classroom walkthrough data with a focus on math instruction and targeted small-group interventions.

Walkthrough data will show a 50% increase in small group instruction in math classes.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Vertical PLC meetings, grade-level teams will administer and analyze standards-aligned common assessments to track student progress and identify areas of instructional need. Progress monitoring to measure growth and proficiency across math domains.

Administrators will conduct classroom walk-throughs using a standards-based observation tool to assess lesson alignment, student engagement, and math discourse.

By using real-time data to guide decisions, instruction becomes more responsive and differentiated,

which increases the likelihood of students meeting or exceeding proficiency benchmarks by year's end.

Person responsible for monitoring outcome

Grade level Teams, 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:

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, iReady, and ALEKS.

Rationale:

With increased rigor and the implementation of grade level appropriate materials our scholars will show increased overall proficiency in mathematics. 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, iReady, and ALEKS.

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 participate in vertical planning in order to develop and maintain a common language across grade levels.

Person Monitoring:

Team Leads, Administrators

By When/Frequency:

September/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

PLC agendas, Walkthroughs with specific look fors such as the rigor of instruction, interventions, and benchmark aligned instruction.

Action Step #2

Develop and administer quarterly common math assessments aligned to priority state standards to monitor student progress and instructional effectiveness.

Person Monitoring:

grade level teams, administrators

By When/Frequency:

1st quarter/quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Common assessment results, PLC data analysis forms, pacing guide adjustments

Action Step #3

Facilitate monthly math data review meetings within PLCs to analyze formative and summative assessment results, identify trends in student performance, and monitor alignment between instruction and grade-level standards. These reviews will guide instructional planning, identify students in need of targeted intervention or enrichment, and ensure consistent, standards-based instruction across grade levels.

Person Monitoring:

Tiffany Outman & Michelle Caricato

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 monthly math data review meetings will be monitored through: PLC documentation and agendas, which will be reviewed by instructional leaders to ensure data analysis is occurring and being used to inform planning and instructional adjustments. Student performance trends on common formative assessments, district progress monitoring tools, and end-of-unit assessments to track growth and identify areas needing further support. Classroom walkthrough data to observe whether instructional shifts discussed in PLCs are being implemented and aligned to the standards. This layered approach ensures that the action step is not only implemented but also meaningfully connected to student outcomes and instructional improvement.

IV. Positive Learning Environment

Area of Focus #1

Other: Enhance Student Ownership and Critical Thinking Through Teacher Inquiry

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 aims to deepen student learning by fostering ownership, metacognition, and critical thinking through intentional shifts in instructional practice. Teachers will engage in structured inquiry cycles—such as lesson study, action research, or collaborative inquiry—focused on exploring and refining strategies that promote student agency. These strategies include goal setting, student-led discussions, reflective practices, and problem-based learning.

The goal is to create classroom environments where students take responsibility for their learning, ask higher-order questions, and demonstrate critical thinking through application, analysis, and reasoning. Teacher inquiry will serve as the foundation for continuous instructional improvement and will be supported through coaching, professional learning communities (PLCs), and peer collaboration.

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 2025 academic year, at least **75% of students** will demonstrate growth in ownership and critical thinking skills, as measured by a 20% increase in scores on a school-wide student engagement and critical thinking rubric, student self-assessments, and performance-based tasks.

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 progress of enhancing student ownership and critical thinking through teacher inquiry will be monitored using a combination of student-centered and teacher-driven tools. This includes the regular collection of student work artifacts, reflective practices, teacher inquiry documentation, and rubric-based assessments that measure growth in ownership and higher-order thinking skills.

Person responsible for monitoring outcome

Administrators & PLC facilitators

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:

Simple, repeatable structures (e.g., “Think-Pair-Share”, “See-Think-Wonder”, “Claim-Support-Question”) used to scaffold critical thinking and PLC work.

Rationale:

Promotes reflective practice and student-centered instruction that increases critical thinking and ownership.

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

Use professional learning time to learn about teacher inquiry and analyze student work samples from performance tasks to assess levels of reasoning/inquiry, creativity, and ownership over time.

Person Monitoring:

Administrators, teacher leaders, PLC facilitators

By When/Frequency:

Vertical PLC Cycles/monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will engage in student work protocols, creating rubrics as evidenced by PLC notes.

Action Step #2

Use an observation tool with "look-fors" aligned to student ownership and critical thinking (e.g., student-led discussion, choice, reasoning tasks).

Person Monitoring:

Administrators

By When/Frequency:

weekly walk-through feedback forms

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Walk-through forms, trend data summaries, teacher feedback

Action Step #3

Facilitate monthly teacher-led collaborative inquiry cycles during PLCs, where teams pose questions about their practice, implement strategies to promote student ownership and critical thinking, and reflect on student outcomes.

Person Monitoring:

Tiffany Outman

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Monitoring the impact of this action step will include: PLC artifacts (e.g., inquiry planning templates, reflection notes, student work samples) will be collected and reviewed to ensure teams are engaging in meaningful inquiry and applying strategies in the classroom. Instructional leadership team check-ins will occur quarterly to review progress and provide feedback or additional support. Classroom walkthroughs will be aligned with the inquiry focus to look for evidence of shifts in practice and student engagement in critical thinking tasks. Teacher reflections and surveys will be used periodically to gauge confidence, learning, and perceived impact of the inquiry cycles on instructional growth and 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.

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 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 2025-26 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



2025-26 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 statement 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 themselves and others.

Provide the school's vision statement

Thunderbolt Elementary prepares lifelong learners to acquire academic and practical life skills that foster success in a global and competitive 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

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

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 2025 data, it was agreed that we needed to focus on reading.

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 and monitoring of our quarterly data sheets.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	40.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21: A

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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)	0	0	0	0	0	0	1			1
Course failure in Math	0	0	0	0	0	0	1			1
Level 1 on statewide ELA assessment	0	0	0	6	12	18	7			43
Level 1 on statewide Math assessment	0	0	0	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	0	1	8	0	0	0			12
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	7	0	0	0			9

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	2	6	18	9	20	7			67

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	4	2	3	0	0	1			13
Students retained two or more times	0	0	0	0	0	0	0			0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	10	15	22	14	15	27	20			123
One or more suspensions	5	4	7	8	6	10	12			52
Course failure in English Language Arts (ELA)	2		2			2	3			9
Course failure in Math			1			1	6			8
Level 1 on statewide ELA assessment				2	7	10	2			21
Level 1 on statewide Math assessment				3	9	11	7			30
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						8
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)			2	1						3

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	5	3	3	9	6			28

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	74	63	59	79	62	57	72	59	53
Grade 3 ELA Achievement	79	66	59	81	65	58	73	61	53
ELA Learning Gains	61	62	60	72	62	60			
ELA Lowest 25th Percentile	53	60	56	64	60	57			
Math Achievement*	80	67	64	84	67	62	77	64	59
Math Learning Gains	75	65	63	81	68	62			
Math Lowest 25th Percentile	67	57	51	65	59	52			
Science Achievement	68	62	58	75	61	57	76	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	79	72	63	71	55	61	67	55	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	636
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
71%	75%	75%	68%	70%		72%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	56%	No		
English Language Learners	64%	No		
Asian Students	77%	No		
Black/African American Students	63%	No		
Hispanic Students	67%	No		
Multiracial Students	80%	No		
White Students	71%	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.

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%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	72%	73%			77%			76%					67%
Students With Disabilities	59%	55%			63%			45%					
English Language Learners	56%				78%								
Asian Students	83%				96%								
Black/African American Students	58%				64%			56%					
Hispanic Students	70%	80%			77%			82%					
Multiracial Students	59%				77%								
White Students	75%	74%			78%			80%					
Economically Disadvantaged Students	66%	63%			66%			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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	79%	65%	14%	57%	22%
ELA	4	76%	59%	17%	56%	20%
ELA	5	56%	56%	0%	56%	0%
ELA	6	85%	67%	18%	60%	25%
Math	3	80%	66%	14%	63%	17%
Math	4	77%	63%	14%	62%	15%
Math	5	74%	55%	19%	57%	17%
Math	6	89%	77%	12%	60%	29%
Science	5	69%	61%	8%	55%	14%

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?

Fourth grade ELA proficiency increased from 72% to 76%. The new action that took place was an increase in the collaboration/planning with the team, as well as a 'walk-to-learn' 30-minute instruction schedule that allowed teachers to focus on either small group targeted instruction to fill gaps, extend learning, or address misconceptions/reteach with our 'bubble' scholars.

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 fifth-grade ELA lowest 25th percentile was 53%. Contributing factors are the result of inconsistent use of small-group, targeted instruction and inconsistent use of our school-wide intervention block.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Fifth grade ELA proficiency dropped 18 points as a result of inconsistent use of small-group, targeted instruction and our school-wide intervention block.

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 key strength of Thunderbolt Elementary is that we consistently outperform district and state averages in ELA and Maths.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One potential area of concern is that 43 students scored a Level 1 in ELA; the majority were in grades 4 and 5.

A second area of concern is that 88 students were chronically absent, k-6, 10% or more days of

school. The highest attendance concerns were experienced in the 3rd and 5th grades, with both at 22 absences.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

- 1) ELA Proficiency
- 2) ELA L25% Learning Gains
- 3) Small group 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 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: Targeted small group instruction in content areas, focusing on and addressing specific learning gaps identified in prior and current year data.

Impact on Student Learning: To improve overall proficiency and close achievement gaps for the lowest 25%.

Rationale: In 2025, the ELA learning gains for our lowest 25% were 55% and the math learning gains for our lowest 25% were 65%.

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 all content area classes. (The 24/25 TBE walk-through data indicates 39 counts of teacher small group instruction.)

Learning Gains for the lower 25% for FAST ELA PM3 will increase to 65%. The Learning Gains for the lower 25% for FAST Math PM3 data will increase to 67%.

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
- Acadience Screeners
- weekly exit tickets
- Fast PM1 - PM2 - previous years PM3

- Lexia Growth
- Data Chats

This data will be used by PLC learning teams (all content areas) to inform ongoing instructional adjustments and targeted support throughout the school year to maximize student achievement.

Person responsible for monitoring outcome

Principal Bathurst, Asst Principal Pacheco, team leads, teacher teams, School-based 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

Small group instruction

Person Monitoring:

Administrators and teachers.

By When/Frequency:

By Monday, August 18th and then a minimum of 3 out of 5 days, during the 25/26 school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Grade-level teams will implement their designated small group instructional time with intentional planning. -Admin walkthroughs -Student data (screeners, diagnostics, assessments, exit tickets, journal entries) -Teacher schedules/lesson plans -Teacher and student conferences

Action Step #2

Professional Learning

Person Monitoring:

Administrators, Team Leaders, and grade-level team members.

By When/Frequency:

Monthly, throughout the 25/26 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 PL sessions by coaches, administrators, and/or grade-level teams and will focus on intentional planning, common goals, common assessments, student needs, effective instructional strategies, and available/approved resources.

Action Step #3

Monthly data meetings

Person Monitoring:

Administrators, teachers, grade-level, and school-based leadership team members.

By When/Frequency:

Monthly and quarterly, throughout the 2025/2026 school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrators will observe classrooms to provide ongoing feedback on whether the adjustments discussed are visible in instructional practices and walk-through data. The school-based leadership team will analyze the data quarterly, and grade-level teams will analyze their data monthly. Teachers will be given the opportunity to conduct peer observations and provide feedback to each other.

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

Impact on Student Learning: To improve overall proficiency and close achievement gaps for the lowest 25%.

Rationale: In 2025, the ELA proficiency for 3rd and 5th grades dropped. Fourth increased by 4 points, and sixth stayed the same as 2024. Overall, our ELA gains for our bottom quartile dropped from 64% to 55%.

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 proficiency dropped in the 3rd and 5th grades.

Fourth grade increased by 4 points. Sixth grade remained the same.

LQ ELA learning gains decreased from 64% to 55%.

For the 25/26 SY, we will increase overall ELA proficiency by 5% in 3rd grade and by 10% in 5th

grade. We will maintain or exceed growth in the 4th and 6th grades.

We will improve ELA learning gains for the LQ from 55% to at least 64%, restoring prior progress levels and supporting equitable ELA achievement.

The administrative, grade-level teams, and ESE support facilitators will monitor ELA proficiency in kindergarten - fifth grades using monthly unit Benchmark e-assessments.

Sixty percent of kindergarten - fifth grade students will score at least 70% on the monthly Benchmark e-assessments.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Specific progress monitoring tools (Acadience Screeners, FAST PM data, reading fluency probes, phonics assessments, comprehension checks) will be administered according to the district's curriculum guides and assessment calendars, as well as through common assessments, quizzes, "Benchmark" created exit tickets, and teacher anecdotal notes.

The administrative team will also monitor through the district's walk-through log, data chats with teachers, and grade-level teams.

Person responsible for monitoring outcome

Administrators, Team Leads, Teachers, ESE Support Facilitators, our ELL Teacher, and our ESE Site Specialist.

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

Total Participation Techniques

Person Monitoring:

Administrators, Team Leads, Teacher Leaders, and District Curriculum Coaches.

By When/Frequency:

By September 26, 2025, to ensure the effective implementation of TPT strategies.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will effectively utilize a minimum of one Total Participation Technique (for example, think-pair-share with a written response, quick writes, categorizing and sorting, etc). We will monitor the impact of this action step through our PM 2 data, PLCs, quarterly teacher data sheets, as well as our Mid-Year and End-of-Year Acadience data. We will also monitor the impact through MTSS data.

Action Step #2

Monthly data meetings

Person Monitoring:

Administration, school-based leadership team, grade level teams, content teams.

By When/Frequency:

Monthly, throughout the 2025/2026 school year.

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 schoolwide data, data by grade level, and the progress of students in the lowest quartile. Based on this data, the team will collaborate with teachers to make necessary adjustments.

Action Step #3

Data analysis

Person Monitoring:

Administration, teachers.

By When/Frequency:

Data analysis will occur during content PLCs. Implementation of small group instruction focused on data-informed needs will occur 3-5 times a week, throughout the 2025/2026 school year.

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 the growth of the lowest quartile and overall proficiency. Within PLC learning teams, teacher-collected formative assessment data will provide ongoing insights into student learning within these targeted groups, informing necessary adjustments to instruction and groupings.

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 implementation of Tier 1 One Clay Culture characteristics with clear expectations, explicit teaching, consistent reinforcement, and clear consequences.

Impact on student learning: The goal of a positive learning environment is to improve safety, reduce disruptions, and increase engagement of students, resulting in maximizing instructional time and improved learning.

Rationale: A significant increase in disciplinary incidents from the 2023-24 school year to the 2024-25 school year. In 23-24, TBE had a total of 141 incidents (24 major and 117 minor incidents); however, in 24-25, the total number of incidents increased to 170 (41 major and 129 minor incidents). Strengthening positive behaviors and supports will provide a consistent framework for teaching and reinforcing positive behaviors while addressing these negative trends.

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 (indicators C.3, S.3, and T.3) will indicate a school-wide average of at least 75% of observed areas, demonstrating a consistent display of school-wide expectations. A decrease of at least 20% in the total number of disciplinary incidents will be evident by the end of the school year, compared to the 24-25 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.

Weekly walkthroughs will monitor the implementation and reinforcement of Tier 1 One Clay Culture characteristics. The ongoing monitoring of disciplinary incidents will ensure effective behavioral supports. This data will provide a timely impact on behavior and learning.

Person responsible for monitoring outcome

Administrators, teachers, guidance, ESE school site specialist.

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

Update behavioral expectations

Person Monitoring:

School-based Leadership Team, all staff members

By When/Frequency:

School-wide behavior expectations will be shared during the week of pre-planning and taught to students by August 22, 2025. The Discipline Flow Chart will be used throughout the year as needed.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school-based leadership team will update our school-wide matrix outlining behavioral expectations (safe choices, own learning, act responsibly, respect) with specific, observable examples for each setting (hallway, cafeteria, playground, bathroom), and develop a plan to explicitly teach these expectations to all students within the first two weeks of school during resource time. When behavior disruptions occur, teachers will refer to the Discipline Flow Chart to address them appropriately.

Action Step #2

Professional learning

Person Monitoring:

Administrators, SBLT, Teachers

By When/Frequency:

The Professional learning will take place during pre-planning, and the classroom visits will occur throughout the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will participate in a professional learning session during pre-planning for strategies to explicitly teach school-wide behavioral expectations and appropriately implement disciplinary actions using the Discipline Flow Chart.

Action Step #3

Data Meetings

Person Monitoring:

Administrators, SBLT, Teachers, Guidance, ESE
School Site Specialist

By When/Frequency:

Monthly, throughout the 2025/2026 school year.

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 walkthrough data for indicators C.3., S.3., and T.3., and disciplinary incidents by grade level and teacher. The team will work with grade levels and teachers to make adjustments as needed to reach the goal of 75% consistent display of schoolwide behavior expectations and a decrease in incident 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.

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 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 2025-26 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



2025-26 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

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Sarah Brennan

sarah.brennan@myoneclay.net

Position Title

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**

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 #4**Employee's Name**

Raymond Schaefer

raymond.schaefer@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 #5**Employee's Name**

Shelley Huggins

shelley.huggins@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 and SLLT.

Leadership Team Member #6

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 #7

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 #8

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.

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

SAC Committee will meet on 9/15 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), and the School Literacy Leadership Team (SLLT) which both meet monthly, as well as by the administrative leadership team which meets weekly.

The SAC Committee meets quarterly and the PFA meets monthly. Both of these groups will provide feedback and monitoring of progress.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	56.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: B 2023-24: A 2022-23: B 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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	0	4	0	2	2	2	4			14
Course failure in English Language Arts (ELA)	0	8	4	0	0	0	0			12
Course failure in Math	0	6	2	0	0	0	0			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

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	11	9	13	6	4	6			54

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	8	5	11	0	0	0			24
Students retained two or more times	0	0	0	0	0	0	0			0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	29	33	24	39	30	23	16			194
One or more suspensions	1	2		7	1	5	7			23
Course failure in English Language Arts (ELA)	3	4	2	2	1		4			16
Course failure in Math	2		1	2	2	3	4			14
Level 1 on statewide ELA assessment				15	41	28	15			99
Level 1 on statewide Math assessment				9	34	29	14			86
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
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 (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	2	1	12	9	14	12			54

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	2	5	5	1		1			17
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	60	63	59	61	62	57	57	59	53
Grade 3 ELA Achievement	70	66	59	71	65	58	52	61	53
ELA Learning Gains	60	62	60	62	62	60			
ELA Lowest 25th Percentile	52	60	56	59	60	57			
Math Achievement*	65	67	64	69	67	62	67	64	59
Math Learning Gains	56	65	63	65	68	62			
Math Lowest 25th Percentile	50	57	51	53	59	52			
Science Achievement	69	62	58	64	61	57	50	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	75	72	63	46	55	61	44	55	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	557
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
62%	61%	57%	65%	59%		64%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	46%	No		
English Language Learners	58%	No		
Asian Students	87%	No		
Black/African American Students	48%	No		
Hispanic Students	74%	No		
Multiracial Students	68%	No		
White Students	60%	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.

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%

13/2025

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%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	57%	52%			67%			50%					44%
Students With Disabilities	26%	32%			34%			19%					
English Language Learners	25%				63%								
Asian Students	76%				100%								
Black/African American Students	55%	43%			62%			41%					
Hispanic Students	57%	44%			60%			56%					
Multiracial Students	53%				61%								
White Students	57%	58%			68%			50%					
Economically Disadvantaged Students	46%	37%			59%			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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	70%	65%	5%	57%	13%
ELA	4	53%	59%	-6%	56%	-3%
ELA	5	53%	56%	-3%	56%	-3%
ELA	6	62%	67%	-5%	60%	2%
Math	3	71%	66%	5%	63%	8%
Math	4	59%	63%	-4%	62%	-3%
Math	5	50%	55%	-5%	57%	-7%
Math	6	75%	77%	-2%	60%	15%
Science	5	67%	61%	6%	55%	12%

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 5th grade science proficiency increased from 64% to 68%. The biggest change was in personnel by adding a new teacher to our 5th grade team. She was a leader on the team, providing hands-on instructional practices for her students and sharing those materials with her peers. There was also increased emphasis on progress monitoring and student ownership in science. Teachers emphasized spiral review of previously learned concepts to solidify their understanding of big ideas in science. The teachers shared the responsibility for attending the professional learning quarterly collaboratives. Additionally, the average daily attendance for grade 5 was higher than the other grades with the lowest number of students missing more than 10% of the school days.

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 in mathematics, specifically the lowest quartile. The fourth grade mathematics learning gains were especially lagging as compared to both the school and the district level data. Historically our 4th and 5th grade math scores gradually decrease as compared to their performance in Grade 3. This year we implemented a 30 minute intervention block which focused on reading. This may have resulted in a missed opportunity with our math teachers also pulling a small group for reading.

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 overall declined the most with an 8% drop. Our overall school population grew over the course of the school year from roughly 850 in August to nearly 1100 by May. This high mobility rate creates a challenge for teachers to accurately identify and monitor the lowest quartile learners. In addition, many of our new entrants are coming from out of state or out of district with significant learning gaps and minimal time to remediate those missing math skills.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap when compared to the state was first grade math. There is a 12% gap in the data. Contributing factors are lack of rigor and individual accountability for students.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

High correlation between attendance and academic performance. The largest group of students with Early Warning Indicators was in Grade 1. We had 11 students in first grade who had attendance below 90% and were Level 1 in both reading and math. Looking at historical attendance data, many of those same students also had chronic absenteeism in kindergarten, which created a pattern of inattendance and learning gaps in reading and math during their foundational years.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Foundational Reading and Math Skills

Improve daily attendance

Focus on the instructional core

Monitor progress of the lowest 25% more closely

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: Intervention in foundational reading and math skills to address learning gaps identified by 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 those subgroups.

Impact on Student learning: Historically our SWD and FRL subgroups have had lower proficiency and learning gains as compared to the entire school population.

Rationale: 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 ELA and Math classrooms demonstrate evidence of differentiated instruction and targeted interventions specifically designed for SWD students (based on indicator S.2). The proficiency of SWD students in both ELA and Math will increase by at least 5 percentage 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.

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

Sarah Brennan

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 Strategies

Person Monitoring:

Sarah Brennan

By When/Frequency:

January 2026/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement a variety of developmentally appropriate engagement strategies in their daily lesson plans to increase student engagement as evidenced by walk through data. We expect to see 90% of our teachers implementing engagement strategies based on our walkthroughs. Walkthrough data will be reviewed weekly by admin team and shared monthly with team leaders. We will correlate that with student attendance data and achievement data showing improvement from PM 1 to PM 2.

Action Step #2

Professional Learning

Person Monitoring:

Sarah Brennan

By When/Frequency:

April 2026/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning for 25-26 will focus on engagement, especially Total Participation Techniques. The schools' professional learning calendar will start with a teacher-led session on TPTs during

preplanning, with several additional whole group sessions scheduled to layer on more professional learning on engagement. 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 team leader meetings we will solicit feedback from their PLC and review the midyear professional learning survey data as provided by the district.

Action Step #3

Data Analysis

Person Monitoring:

Sarah Brennan

By When/Frequency:

April 2026/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 literacy team will meet monthly and will include representatives from every grade level rather than grade bands.

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: Intervention in foundational reading and math skills to address learning gaps identified by 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 those subgroups.

Impact on Student learning: Historically our SWD and FRL subgroups have had lower proficiency and learning gains as compared to the entire school population.

Rationale: 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).

FRL subgroup FAST PM 3 data will show an increase to a minimum of 50% proficiency in ELA from the current 43%. Math will increase from 51% to 55% proficiency.

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

Sarah Brennan

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

Power Practices/Small Group Instruction

Person Monitoring:

Sarah Brennan

By When/Frequency:

May 2026/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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).

Action Step #2

PLC Meetings

Person Monitoring:

Sarah Brennan

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 vertical PLC meetings (held 5 times per year 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

Action Step #3

Data analysis

Person Monitoring:

Sarah Brennan

By When/Frequency:

January 2026

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 literacy team will meet monthly and will include representatives from every grade level rather than grade bands.

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.

According to the National Early Literacy Panel (2020), the two most important phonemic awareness skills are segmenting and blending. This is because these two skills have a causal effect on learning how to read and spell. Blending causes children to read words. Segmenting causes children to spell words. Blending is being able to hear the individual sounds in a word and blend those sounds together to produce the correct word. Segmenting is being able to hear a word and break it apart into its individual sounds. Blending facilitates the ability to read and segmenting facilitates the ability to spell. The ability to perform the skills of blending and segmenting require that a student is able to detect individual phonemes in words. Since this is not a natural skill it needs to be explicitly taught to most children. When a child is successful at both blending and segmenting, their chances at being proficient readers in the future are significantly increased.

During the 24-25 school year, our 1st and 2nd grade students (now our 2nd and 3rd graders) demonstrated weakness in oral reading fluency, phoneme segmentation fluency, and nonsense word fluency. By focusing on the foundational skills of segmenting and blending with the students who are still not proficient, we will improve oral reading fluency which will improve reading comprehension.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

No Answer Entered

Grades 3-5: Instructional Practice specifically related to Reading/ELA

No Answer Entered

Grades K-2: Measurable Outcome(s)

During the 2025-2026 school year our 2nd and 3rd graders will score at or above district and state benchmarks for ELA on the end of year FAST assessment. They will show an improvement in their oral reading fluency from BOY to EOY based on Acadience.

Grades 3-5: Measurable Outcome(s)

During the 2025-2026 school year our 2nd and 3rd graders will score at or above district and state benchmarks for ELA on the end of year FAST assessment. They will show an improvement in their oral reading fluency from BOY to EOY based on Acadience.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monthly literacy leadership team meetings will analyze student performance based on Acadience and classroom based assessments. Our ITF, Shelley Huggins, will support the team in their progress monitoring along with administration.

Person responsible for monitoring outcome

Sarah Brennan, 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:

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 2024-2025 school year, average daily attendance improved to 93.18% from 92.62% in 2023-24. Although this appears to be a small improvement and overall a robust daily attendance, we still had 172/1062 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.

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 number of students missing more than 10% of the school year will continue to decrease from 16% to 10% or less.

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

Sarah Brennan

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 Engagement

Person Monitoring:

Sarah Brennan

By When/Frequency:

January 2026/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement a variety of developmentally appropriate engagement strategies in their daily lesson plans to increase student engagement as evidenced by walk through data. We expect to see 90% of our teachers implementing engagement strategies based on our walkthroughs. Walkthrough data will be reviewed weekly by admin team and shared monthly with team leaders. We will correlate that with student attendance data and achievement data showing improvement from PM 1 to PM 2.

Action Step #2

Student Data Meetings

Person Monitoring:

Sarah Brennan

By When/Frequency:

January 2026/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data meetings with students will be held after each Progress Monitoring period to engage students in reflection and goal setting. Students in multiple subgroups will be closely monitored by classroom teacher, literacy leadership team, and admin/ITF to ensure that those students who are most at risk are making adequate progress. Best practices/exemplars of student data chat protocols will be shared at PLC so that teachers can learn from one another and improve their practice in collaborative goal setting with students.

Action Step #3

Data Sharing with Families

Person Monitoring:

Sarah Brennan

By When/Frequency:

April 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Attendance data will be shared with families in monthly newsletter along with ideas for improving attendance/statistics about the impact of attending school regularly. This information will be shared weekly with staff to identify trends and attempt to intervene more promptly. Principal will meet with families of the students in our self-contained settings during orientation to convey the importance of regular school attendance and of timely communication with school about absences due to medical appointments and/or therapies so that students missing for ABA, OT, etc. are not marked as unexcused.

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 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 2025-26 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



2025-26 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 students potential and individual responsibility.

Provide the school's vision statement

W. E. Cherry Elementary and the School District of Clay County exist 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

Angela Whiddon

angela.whiddon@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

The duties 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 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-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 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, K-12

Job Duties and Responsibilities

Title I teachers participate in student data collection, deliver Tier 1 instruction in a small-group setting, collaborate with staff to provide Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 support.

Leadership Team Member #4

Employee's Name

Katheryn Cummings

katheryn.cummings@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

Title I teachers participate in student data collection, deliver Tier 1 instruction in a small-group setting, collaborate with staff to provide Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 support.

Leadership Team Member #5**Employee's Name**

Emmalee Ganey

emmalee.ganey@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

General education teachers provide information about core instructional practices and curriculum, participate in student data collection, deliver Tier 1 instruction, collaborate with staff to provide Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 support.

Leadership Team Member #6**Employee's Name**

Angela Conley

angela.conley@myoneclay.net

Position Title

Teacher, ESE

Job Duties and Responsibilities

The Chair of the SAC committee shall assist the principal in leading the committee to develop the SIP, PFEP, and the school's annual budget. ESE teachers provide information about the accommodations made for the ESE students to be successful with the core curriculum.

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 develops a draft SIP based on the previous year's F.A.S.T. data and is then presented to the SAC 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, the administration will request a SAC meeting to present proposed revisions to the SIP.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: A 2023-24: A 2022-23: B 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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	0	5			20
Course failure in Math	8	1	0	0	0	0	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

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	12	3	12	10	15	7	14			73

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	11	5	1	2	3	0	3			25
Students retained two or more times	0	0	0	0	0	0	0			0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	26	24	22	21	31	24	26			174
One or more suspensions	2	3	3	8	3	4	7			30
Course failure in English Language Arts (ELA)	4	6	6	5	4					25
Course failure in Math	5	3	1	1	3	1				14
Level 1 on statewide ELA assessment		23	22	13	16	18	12			104
Level 1 on statewide Math assessment	25	17	16	8	5	21	5			97
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 (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	14	17	21	16	13	18	11			110

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	13	8	10	12	6		5			54
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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	65	63	59	58	62	57	55	59	53
Grade 3 ELA Achievement	72	66	59	59	65	58	60	61	53
ELA Learning Gains	63	62	60	61	62	60			
ELA Lowest 25th Percentile	61	60	56	61	60	57			
Math Achievement*	69	67	64	69	67	62	54	64	59
Math Learning Gains	70	65	63	78	68	62			
Math Lowest 25th Percentile	63	57	51	72	59	52			
Science Achievement	53	62	58	55	61	57	69	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	57	72	63	55	55	61	46	55	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	573
Total Components for the FPPI	9
Percent Tested	95%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
64%	63%	60%	66%	54%		63%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	46%	No		
English Language Learners	63%	No		
Black/African American Students	69%	No		
Hispanic Students	59%	No		
Multiracial Students	68%	No		
White Students	63%	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.

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%		
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%		

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	55%	60%			54%			69%					46%
Students With Disabilities	38%	38%			39%			43%					
English Language Learners	42%				50%								
Black/African American Students	48%	61%			41%			50%					
Hispanic Students	53%	64%			53%			71%					
Multiracial Students	60%				71%								
White Students	60%	57%			58%			75%					
Economically Disadvantaged Students	53%	63%			54%			70%					

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	69%	65%	4%	57%	12%
ELA	4	53%	59%	-6%	56%	-3%
ELA	5	61%	56%	5%	56%	5%
ELA	6	65%	67%	-2%	60%	5%
Math	3	65%	66%	-1%	63%	2%
Math	4	65%	63%	2%	62%	3%
Math	5	62%	55%	7%	57%	5%
Math	6	72%	77%	-5%	60%	12%
Science	5	51%	61%	-10%	55%	-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 ELA showed the most improvement going from 48% proficiency in 23-24 to 65% proficiency in 24-25. This shows a 17% increase. Title I pushed in to form small groups based on data from PM1 and PM2. Our county personnel also came and planned with the 5th grade teachers.

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 Science showed a 53% proficiency, dropping 2% points from the previous year. We have a second year teacher that teaches all of the Science for fifth grade students.

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 showed a decline from 75% proficiency in 23-24 school year to 70% proficiency in 24-25 school year. However, there was an increase for this third grade cohort coming into fourth grade. Due to our personnel being pulled to concentrate on fifth grade ELA and Math, we feel that hindered our scores because of less personnel to pull small groups.

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.

Fifth Grade Science showed the biggest gap in proficiency scores. The state is 55% proficiency and WEC is 51% proficiency. This is a gap of 4%. Not enough hands on experiences with science standards contributed to this gap.

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. Our attendance rate (absences and tardies)

continues to be lower than before COVID. During the 24-25 school year 134 students missed 10% or more days which is 23.7% of our students missing 10 or more days of the school year.

Another area of concern is our Kindergarten students that show the highest percentage among each grade level with two or more indicators (attendance & scoring a Level 1 on the ELA statewide assessment). 42% of our kindergarten students scored a Level 1 on the ELA statewide assessment.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

ELA

Science

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.

Our Fourth Grade ELA will be an area of focus for us in the 25-26 school year. Only 53% of our 4th graders showed proficiency on the statewide assessment. This affects student learning because low performance in reading can significantly impact student learning across all academic areas including math and science and can potentially lead to behavioral issues and even disengagement from school. 4th grade ELA proficiency is a crucial need because they scored below the state and county proficiency scores. State proficiency rate was 56% and our county's proficiency rate for 4th grade ELA was 60%.

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.

According to state data for the 2024-2025 school year, only 53% of our fourth graders were proficient on the ELA FAST assessment. We plan to raise that proficiency level to 56% for the 2025-2026 school year. Walkthrough data will show a 50% increase in small group instruction in ELA groups.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Teachers and administration will analyze FAST PM1 and PM2 data to determine strengths and areas of growth. Teachers and Administration will meet monthly to discuss data findings and plan accordingly to meet students needs. In addition, Administration will utilize classroom walkthroughs to ensure grade level benchmarks are being taught consistently and that small group instruction is taking place.

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:

The following evidence-based interventions will be implemented: Monthly data review: administration and the fourth grade ELA teachers will meet monthly to review PM data, Lexia data and classroom performance. Small group instruction: based on PM data small groups will be formed and targeted standards based lessons will be completed with Title I teachers pushing-in to assist the classroom teachers with small groups. Providing additional programs outside of the school day (after school tutoring): Fourth grade students who score below Level 3 on the PM assessments will be invited to attend our after school tutoring program. Professional Learning: During PLC's our teachers will collaborate with each other (as well as our county ELA resource teacher) discussing the new Reading series and how effective it is with the students.

Rationale:

Monthly Data Review- by consistently monitoring a child's progress, teachers can gather the information they need to match lessons and supplementary instruction to an individual child's level of understanding. Small group instruction - providing data-based, intentional support to students. Provide additional programs outside of the regular school day (After-school tutoring) - supplementing learning from the school day and providing targeted assistance to students whose needs extend beyond what they can receive via classroom instruction must be focused and targeted. Professional Learning-when teachers collaborate and share ideas, not only students, but teachers will benefit from these interactions.

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:

Teachers will monitor daily student work. Teachers and administration will analyze F.A.S.T. PM1 and PM2 data to determine strengths and areas of growth. Teachers and administration will meet monthly to discuss data findings and plan accordingly to meet student needs. In addition, administration will utilize classroom walkthroughs to ensure grade level benchmarks are being taught consistently.

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:

Title I teachers will meet with classroom teachers and discuss data in order to create small-group and individual assignments. Small groups will change depending on student data. Title I teachers will push-in during ELA academic time and assist the classroom teacher with monitoring results from these small groups. Small group data notebooks will be created to monitor progress.

Action Step #3

Provide additional programs outside of the school day.

Person Monitoring:

Kristie Lee and Beth Cummings

By When/Frequency:

Spring 2026/2 days per week

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Our focus will be on Fourth Grade ELA when offering outside tutoring. Should funds allow, we will add other grade levels. We will offer 4th grade ELA groups of 10 or less. Students will be given a pretest at the beginning of tutoring and lessons will be based on these results. Tutoring teachers will keep track of data each week. A posttest will be given at the end of tutoring to gauge the effectiveness of the lessons.

Action Step #4

Professional Learning

Person Monitoring:

Angela Whiddon and Josh Hogmire

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The district resource ELA teacher will meet with ELA teachers monthly to discuss data and share appropriate instructional strategies that will enhance the effectiveness of the new ELA curriculum.

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.

Proficiency in Science will be an Area of Focus for the 2025-2026 school year. Based on 2024-2025 FAST Science data, 53% of our 5th grade students showed proficiency in Science. This is a decline of 2% from the previous year. We feel this is a crucial need due to the decline in scores. Student lack of proficiency can negatively impact critical thinking; problem solving skills and the ability to understand and evaluate information.

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 Science proficiency score is 53%. We plan to raise this to the state average of 55% for the 2025-2026 school year. Administration will utilize walkthrough data to ensure that small group instruction is being effectively used in science classes.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Title I, Administration and Science teacher will meet monthly to discuss classroom and walkthrough data and Science Benchmark tests. This data will drive small group instruction.

Person responsible for monitoring outcome

Mr. Conley, Kristie Lee, Beth Cummings 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:

Monthly Data Review: Title I will meet with Science teachers and county resource teacher monthly to discuss areas of concern. Small group instruction: Small groups will be formed based on data review of Benchmark assessments. Professional Learning: District Science Specialist will meet with science teachers monthly throughout the year.

Rationale:

Monthly Data Review - by consistently monitoring a child's progress, teachers can gather the information they need to match lessons and supplementary instruction to an individual child's level of understanding. Small group instruction - providing data-based, intentional support to students whose needs must be focused and targeted. Closely aligning the intended benchmark and pacing of instruction with student needs will result in higher student performance. Professional Learning-to provide an extra knowledgeable source for reassurance, guidance and help.

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

Monthly Data Review**Person Monitoring:**

Mr. Conley, Kristie Lee, Beth Cummings and Administration

By When/Frequency:

PLC/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We can meet to discuss strengths and weaknesses so that we can create small group instruction to better meet the needs of the students.

Action Step #2

Small group instruction

Person Monitoring:

Mr. Conley, Kristie Lee and Beth Cummings

By When/Frequency:

After Benchmark Assessment 1/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Title I will push in as needed to form small groups so that students will be in smaller settings in hopes of increasing understanding of benchmarks.

Action Step #3

Professional Learning

Person Monitoring:

Mr. Conley, Kristie Lee and Beth Cummings

By When/Frequency:

After Benchmark Assessments/monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will meet monthly to reflect on the positives and negatives of their efforts and learn more about the science benchmarks and effective instructional strategies for each benchmark. Title I will lead these meetings and reflect on the impact it is having with the student data.

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.

Our Kindergarten and First grade ELA will be an area of focus for us in the 25-26 school year. Only 29% of our Kindergarten students showed proficiency on the statewide assessment and only 49% of our 1st graders showed proficiency on the statewide assessment. This affects student learning because low performance in reading can significantly impact student learning across all academic areas including math and science and can potentially lead to behavioral issues and even disengagement from school. Kindergarten and 1st grade ELA proficiency is a crucial need because

they scored below the state and county proficiency scores. State proficiency rate for Kindergarten ELA was 56% and 1st grade ELA was 58% and our county's proficiency rate in Kindergarten was 60% and 1st grade was 62%.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Small group instruction will take place with our new Benchmark Advance reading series. The instructional practice will focus on explicit instruction of the 6 components of Florida's formula for reading success, (oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.) Each component will be addressed in whole group as well as small group instruction during a 90 minute ELA block. This instruction will be differentiated to best meet the needs of the students.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

No Answer Entered

Grades K-2: Measurable Outcome(s)

According to state data for the 2024-2025 school year, only 29% of our Kindergarten students and 49% of our 1st graders were proficient on the ELA FAST assessment. We plan to raise that proficiency level to 50% for Kindergarten and 1st grade students for the 2025-2026 school year. Walkthrough data will show a 50% increase in small group instruction in ELA groups.

Grades 3-5: Measurable Outcome(s)

No Answer Entered

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Teachers and administration will analyze FAST PM1 and PM2 data to determine strengths and areas of growth. Teachers and Administration will meet monthly to discuss data findings and plan accordingly to meet students needs. In addition, Administration will utilize classroom walkthroughs to ensure grade level benchmarks are being taught consistently and that small group instruction is taking place.

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:

The following evidence-based interventions will be implemented: Monthly data review: administration and the K and 1 ELA teachers will meet monthly to review PM data, Lexia data and classroom performance. Small group instruction: based on PM data small groups will be formed and targeted standards based lessons will be completed with Title I teachers pushing-in to assist the classroom teachers with small groups. Professional Learning: During PLC's our teachers will collaborate with each other (as well as our county ELA resource teacher) to discuss the new Reading series and how effective it is with the students.

Rationale:

Monthly Data Review- by consistently monitoring a child's progress, teachers can gather the information they need to match lessons and supplementary instruction to an individual child's level of understanding. Small group instruction - providing data-based, intentional support to students. Professional Learning-when teachers collaborate and share ideas, not only students, but teachers will benefit from these interactions.

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 Data Review

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:

Teachers will monitor daily student work. Teachers and administration will analyze F.A.S.T. PM1 and PM2 data to determine strengths and areas of growth. Teachers and administration will meet monthly to discuss data findings and plan accordingly to meet student needs. In addition, administration will utilize classroom walkthroughs to ensure grade level benchmarks are being taught consistently.

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:

Title I teachers will meet with classroom teachers and discuss data in order to create small-group and individual assignments. Small groups will change depending on student data. Title I teachers will push-in during ELA academic time and assist the classroom teacher with monitoring results from these small groups. Small group data notebooks will be created to monitor progress.

Action Step #3

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:

The district resource ELA teacher will meet with ELA teachers monthly to discuss data and share appropriate instructional strategies that will enhance the effectiveness of the new ELA curriculum.

IV. Positive Learning Environment

Area of Focus #1

Teacher 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.

Teacher Attendance is crucial for a thriving student environment. Creating a positive relationship with students requires consistent involvement in daily academics as well as nurturing the whole child. A lack of this can interfere with the student learning outcome as well as a high cost for substitutes. According to our bookkeeper's records, the number of teacher absences increased significantly this year with over 1500 absences in one 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.

During the 2024-2025 school year we had 1,578 teacher absences. Our goal for the 2025-2026 school year is to decrease teacher absences to 1,000 or less.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Our administration and bookkeeper will run reports monthly so that we can discuss findings at our PLC meetings. We believe that less teacher absences will promote a positive learning environment and thus increase student academic learning.

Person responsible for monitoring outcome

Angela Whiddon, Josh Hogmire, Michelle Solomon

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 be recognized monthly for regular attendance. Administration will provide clear expectations in our back to school meeting as well as in our whole group PLC meetings. This will be monitored throughout each month according to the needs that arise. Should the need arise, our administration will identify and address the chronic absenteeism.

Rationale:

By recognizing and promoting consistent attendance, teachers will feel valued and know that their efforts will produce a positive and nurturing environment.

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

Clear expectations: Establish clear expectations for teacher attendance, procedures for reporting absences

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:

Clear expectation for our faculty and staff will be given at our Welcome Back to School meeting. Procedures to follow for reporting absences will also be clearly explained. Teachers will be directed to peruse the teacher contract for further understanding of attendance procedures and policy.

Action Step #2

Professional Learning

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:

Teachers will learn strategies for collaboration and mentorship during our monthly PLC meetings. Teachers will learn ways to work together to plan for lessons, as well as time management tips for before, after and outside of school hours. Team leads will share new ideas their team comes up with to encourage teacher attendance. Each month a list of ideas be placed in our faculty lounge to share.

Action Step #3

Monthly Data review

Person Monitoring:

Angela Whiddon, Michelle Solomon

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Whole group PLC meetings will consistently address the teacher attendance rate. The bookkeeper will run monthly reports that will monitor attendance of all teachers.

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 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 2025-26 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

J.L. WILKINSON ELEMENTARY SCHL



2025-26 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 Wilkinson Elementary School, we provide high levels of learning for all scholars. We increase student achievement by having high standards and expectations in which students value and develop a drive, desire and passion for learning. This is achieved by students being actively engaged in the learning process. By creating an optimal learning environment built on respect, safety and kindness, all students are achievers.

Provide the school's vision statement

Wilkinson Elementary School exists to provide a safe, caring and stimulating environment to prepare life long 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

Dr. 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

Alice VanVactor

alice.vanvactor@myoneclay.net

Position Title

Teacher, ITF

Job Duties and Responsibilities

SAC chair

Leadership Team Member #4

Employee's Name

M. LeAnne Jones

Mary.jones@myoneclay.net

Position Title

Title I Lead Teacher

Job Duties and Responsibilities

Title I compliance

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. Suggested changes will be voted upon by the members present.

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, Acadience, Lexia, classroom performance, etc.) will be reviewed regularly by teachers and administrators in data meetings and PLCs. The school problem-solving team comprised of teachers and school and district level administrators and specialists, will meet monthly to review the progress of tier 1 instruction and interventions. The ITF and school psychologist will meet monthly with teachers of scholars in MTSS to review their progress. If the data indicates the SIP requires revision, this will be done through our School Advisory Council.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: B 2023-24: B 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	13	6	9	28	36	22	15			129

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	0	0	15	0	0	0			17
Students retained two or more times				2			1			3

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	28	29	17	33	23	25	17			172
One or more suspensions	1					1	1			3
Course failure in English Language Arts (ELA)					2					2
Course failure in Math							1			1
Level 1 on statewide ELA assessment	2	10	17	15	19	22	7			92
Level 1 on statewide Math assessment		1	6	9	26	22	10			74
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 (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	3	2	4			1			12

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	3	2	4			1			12
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	51	63	59	53	62	57	51	59	53
Grade 3 ELA Achievement	54	66	59	57	65	58	63	61	53
ELA Learning Gains	54	62	60	56	62	60			
ELA Lowest 25th Percentile	53	60	56	61	60	57			
Math Achievement*	56	67	64	58	67	62	53	64	59
Math Learning Gains	58	65	63	58	68	62			
Math Lowest 25th Percentile	60	57	51	53	59	52			
Science Achievement	53	62	58	59	61	57	49	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	72	63		55	61			55	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	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						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
55%	57%	54%	59%	52%		54%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	38%	Yes	1	
Hispanic Students	51%	No		
Multiracial Students	63%	No		
White Students	55%	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.

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	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%		

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	51%	63%			53%			49%					
Students With Disabilities	29%	54%			31%			27%					
Hispanic Students	38%	50%			55%								
Multiracial Students	75%				33%								
White Students	53%	66%			54%			50%					
Economically Disadvantaged Students	47%	60%			49%			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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	53%	65%	-12%	57%	-4%
ELA	4	44%	59%	-15%	56%	-12%
ELA	5	38%	56%	-18%	56%	-18%
ELA	6	61%	67%	-6%	60%	1%
Math	3	63%	66%	-3%	63%	0%
Math	4	39%	63%	-24%	62%	-23%
Math	5	35%	55%	-20%	57%	-22%
Math	6	80%	77%	3%	60%	20%
Science	5	52%	61%	-9%	55%	-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?

Our lowest 25th percentile in math increased overall from 53% to 59%. This includes an increase for our SWD subgroup going up from 47% to 55%. One contributing factor is our 6th grade math teacher who intentionally plans engaging lessons that meet grade-level standards with rigor while also addressing the individual needs of each scholar, whether approaching, on, or beyond grade-level. This is done with careful utilization of all resources available, such as Title I staff including teachers and assistants.

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 25th percentile in ELA only scored 54% proficiency. The previous year they were at 61%. These scholars were pulled out of small group time in their classroom to receive Corrective Reading instruction. This intervention was beneficial for them in developing their reading skills, however, they were missing the practice with the grade level skills being taught by their ELA teacher.

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 with our ELA lowest 25th percentile. They dropped from 61% to 54%. These scholars were pulled out of small group time in their classroom and went to Corrective Reading groups. This invention was beneficial for them in developing their reading skills, however, they were missing the practice with grade level skills being taught by their ELA teacher.

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 ELA achievement. The state average was 57% proficiency, compared to our 51%. This is primarily due to deficits in grades 4 and 5 which have been trending downward for the past 2 years.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Number of scholars scoring Level 1 in ELA has increased from 118 to 132, K-6.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. ELA and Math achievement in grades 4 and 5
2. SWD achievement in ELA and Math
3. ELA learning gains
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.

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.

English/Language Arts skills are crucial for success across every content area. Our data from last year indicates that our grades 3-6 Students with Disabilities had an average ELA proficiency of 19%, with K-6 SWD proficiency being 28%; therefore, we have identified our SWD ELA proficiency as a crucial need at every grade level.

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 K-6th, Walk through data will show an increase from 15.2% to 60% in rigorous tasks in ELA, Math, and Science classes. End of unit assessments will show a class average of 80% or higher to show evidence of Strong Tier 1 Instruction.

Scholar proficiency will increase from 51% to 60% proficiency and SWD scholars proficiency will increase from 46% in grades 3-6 to 50%.

Using the action steps described below, we expect to see our overall ELA proficiency as follows:

- Kindergarten will increase from 67% to 75%
- Grade 1 will increase from 59% to 65%
- Grade 2 will increase from 52% to 60%
- Grade 3 will increase from 53% to 60%
- Grade 4 will increase from 45% to 50%
- Grade 5 will increase from 39% to 50%
- Grade 6 will increase from 61% to 65%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

- Weekly walkthroughs - observing rigor, scholar engagement, and small group instruction.
- Data chats -
- MTSS - Problem Solving Team Meetings - Monthly
- Evidence of Tier 1 instruction - Universal Data, Title Team with teacher support

Scholars will be assessed using STAR (k-2) or FAST (3-6) beginning, middle and end of year to monitor implementation and the progress toward desired outcome.

Person responsible for monitoring outcome

Carolyn Hayward - 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:

Along with the district, WES will utilize a new high-quality curriculum (Benchmark) which is evidence-based and addresses the identified gaps aligned with the 5 components of reading. This will be monitored through administrative observation, lesson plans, and data evidence from STAR (K-2) and FAST (3-6) progress monitoring, along with the Acadience Reading Benchmark Screener (K-6).

Rationale:

This has a high level of tier 1 evidence of success and is in our district CERP.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

K-2 scholars will receive explicit and systematic phonological awareness and phonics instruction through Foundations. Foundations instruction will be monitored by the district reading coach and our school-based Title I literacy coach throughout the year. Each student will complete a baseline assessment and progress data will be collected at the end of each unit of instruction. A foundational skill essential for reading success is phonics. Our scholars in grades K-2 will receive phonics instruction through the Foundations curriculum which is aligned to the science of reading. This is a multi-sensory core curriculum designed to meet the needs of all scholars including those with disabilities. Data from end of unit assessments will be analyzed by K-2 teachers in PLC, along with guidance from our district and school-based coaches and administrators.

Rationale:

This has a high level of tier 1 success and is in our district CERP.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

All scholars will receive targeted small group instruction designed to meet their individual needs. Targeted small group instruction will allow for the needs of every scholar to be met by highly qualified instructors, including ESE, Title I, and general education teachers. Groups will be formed based upon data or topic and will be carefully designed to advance student achievement. Monitoring of this instruction will be done by administrative observations and lesson plan documentation. Additionally, the progress of SWD will be documented in the IEP goals.

Rationale:

This has a high level of tier 1 success and is in our district CERP.

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:

Carolyn Hayward/Kara Hoffmann

By When/Frequency:

by 9/2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All ELA teachers will be trained to implement the Benchmark core with proficiency and fidelity. Using High Leverage Practices for Inclusive Classrooms, ESE and general education teachers will collaboratively meet the needs of all scholars through consistent opportunities to work on benchmark-aligned assignments, providing strong instruction, cultivating deep engagement, and holding high expectations for all scholars. Additionally, ESE and general education teachers of grades K-2 will be trained to deliver Foundations core instruction with the support of our District and school-based coaches. As a part of our rigorous tier 1 instruction, all ELA teachers will plan interactive small group lessons designed to meet the needs of every scholar. ESE and general education teachers (as well as paraprofessionals when applicable) will be actively engaged in meeting the needs of their students during this crucial learning time. This instruction will be monitored through administrative observation, lesson plan documentation, and all data sources which will be reviewed at least monthly.

Action Step #2

Professional Learning

Person Monitoring:

Carolyn Hayward/Kara Hoffmann

By When/Frequency:

by 8/2025, on-going

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 or grade-level instruction

by administrators and/or district personnel and will focus on rigorous Tier 1 instruction. Our inservice coordinator will maintain records of attendance and feedback of all participants, as well as any additional needs teachers may have so that these needs may be met as expeditiously as possible.

Action Step #3

Student Achievement

Person Monitoring:

Carolyn Hayward/Kara Hoffmann

By When/Frequency:

10/2025, 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 tier 1 instruction is impacting student achievement as evidenced by STAR, FAST, Acadience, Lexia and other data sources.

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 is a foundational skill directly related to real-world problem solving required for the development of the well-rounded scholar ready for future success. Our data from last year indicates 56% of scholars in grades 3-6 were proficient, with K-6 proficiency being 60%; therefore, we have identified math as a crucial need at every grade level.

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 math from 56% to 65%.

Using the strategies and action steps described below, we will increase our proficiency in each grade level as follows:

- Kindergarten will increase from 69% to 75%
- Grade 1 will increase from 67% to 75%
- Grade 2 will increase from 64% to 70%
- Grade 3 will increase from 62% to 70%
- Grade 4 will increase from 39% to 50%
- Grade 5 will increase from 35% to 50%
- Grade 6 will increase from 80% to 85%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Scholars will be assessed on STAR (K-2) or FAST (3-6) progress monitoring beginning, middle and end of year to monitor for the desired outcome.

Person responsible for monitoring outcome

Carolyn Hayward, 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 small group instruction (lesson plans, master schedule), have a dedicated time for math instruction, (master schedule) and monitor and reflect on the problem-solving process in all math classrooms (administrative walk throughs). Data from STAR (K-2) and FAST (3-6) progress monitoring, along with the District K-5 Mathematics Assessment and the Acadience Math Benchmark Screener (grades 4 and 5), as well as Eureka end of module assessments and classroom performance will be monitored in PLCs, monthly problem-solving meetings and grade-level data meetings.

Rationale:

Small group instruction allows students multiple opportunities to respond to questions, practice different question types, receive clear and immediate feedback from the teacher, and the opportunity to learn from peers. A dedicated, daily time for math instruction is essential for the practice and development of math facts and application of concepts. Opportunity to apply and reflect upon the problem solving process allows the scholar to develop confidence with increasingly rigorous material.

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:

Carolyn Hayward/Kara Hoffmann

By When/Frequency:

09/2025

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Math teachers will be trained to implement Eureka2 core with proficiency and fidelity. The master schedule will provide a dedicated time for engaging tier 1 instruction as well as small group instruction designed to address the needs of all scholars. Administrators will monitor the implementation and impact of this strategy during classroom walk throughs, observations, and lesson plan review.

Action Step #2

Professional Learning

Person Monitoring:

Carolyn Hayward/Kara Hoffmann

By When/Frequency:

08/2025, on-going

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 PL sessions, coaching cycles, peer observations, etc. by administrators and/or district personnel and will focus on rigorous tier 1 instruction. Our inservice coordinator will maintain records of attendance and feedback of all participants, as well as any additional needs teachers may have so that these needs may be met as expeditiously as possible.

Action Step #3

Student Achievement

Person Monitoring:

Carolyn Hayward/Kara Hoffmann

By When/Frequency:

10/2025, 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 implementation of the plan is impacting student achievement as evidenced by STAR, FAST, and other pertinent data sources.

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.

ELA proficiency for scholars in grades 4 and 5 is a crucial need. Data from 2024-25 school year indicate that scholars in grade 4 were 45% proficient (down from 51% in the previous year) and those in grade 5 were 39% proficient (up from 37% the previous year). An intentional focus will be placed upon these scholars so that their proficiency is increased. An increase in ELA proficiency will positively impact proficiency across all subjects for these scholars.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

A foundational skill essential for reading success is phonics. Our scholars in grades K-2 will receive

phonics instruction through the Foundations curriculum which is aligned to the science of reading. This strength of phonics instruction will prepare our scholars to be reading at grade level entering grade 3.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Scholars in grades 3-5 will receive high quality ELA instruction through the use of the Benchmark core curriculum (new for the 25-26 school year) which addresses the BEST Florida standards. Scholars will be engaged in rigorous tier 1 instruction which will be designed to meet the needs of every learner.

Grades K-2: Measurable Outcome(s)

With intentional benchmark aligned rigorous tier 1 instruction, we will increase our overall proficiency in ELA from 51% to 60%.

Using the strategies and action steps described below, we will increase our proficiency in each grade level as follows:

- Kindergarten will increase from 67% to 75%
- Grade 1 will increase from 59% to 65%
- Grade 2 will increase from 52% to 60%

Grades 3-5: Measurable Outcome(s)

With intentional benchmark aligned rigorous tier 1 instruction, we will increase our overall proficiency in ELA from 54% 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 53% to 60%
- Grade 4 will increase from 44% to 50%
- Grade 5 will increase from 38% to 50%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Scholars will be assessed on STAR (K-2) or FAST (3-6) progress monitoring beginning, middle and end of year to monitor for the desired outcome. Additionally, all scholars will be assessed using the

Acadience Reading Screener beginning, middle and end of year, as well as end of module Benchmark assessments and Lexia. All data sources will be analyzed regularly during PLC, data meetings, and monthly problem solving meetings.

Person responsible for monitoring outcome

Carolyn Hayward, 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 a new high-quality curriculum (Benchmark and Foundations) which are evidence-based and addresses the identified gaps aligned with the 5 components of reading. This will be monitored through administrative observation, lesson plans, and data evidence.

Rationale:

This new curriculum has been vetted by the District and has strong evidence of 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

Implement new Benchmark Curriculum

Person Monitoring:

Carolyn Hayward, principal

By When/Frequency:

9/1/25; weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

ELA teachers will be trained to utilize the Benchmark curriculum with fidelity and rigor by district specialists and/or vendors. On-going staff development will occur during Wildcat U. Records of attendance at trainings, as well as feedback from the participants will be maintained by our in-service coordinator so that staff needs may be addressed as expeditiously as possible. Administrators will observe instruction and provide support as needed. Teachers requesting or requiring coaching will be assigned a school or district based coach.

Action Step #2

PLC

Person Monitoring:

Carolyn Hayward/Kara Hoffmann

By When/Frequency:

08/25; 3 times per month

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

ELA teachers of grades 4 and 5 will meet in a joint PLC to increase their depth of knowledge of best teaching practices and the impact on student achievement. In addition to these teachers, a school-based Title I coach and ESE teachers for those grades, as well as our ELA curriculum specialist will be assigned to this professional community. An administrator will attend the meetings regularly to support this work. As a part of this work, student data will be monitored at every meeting as well as during data and problem solving meetings.

Action Step #3

Student Achievement Data Review

Person Monitoring:

Hayward/Hoffmann

By When/Frequency:

9/25, 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 determine our progress toward the goal of student achievement as evidenced by STAR, FAST, Acadience, Benchmark end of module assessments and other pertinent 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.

An intentional effort to reduce absences will increase instructional time. Current data indicates that school wide attendance for last year was 93%. An increase in attendance should increase proficiency across all curriculums and allow us to close achievement gaps.

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 attendance for the 2024/25 school year was 93% Our goal is to increase this to 95%.

Using the action steps described below, we expect to increase our attendance as follows:

- Kindergarten will increase from 85% to 88%
- Grade 1 will increase from 73% to 80%
- Grade 2 will increase from 82% to 88%
- Grade 3 will increase from 95% to 96%
- Grade 4 will increase from 82% to 88%
- Grade 5 will increase from 81% to 88%

- Grade 6 will increase from 84% to 90%

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 secretary will maintain a record of student absences and parental correspondence weekly through the use of Synergy. Attendance will be monitored as part of the early warning systems at monthly problem-solving meetings. Should a Student Success Meeting be required, the principal will invite the parents, as well as social worker, counselor, and other school-based personnel.

Person responsible for monitoring outcome

Carolyn 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:

The Wildcat 200 program will be used to establish positive connections with students and families. This is a school-based PBIS program which fosters positive relationships between school and scholars and their families. Scholars are taught the guidelines for success which are being honest, kind, responsible and respectful and are recognized by school staff for demonstration of these characteristics. When all are demonstrated, an administrator makes a positive phone call to the child's parent (or adult) to praise them and thank the child's family for their support. We have found that this program has been instrumental in decreasing referrals and negative parental interactions, and in increasing scholar attendance, as well as parental involvement.

Rationale:

Children who feel safe, wanted and welcomed at school will want to attend.

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

Staff will be trained in and use the Wildcat 200 PBIS program.

Person Monitoring:

Kara Hoffmann

By When/Frequency:

08/2025, on-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

In order for this school-wide initiative to be successful, staff will be trained in the implementation of the program, including the teaching of the 4 guidelines for success, development of strong personal connections to the scholars and their families and the impact a positive learning environment can have upon student attendance. Monitoring will be done through the completion of the pawprint card which is how scholars are recognized for demonstration of the guidelines for success.

Action Step #2

Connection Combine

Person Monitoring:

Carolyn Hayward

By When/Frequency:

08/2025, on-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Staff will select a scholar or scholars who had a high incidence of absences last year with whom they have an established relationship to mentor during the year. This should create a positive effect on the attendance of those identified scholars.

Action Step #3

Data Review

Person Monitoring:

Hoffmann

By When/Frequency:

September/monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

PBIS data including attendance, numbers of Wildcat 200 Club members to date, and numbers of referrals is reviewed at PBIS team meetings which are held monthly. A representative from each grade level attends and reports the information to their colleagues. Additionally, attendance is reviewed in monthly data and problem-solving meetings.

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/wes/>

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/wes/>

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)).

Wilkinson Elementary is committed to strengthening the tier 1 instruction every scholar receives. To this end, we have employed highly effective educators and staff who will be supported through on-going professional development designed to address the needs of the staff and the scholars entrusted to us. We will place intentional focus on the ELA and Math instruction of all scholars, with an emphasis on those in grades 4 and 5, as well as our SWD population.

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)).

Stakeholders developing the plan utilize all data sources and resources available to address scholar needs. We rely upon coordination and integration of services with our partners in ESE, social services, Title III, and the school nutrition plans which provide free breakfast and lunch to 100% of our scholars.

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)).

In addition to our school counselor, Wilkinson Elementary is fortunate to have an on-site mental health therapist to support our scholars and their families in need. We also offer a number of clubs such as art, chorus, robotics and 6th grade leadership, which serve to enrich our scholars outside the academic subject areas.

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)).

Wilkinson is a proud PBIS model school! Additionally, we have developed our own school wide Wildcat 200 program in which our scholars are educated about school expectations and rewarded for compliance. Should a scholar require intervention in the area of behavior, we utilize the MTSS model, including the child, their family, their teachers and other appropriate personnel such as the ITF and the psychologist to develop a meaningful plan designed to meet the scholar needs.

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 are engaged in relevant professional development at least monthly. In addition to this, professional learning communities within grade or subject area occur 3 times per month and are essential for the in-depth disaggregation of data and improvement upon teaching practice. Opportunity for professional growth and collegial support are most often stated as reasons teachers are attracted to Wilkinson and choose to remain.

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)).

Wilkinson is fortunate to house 2 pre-k and 2 VPK classes. Our VPK scholars attend enrichment provided by our resource teachers and join the other students in the cafeteria for breakfast and lunch. All rising Kindergarteners and their families are invited to a school tour in the spring before their enrollment.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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 scholars.

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 scholars: 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 2025-26 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



2025-26 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

Nate Warmouth

nathan.warmouth@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

Jessica Rockwell

jessica.rockwell@myoneclay.net

Position Title

Dean of Climate and Culture

Job Duties and Responsibilities

Dean, Title I Coordinator, Co-Dept Head SS

Leadership Team Member #3

Employee's Name

Josh 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 #4

Employee's Name

Micheala Moriarty

micheala.moriarty@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

All things related to running an effective school, all principal duties

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@myoneclay.net

Position Title

Parent Engagment Liason

Job Duties and Responsibilities

Principal Secretary, Community and Parent Engagment Liason

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

Mylon Pope

mylon.pope@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

Paraprofessional

Job Duties and Responsibilities

ESE Classroom Assistant

Leadership Team Member #12

Employee's Name

Robin Ogden

robin.ogden@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

ELA, Co-Dept Head

Leadership Team Member #13**Employee's Name**

Jessica Mosley

jessica.mosley@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

ELA, Co-Dept 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 2024-2025 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

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	92.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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>	2024-25: A 2023-24: B 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment								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

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								12	20	32

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								4	10	14
Students retained two or more times								1		1

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days								124	144	268
One or more suspensions								57	53	110
Course failure in English Language Arts (ELA)								15	27	42
Course failure in Math								35	5	40
Level 1 on statewide ELA assessment								63	71	134
Level 1 on statewide Math assessment								47	24	71
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 (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								105	95	200

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								2	5	7
Students retained two or more times								1	2	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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	58	63	58	56	61	53	46	54	49
Grade 3 ELA Achievement	27			21					
ELA Learning Gains	54	58	59	53	57	56			
ELA Lowest 25th Percentile	43	51	52	40	47	50			
Math Achievement*	76	74	63	71	72	60	67	69	56
Math Learning Gains	64	60	62	61	60	62			
Math Lowest 25th Percentile	60	58	57	57	57	60			
Science Achievement	72	62	54	68	64	51	65	62	49
Social Studies Achievement*	88	85	73	80	83	70	82	81	68
Graduation Rate									
Middle School Acceleration	65	64	77	56	61	74	59	63	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	65	53			56	49			40

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	580
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
64%	60%	64%	54%	52%		58%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	45%	No		
English Language Learners	51%	No		
Asian Students	86%	No		
Black/African American Students	63%	No		
Hispanic Students	63%	No		
Multiracial Students	62%	No		
White Students	64%	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.

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%		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%			
12/2025													

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%			

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	46%				67%			65%	82%	59%			
Students With Disabilities	19%				37%			46%	60%	29%			
Black/African American Students	52%				71%			85%	91%	53%			
Hispanic Students	52%				63%			72%	77%	56%			
Multiracial Students	39%				72%			45%	83%				
White Students	45%				66%			63%	82%	58%			
Economically Disadvantaged Students	41%				63%			62%	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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	7	54%	60%	-6%	57%	-3%
ELA	8	62%	61%	1%	55%	7%
Math	7	41%	49%	-8%	50%	-9%
Math	8	74%	71%	3%	57%	17%
Science	8	69%	60%	9%	49%	20%
Civics		87%	84%	3%	71%	16%
Algebra		98%	63%	35%	54%	44%
Geometry		100%	62%	38%	54%	46%
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Civics						

* 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?

We showed the most growth in our Civics scores, an 8% increase overall. We focused on standard and benchmark questions and assessments, school wide ACE strategy (answer/cite/explain), school wide annotation anchor charts, school wide vocabulary.com with specific Civics vocabulary once per month. Additionally, we had a district Social Studies Curriculum Coach visit campus two times per month to work with our Civics team, during our PLC's, on targeted standards and benchmarks.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

7th grade math showed the lowest performance. Overall proficiency dropped from 59% to 41%. We had more students placed in Math 7 Accelerated (8th grade assessment) so we tested less students on the 7th grade assessment. Of those students tested, the majority were level 1 and 2 students. Five of our seven sections of standard 7th Math were also ESE Push-In classrooms with Support Facilitation present.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

In addition to our lowest performance on our 7th grade Math, our 7th grade ELA dropped 4%, from 58% to 54%. Our 7th grade ELA teacher team scores were 32%, 42%, 74%, and 75%. We have identified our two lowest performing teachers and will implement additional support, including district training, ELA coaching cycles, and mentor teachers. Additionally, our two lowest performing classrooms were ESE Push-In classrooms with Support Facilitation.

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.

7th grade math showed the greatest gap when compared to the state average. We were 10% lower than the state average and 8% lower than the district average. Overall proficiency dropped from 59%

to 41%. We had more students placed in Math 7 Accelerated (8th grade assessment) so we tested less students on the 7th grade assessment. Of those students tested, the majority were level 1 and 2 students. Five of our seven sections of standard 7th Math were also ESE Push-In classrooms with Support Facilitation present.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

We would like to focus on improving attendance. We had 233 of our students miss more than 10% or more of school days. This equates to 33% of our total student population missing 10% or more of school days.

We also would like to focus on reducing the total number of level 1's on statewide ELA and Math assessments. 116 ELA students (17% total population) earned a 1 on the statewide ELA assessment, while 60 Math students (9% total population) earned a 1 on the statewide Math assessment.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

- 1) Increase ELA from 58% to 62% overall
- 2) Increase Math from 74% to 77% overall
- 3) Increase attendance
- 4) Decrease the overall total number of students who earned a level I on ELA and/or Math on the state assessment

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 scores from 58% to 62% overall. Reading and writing are fundamental to our success in all facets of instruction. Although we have had a 17% gain over the past three years, including 2% gain in '24-'25, we are looking for ways to improve in order to get more students up to passing grade level reading/writing.

Our ELL population dropped from 45% to 27% for ELA in the '24-'25 school year. This will also need to be an additional area of focus for ELA.

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 from 54% to 56% in 7th grade, 62% to 64% in 8th grade, and 43% to 48% in lower quartile gains in ELA.

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, PLC's, department meetings. Data used to track and monitor will be through FAST PM1, PM2, PM3

Person responsible for monitoring outcome

Nate Warmouth, 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:

Nate Warmouth

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

1. 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, Mr. Warmouth will monitor these action steps through participation in bi weekly PLC and Quarterly Data chats.

Action Step #2

Provide Additional Programs Outside of the Regular School Day

Person Monitoring:

Nate Warmouth/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. Target Lower Quartile, SWD, and bubble students through after school tutoring (focus on Reading skills and other struggling standards/benchmarks). Mr. Warmouth and 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:

Nate Warmouth

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. Warmouth will participate in ELA PLC groups bi weekly.

Action Step #4

Quarterly Professional Learning ELA

Person Monitoring:

Nate Warmouth

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Teacher's will receive professional learning around the principles and strategies or increasing student discourse in all content areas for all subgroups of students. Administration will monitor impact and practices within weekly walkthroughs and debriefing. 2. ELA teachers will attend quarterly ELA collaboratives with district specialist, coaches, and other secondary ela teachers. Teachers and Mr. Warmouth 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 indicated 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 scores from 74% to 78% overall. In particular, we will be looking to improve our 7th grade scores, as those dropped 18% this past school year. Although we had an overall 3% gain this past year, we are looking for ways to improve in order to get more students up to passing grade level.

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 proficiency levels from 41% to 43% in 7th grade, 74% to 76% in 8th grade, and 60% to 64% in lower quartile gains in math.

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 PD, PLC's, department meetings.

Data used to track and monitor will be through FAST PM1, PM2, PM3

Person responsible for monitoring outcome

Nate Warmouth/ Michaela Moriarty

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

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:

Nate Warmouth/ Michaela Moriarty

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Teachers, support facilitators, and assistants will provide small group instruction. 2. 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 Mr. Warmouth and Ms. Moriarty will complete walkthroughs and provide instructional feedback each week; bi weekly, Mrs. Moriarty will participate in math PLCs.

Action Step #2

Progress Monitoring

Person Monitoring:

Nate Warmouth/ Michaela Moriarty

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. Ms. Moriarty will participate in Math PLC groups bi weekly and quarterly data chats.

Action Step #3

Additional Support Outside of the Regular School Day

Person Monitoring:

Nate Warmouth/ 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. Target Lower Quartile, SWD, and bubble students through after school tutoring (focus on mathematical concepts and other struggling standards/benchmarks). Mr. Warmouth and 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:

Nate Warmouth/ Micaela Moriarty

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Teacher's will receive professional learning around the principles and strategies or increasing student discourse in all content areas for all subgroups of students. Administration will monitor impact and practices within weekly walkthroughs and debrief. 2. Math teachers will attend quarterly math collaboratives with district specialist, coaches, and other secondary math teachers. Teachers and Ms. Moriarty 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 indicated 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 233 of our students miss more than 10% or more of school days. This equates to 33% 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 233 to below 200 for students who have missed 10% or more 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.

Synergy 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 for attendance.

Person responsible for monitoring outcome

Administration, Nate Warmouth, 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:

Active Classroom (High Student Engage)

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 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. School will use monthly newsletters, social media, school website, 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 relationship with students

Person Monitoring:

Nate Warmouth/ 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. Teacher's will receive professional learning around the principles and strategies or 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 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 2025-26 UniSIG funds but has chosen NOT to apply.	No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00